

## West Ashton C of E Primary School : Reception Long Term Planning for *Construction Area*



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.

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Key learning opportunities offered in this area of provision The characteristics of effective learning and EYFS aspects of learning and development	
<p><b>Playing and Exploring:</b> demonstrate curiosity, interest, enjoyment and enthusiasm as they play and experiment with what they know.</p> <p><b>Active Learning:</b> being involved and concentrating, persevering and taking pride in achieving what they set out to do.</p> <p><b>Creating and Thinking Critically:</b> having their own ideas, making links and choosing ways to do things, planning, thinking ahead and using their own methods to solve problems.</p> <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></p> <p>Mathematics: shape, space and measures, UTW: exploration and investigation, EAD: exploring and using materials</p>	
Learning experiences. Some of the things that children may do...	Adult response to support children's learning...

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### PSED:

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.

Develop friendships 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.

Initiates conversations, attends to and takes account of what others say.

Explains own knowledge and understanding, and asks appropriate questions of others.

Takes steps to resolve conflicts with other children, e.g. finding a compromise.

Confident to speak to others about own needs, wants, interests and opinions.

Beginning to be able to negotiate and solve problems without aggression.

Praise, encourage and show interest in children's ideas and fascinations. Provide a range of equipment and resources which enable children to develop their ideas with satisfaction.

Anticipate and provide what they might need to represent their ideas, add to and alter resources based on the children's interests/ topic of learning.

Support, supervise and interact sensitively as children develop their awareness of others play 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

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<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.          Listens and responds to ideas expressed by others in conversation or discussion.          Introduces a storyline or narrative into their play.</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></p>	<p>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.</p> <p>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,</p>
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<p>Begin to plan and record their constructions using mark making and other media.</p> <p>Refer to information, fiction books and technology to find out more and to stimulate ideas.</p> <p>Build up a bank of their own photographs and designs in a book to refer, read and contribute to.</p> <p>Sharing and taking pride in their ideas.</p> <p><b>UTW:</b></p> <p>Create environments in which they develop their imaginative ideas- e.g. building animal enclosures, boats, home, roads and tracks.</p> <p><b>Mathematics:</b></p> <p>Learn about differences between quantities, use some number language such as: more, a lot, many, not as many, different, same.</p> <p>Develop use of positional language: next, along, in between, behind, in front, on top, beneath, below, under, over,</p> <p>Experiment and develop vocabulary of shape and space as they make enclosures, patterns and arrangements, identify and tidy away specific shapes.</p>	<p>sides, points, long, short, tall, short, taller, shorter.</p> <p>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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Come up with own games/ experiments based on Mathematical understanding and record. Eg. Estimate how many bricks/ blocks they might need and record. OR Time how long it takes them to build models.

### **EAD:**

Make props to support their role play and imaginary play  
use what they know to develop their ideas and add a narrative- e.g. building vehicles, homes and places.