

St Michael's Nursery and Infant School – Core Provision Planning – CONSTRUCTION

Nursery

| Common Play Behaviour | CREATING | SPACIAL AWARENESS | CONSTRUCT WITH PURPOSE |
|------------------------------------|--|--|---|
| Skill: What could the children do? | Explore what the resources can do. Transport resources. Build towers, short, tall, long (2/3 dimensions) Begin to build walls around themselves. Begin to add simple storylines to play. | Explore the area where they are building. Develop understanding about how much space is needed to make models. Constructs in a large space with large blocks Constructs in a small space with small blocks Develop some understanding of safety. | Begin to develop an idea of what they want to build. Manipulate resources Trial and error – when the brick falls try again or change something. |
| What could the children use? | Duplo Stickle bricks Small block Large blocks Wooden blocks Logs | Constructs in a large space with large blocks. Constructs in a small space with small blocks. | Wooden bricks Duplo Stickle bricks Small block Large blocks Cardboard boxes Cogs Loose parts (beads/buttons) |

Development Matters Links to Long Term Plan

| Objective | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------|---|---|---|--|---|--|
| | Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. | Combine shapes to make new ones – an arch, a bigger triangle etc. | Play with one or more other children, extending and elaborating play ideas. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. | Know that there are different countries around the world and talk about the differences they have experienced or seen in photos. Talk about and explore 2D and 3D shapes. | Use talk to organise themselves and their play: Make comparisons between objects, size and length. | Draw with increasing complexity and detail, such as representing a face with a circle and including details. |
| Enhancements | Photographs of real houses and simple house models. | Pattern blocks Interlocking shapes | Tuff trays, pens paper – encourage children to build different parts of a town in the trays. | Photographs of famous building/places/transport around the world. | Rulers Tape measures | Clipboards, pencils and design sheets. |

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Reception

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| Common Play Behaviour | CREATING | SPACIAL AWARENESS | CONSTRUCT WITH PURPOSE |
| Skill: What could the children do? | Use a variety of resources to add to models. Create enclosed spaces. Add storylines to their play. Begin to create symmetry Builds more elaborate structures. Includes systems (e.g.:- Pathways, roads, bridges etc.) and adds detail to structure Ensures model is stable | Create space accordingly to what they want to make. Understand safety – if a tower is taller than them what will happen? Understand how to make a structure secure. | Have a vision in mind of what they want and then build. Problem solve – would a long bridge be better? |
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Development Matters Links to Long Term Plan

| Objective | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------|--|--|---|---|---|---|
| | Select, rotate and manipulate shapes to develop spatial reasoning skills - Match and sort | Increasing follow rules, understanding why they are important – labels for models that want to be kept, large construction in designated area. | Draw information from a simple map. Return to and build upon their previous learning, refining ideas and developing their ability to represent them. | Develop coordination Recognise some similarities and differences between life in this country and life in other countries. | Create collaboratively, sharing ideas, resources and skills. Spatial Reasoning | Show resilience and perseverance in the face of a challenge. Develop storylines in their pretend play. |
| Enhancements | Shadowing of construction blocks – model how to tidy away by matching | Blank name cards Under construction cards RWI set 1 sound card | Maps of the local area Photographs of previous models the children have built. | Photographs of famous building/places/transport around the world. | Challenge cards For example, how many short blocks do they need to match 4 long blocks? | Small storybook props Small world figures Small pieces of materials |