

Key Learning Opportunities

Personal, Social and Emotional Development

- To build constructive and respectful relationships
- To express their feelings and consider the feelings of others.
- To show resilience and perseverance in the face of challenge.
- To identify and moderate their own feelings socially and emotionally.
- To think about the perspective of others.

Communication and Language

- To extend vocabulary, by learning and using new vocabulary.
- To understand how to listen carefully and why listening is important
- To ask questions to find out more
- To articulate their ideas and thoughts in well-formed sentences
- To describe events in some detail
- To use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

Physical Development

- To develop their small motor skills so that they can use a range of tools competently, safely and confidently
- To develop the overall body strength, co-ordination, balance and agility
- To combine different movements with ease and fluency
- To confidently and safely use a range of small apparatus inside, alone and in a group

Literacy

- Use new vocabulary in different contexts

Expressive Arts and Design

- To return to and build on their previous learning, refining ideas and developing their ability to represent them
- To create collaboratively, sharing ideas, resources and skills
- To develop storylines in their pretend play

Resources	Intended Experiences	Role of the Adult
<p>Mobilo, duplo, lego, sticklebricks, magnetix, wooden blocks, cars, animals, dolls house, wooden figures, wooden structures for building</p> <p>Loose parts - grass, pebbles and stones, small logs, shells</p> <p>Mark making and writing A selection of mark making tools nearby including selection of pencils, pens, A5, A4 and A3 note pads, whiteboards and pens, and clipboards.</p> <p>Enhancements: Linked to theme or interests such as books, images or small world</p>	<p>Making decisions about the resources they need - Caring for resources appropriately - Sharing, co-operating and collaborating - Planning, negotiating and compromising - Talking about what they are doing, describing their actions, what they see happening, sharing their ideas and responding to their requests - Sharing imaginative and creative thoughts - Exploring resources to see what they can be made to do - Creating structures of different shapes and sizes such as towers - Building familiar things for example, vehicles - Building imaginary places and objects - Making up stories, acting out events - Pretending to be characters, creating imaginative and real-world scenarios - Persisting from an idea through to a conclusion</p>	<p>Play alongside</p> <ul style="list-style-type: none"> - Observe children and tune into their interests - Help children with what they are trying to do and comment on their actions - Suggest possible ways to extend their thinking - Encourage children to persist and to have another go - Consider additional stimulus and add this immediately if to hand or the following day <p>Role model/direct teach</p> <ul style="list-style-type: none"> - Model how to access stored resources - Model and manage behaviours, self-regulation and the characteristics of effective learning - Teach children the skills and techniques of building for example, how to fix and fasten materials together - Model retelling stories <p>Raise questions to stimulate ideas and add challenge</p> <ul style="list-style-type: none"> - What do you notice about...? - I wonder how/what would happen if...? - Can you tell me about...? <p>Use appropriate language linked to key learning</p> <ul style="list-style-type: none"> - Mathematical language; shape, space, size and position - Scientific language; materials, gravity, stability - Technology and engineering; structures and vehicles - Geographical language linked to places - Story language - Emotional well-being linked to creating spaces

Continuous Provision

SMALL WORLD AND CONSTRUCTION INDOOR AREA

