

## EYFS Continuous Provision Planning – Sand and Water Area



Key Learning Opportunities						
PSED	CL	PD	L	M	UW	EAD
<p>To develop confidence in their own ability and share ideas.</p> <p>To speak confidently in a familiar group.</p> <p>To take account of other's ideas to organise the activity.</p> <p>To develop concentration and perseverance skills.</p> <p>To take risks and engage in new experiences.</p> <p>To take turns and play co-operatively with one another.</p> <p>To learn to share resources and take turns with them.</p>	<p>To observe, think, talk and create and express their ideas.</p> <p>To give attention to what others say and respond appropriately while engaged in their activity.</p> <p>To listen to conversations and respond to what they hear with relevant comments/ responses and questions to ask.</p> <p>To answer 'how' and 'why' questions about their experiences.</p> <p>To engage in open-ended activities, maintaining focus for a period of time.</p>	<p>To show good control and co-ordination in large and small movements.</p> <p>To handle tools and equipment effectively.</p>	<p>To learn and sing familiar nursery rhymes linked to water: 'one I caught a fish alive', 'a sailor went to sea', etc.</p>	<p>To use language related to capacity.</p> <p>To use language related to height.</p> <p>To use language to compare quantities, objects and to solve problems.</p> <p>To understand and explore how to create different weights.</p>	<p>To make think of ideas, make predictions, test their ideas and find new ways to do things.</p> <p>To show curiosity about what they have observed, created etc.</p> <p>To look closely and comment on similarities, differences, patterns and change.</p>	<p>To respond in a range of ways to experiences.</p> <p>To think creatively and imaginatively with how they play/ create.</p> <p>To pay attention to details.</p>

To recognise their needs may not always be met and they may have to be patient in waiting for an activity/ resources.

To not be easily distracted and remain at the activity for a period of time.

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Resources	Enhancements	Intended Experiences	Role of the Adult
<p>Match backed cylinders Beakers Jugs Funnel s Water wheels Spoons Measuring spoons Sieves Stones/pebbles Shells Sponge s Corks Sea creatures Whisks Boats Ducks Scoops Buckets and spades Diggers Moulds Letter/number moulds Bottle tops Containers Tea pot and cups</p>	<p>Bubble bath Sensory soap Colouring Perfumes/essence Fruit pieces Flower petals Water beads Bath jelly Baby oil Bath foam Washing up liquid Herbs/spices Glitter Sequins Pebbles/stones Sea shells Shaving foam</p>	<p><b>Encourage children to:</b></p> <p>Play alongside others, communicate and share ideas, negotiate and co-operate with each other. Fill and empty various containers using different materials.</p> <p>Make simple predictions from their experiences and test out ideas. Explore texture and form.</p> <p>Experience changes in temperature, size, form, rigidity and texture. Make decisions about the resources they need.</p> <p>Handle and use resources, manage and organise resources, get things out and tidy away.</p> <p>Talk about what they are doing, describing their actions, what they see happening, sharing their ideas, linked to language for thinking.</p> <p>Follow instructions.</p>	<p><b>Play alongside:</b></p> <p>Observe children and take note of their key interests.</p> <p>Respond to their requests and ideas.</p> <p>Suggest possibilities to extend their play/thinking.</p> <p>Consider additional stimulus and add this immediately if to hand or the following day/week.</p> <p>Play alongside children to take play forwards, suggest ideas and show what's possible</p> <p>Play alongside to model language, correct and/or extend vocabulary</p> <p>Play alongside to model use of equipment</p> <p>Encourage children to experiment and test ideas</p> <p><b>Raise Questions to stimulate ideas and add challenge:</b></p> <p>How many...?</p> <p>What do you think will happen</p> <p>if...? How could you...?</p> <p>Why does....?</p> <p><b>Language used linked to learning:</b></p> <p>Names of equipment.</p> <p>Drop, drip, puddle, think, thin, change Wet, dry, soggy, soaked, warm, cold, hot, freezing, lumpy, smooth.</p> <p>Splash, spray, trickle, pour, fast, slow, slip, slide, soak, leak, squeeze, squirt, fountain</p> <p>Full, empty, big(ger), small(er), order, size, deep, deeper, deepest</p> <p>Tip, float, sink</p> <p>Vocabulary related to small world play (people, boats, pirates, sea creatures, car wash etc).</p>

