

## West Ashton C of E Primary School and Nursery Long Term EYFS Planning for Construction



Long Term Plans celebrate the learning opportunities that we offer children on a continuous basis. They form the foundation for the daily learning opportunities of our Early Years Foundation Stage curriculum. We observe children in order to understand and consider their current interests, development and learning. We then respond by adding additional enhanced provision and focussed experiences, to enrich the learning experiences on offer for children.

### Key learning opportunities offered in this area of provision including the Characteristics of Effective Learning and EYFS aspects of learning and development

**Playing and Exploring:** Realise that their actions have an effect on the world. Make choices and explore different resources and materials. Plan and think ahead. Guide their own thinking and actions during play. Make independent choices. Bring their own interests and fascinations into the setting. Respond to new experiences.

**Active Learning:** Participate in routines. Show goal-directed behaviour. Use a range of strategies to reach a goal. Begin to correct their mistakes themselves. Keep on trying when things are difficult.

**Creating and Thinking Critically:** Take part in simple pretend play. Review their own progress and solve real problems. Use pretend play to think beyond the 'here and now' and to understand another perspective. Come up with own ideas and make links between ideas. Concentrate on achieving something that is important to them. Begin to control their attention and ignore distractions.

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<p><b>Prime Areas:</b> Personal, Social and Emotional Development, Physical Development, Communication and Language</p> <p><b>Specific Areas:</b> Literacy, Mathematics, Understanding the World, Expressive Arts and Design</p> <p><b>Key aspects promoted:</b> Mathematics: UWT: exploration and investigations, EAD: exploring and using materials</p>	
Learning experiences. Some of the things that children may do...	Adult response to support children's learning...
<p><b>PSED:</b>  Experiment either on their own or in collaboration with others with different forms of construction.  Make choices as they select resources, appropriate shapes and connectors.  Negotiate personal space, proximity to others, make contributions, discuss, listen and offer suggestions.  Develop friendships, a sense of responsibility and membership of the community based on shared interests.  Use this as an activity to develop confidence in their abilities.  Develop a growth mindset by taking on challenges, experimenting, not giving up when ideas do not always work out well.</p> <p><b>Communication and Language:</b>  Talk about their experiences as they make connections through their play.  Interact through language and gestures to collaborate on ideas.  Develop collaborations and sustained talk based on their ideas and designs.  Give and respond to instructions, directions and suggestions sometimes involving positional language and following a sequence.</p> <p><b>Physical Development:</b>  Use block play to build towers, enclosures, tracks and other constructions.  Manipulate materials to achieve a planned effect- learn about the properties of different materials for example, as they combine, fit together and stabilise resources</p> <p><b>Literacy:</b>  begin to record their ideas to plan and record their constructions using mark making and other media.  Refer to information, fiction books and technology to find out more and to stimulate ideas.  Build up a bank of their own photographs and refer, read and contribute to this.</p>	<p>Praise, encourage and show interest in children's ideas and fascinations.  Provide a range of equipment which enable children to develop their ideas with satisfaction.  Anticipate and provide what they might need to represent their ideas.  Support, supervise and interact sensitively as children develop their awareness of others space and their social communication skills. "How shall we decide?"  Be aware that this is an area where collaborations and higher level shared learning occurs, so work with the children to develop this as part of the culture.  Encourage children to persevere, return to play over a number of days and enjoy repetition to develop skills, for example by labelling special models and features. Justify and explain safety rules and develop personal responsibility.  Develop awareness of sensible rules and expectations to follow.  Speculate and ask open ended questions: why did it fall down? I wonder how you can strengthen it? How/ where/ what and which?  Support children's excursions into their imaginary worlds by being a partner in play, encourage their inventiveness, offer support and sometimes resources, stories, photographs, mark making resources to draw up plans that act as a stimulus.  Observe what they are doing and use this to assess and plan for individuals and groups of children. (OAP cycle)  Develop mathematical language with children as they explore shapes, their properties and small world environments: names of 2D and 3D shapes, straight, round, curved, bendy, corners, edge, sides, points, long, short, tall, short, taller, shorter.  Talk to children about what they have achieved and help them to reflect so that they may wish to evaluate and modify their work.</p>

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**UTW:**

create environments in which they develop their imaginative ideas whilst using all of their senses in hands-on exploration- e.g. building animal enclosures, boats, home, roads and tracks.

Explore the natural environment using a variety of materials, techniques and ideas.

**Mathematics:**

learn the differences between quantities by develop skill in subitising i.e. recognising numbers of objects without counting. Use some number language such as : more, a lot, many, not as many, different, same.

Develop use of positional language: next, along, in between, behind, in front, on top, beneath, below, under, over.

Explore 2D and 3D shapes during play by selecting correct shapes for the task or joining shapes together.

**EAD:**

Make props to support their role play and imaginary play

Explore small construction to build imaginative and complex scenes to support role play i.e. zoo built using building blocks.

Use senses to explore different materials and textures in order to construct with a purpose.