



Example of Continuous Provision for the Foundation Phase Area - Construction (Years 1 and 2)

Key Learning Opportunities:

MD Select and use appropriate mathematical ideas, equipment and materials to solve practical problems
MD Estimate the size of a measure
MD Develop their mathematical language across the range of mathematics, and use it in their role play and in communicating/talking to adults about their work
MD Present their work orally, pictorially and in written form, moving on to using more formal methods of recording when they are developmentally ready
MD Use a variety of ways to represent collected data
MD Investigate repeating patterns and relationships and make simple predictions
LLC/WLD Listen to and carry out instructions

LLC/WLD Use appropriate language in play and when conveying meaning
LLC/WLD Listen to and carry out instructions
LLC In their explanations, descriptions and narratives, incorporate relevant detail and identify what is essential
CD Develop their understanding of planning, designing, modelling, modifying and reflecting
CD Use a variety of materials and tools for experimentation and problem solving
CD Design and make simple products and mechanisms
CD Reflect on their own and others' work
PSDWBCD Experiment with new learning opportunities, including ICT
PSDWBCD Become independent thinkers and learners
PSDWBCD Concentrate for lengthening periods
PSDWBCD ...feel confident to work and play co-operatively
PSDWBCD Value friends.... and show care and consideration
PD Use and handle a range of tools

Resources as appropriate e.g.

- Wooden blocks
- Knex
- Lego
- Meccano
- Gears, levers, pulleys, motors etc
- Figures ,small world resources **etc**

Outdoors

- Crates, planks, tubes, guttering
- Lightweight bricks
- Boxes
- Plastic pipes

- Digital camera
- Clipboard , writing equipment, measuring resources etc
- Posters, postcards etc
- Masking tape, Sellotape, string, elastic bands etc
- Natural materials

Intended Experiences

- Talk, discuss, question, share, play cooperatively, collaborate, observe
- Compare, sort, order, count and estimate
- Taking risks and experimenting with resources
- Stack, build, create, problem solve, find out how materials fit together
- Measure, detach, balance
- Make plans, record ideas
- Having pride and gaining self esteem from their work.
- Predict outcomes, discuss possibilities, test , evaluate, review and re do
- Incorporate relevant detail in explanations
- Role playing, imagine

Questions:

- I wonder what will happen if...
- Tell me how...?
- Which do you think is the highest tower?
- How many 'blocks' have you used?
- What has worked well before?
- What features will you include?
- Why do you think it is wobbly?
- Why do you think this has happened?
- What do you like? Don't like? Why?
- Why did you choose those materials?

How can we improve this?

Appropriate Vocabulary

- Names of 2D and 3D shapes
- Mathematical language - numbers (ordinal and cardinal),positional language etc
- Descriptive language - big(gest), small(est), tall (er/est), short (er/ est), long (er/ est) etc
- Comparative language - push, pull, high, low, same, different etc
- Names of equipment materials etc .

Key words e.g.

- Build, construct, stack, join, add on, make, design , break , stick , sturdy , connect , wheel , axle , carry , balance , create , alter , change , improve , imagine , team work , plan etc

Welsh Language Development

Sentence patterns and questions

Vocabulary

(* Refer to St Helen's documentation)