EYFS Continuous Provision Planning – Playdough Area



Key Learning Opportunities						
PSED	CL	PD	L	M	UW	EAD
<p>To develop confidence in their own ability and share ideas.</p> <p>To speak confidently in a familiar group.</p> <p>To take account of other's ideas to organise the activity.</p> <p>To develop concentration and perseverance skills.</p> <p>To take risks and engage in new experiences.</p> <p>To take turns and play co-operatively with one another.</p> <p>To learn to share resources and take turns with them.</p>	<p>To observe, think, talk and create and express their ideas.</p> <p>To give attention to what others say and respond appropriately while engaged in their activity.</p> <p>To listen to conversations and respond to what they hear with relevant comments/ responses and questions to ask.</p> <p>To answer 'how' and 'why' questions about their experiences.</p> <p>To engage in open-ended activities, maintaining focus for a period of time.</p>	<p>To show good control and co-ordination in large and small movements.</p> <p>To handle tools and equipment effectively.</p> <p>To develop fine motor skills and develop muscle strength in hand through different actions: pinching, rolling, squeezing, etc.</p> <p>To develop scissor and cutting skills.</p> <p>To develop cutting skills in terms of using cutlery and the playdough to mimic food.</p>	<p>To explore onomatopoeic sound words, including: splodge, splat, etc.</p> <p>To develop letter recognition by making our known letters.</p>	<p>To use number language and spontaneously through play.</p> <p>To develop subitising and estimation skills when counting the creations.</p> <p>To practice touch 1:1 correspondence when counting the creations.</p> <p>To use language related to capacity.</p> <p>To use language related to height.</p> <p>To use language to compare quantities, objects and to solve problems.</p> <p>To understand and explore how to create</p>	<p>To make think of ideas, make predictions, test their ideas and find new ways to do things.</p> <p>To show curiosity about what they have observed, created etc.</p> <p>To look closely and comment on similarities, differences, patterns and change.</p>	<p>To manipulate materials with an intention or goal in mind.</p> <p>To think creatively and imaginatively with how they play/ create.</p> <p>To pay attention to details.</p> <p>To manipulate the playdough along to music through dough disco.</p>

To recognise their needs may not always be met and they may have to be patient in waiting for an activity/ resources.

To not be easily distracted and remain at the activity for a period of time.

different weights.

Resources	Enhancements	Intended Experiences	Role of the Adult
Playdough cutters Scissors Cutlery Rolling pins Cupcake cases Baking trays Moulds	Colouring Perfumes/essenc e Fruit pieces Flower petals Baby oil Herbs/ spices Glitter Sequins Pebbles/ stones Sea shells Shaving foam	<p><b>Encourage children to:</b></p> <p>Play alongside others, communicate and share ideas, negotiate and co-operate with each other. Fill and empty various containers using different materials.</p> <p>Make simple predictions from their experiences and test out ideas. Explore texture and form.</p> <p>Experience changes in temperature, size, form, rigidity and texture. Make decisions about the resources they need.</p> <p>Handle and use resources, manage and organise resources, get things out and tidy away.</p> <p>Talk about what they are doing, describing their actions, what they see happening, sharing their ideas, linked to language for thinking.</p> <p>Follow instructions.</p>	<p><b>Play alongside:</b></p> <p>Observe children and take note of their key interests.</p> <p>Respond to their requests and ideas.</p> <p>Suggest possibilities to extend their play/thinking.</p> <p>Consider additional stimulus and add this immediately if to hand or the following day/week.</p> <p>Play alongside children to take play forwards, suggest ideas and show what's possible</p> <p>Play alongside to model language, correct and/or extend vocabulary</p> <p>Play alongside to model use of equipment</p> <p>Encourage children to experiment and test ideas</p> <p><b>Raise Questions to stimulate ideas and add challenge:</b></p> <p>How many...?</p> <p>What do you think will happen if...? How could you...?</p> <p>Why does...?</p> <p><b>Language used linked to learning:</b></p> <p>Names of equipment. Smell, fragrance, Pinch, squeeze, roll, flatten, stretch</p>

EYFS Continuous Provision Planning – Scissor Skills and Cutting



Key Learning Opportunities						
PSED	CL	PD	L	M	UW	EAD
<p>To develop confidence in their own ability and share ideas.</p> <p>To speak confidently in a familiar group.</p> <p>To take account of other's ideas to organise the activity.</p> <p>To develop concentration and perseverance skills.</p> <p>To take risks and engage in new experiences.</p> <p>To take turns and play co-operatively with one another.</p> <p>To learn to share resources and take turns with them.</p> <p>To recognise their needs may not always be met and they may have to be patient in waiting for an activity/ resources.</p>	<p>To observe, think, talk and create and express their ideas.</p> <p>To give attention to what others say and respond appropriately while engaged in their activity.</p> <p>To listen to conversations and respond to what they hear with relevant comments/ responses and questions to ask.</p> <p>To answer 'how' and 'why' questions about their experiences.</p> <p>To engage in open-ended activities, maintaining focus for a period of time.</p> <p>To not be easily distracted and remain at the activity for a period of time.</p>	<p>To show good control and co-ordination in large and small movements.</p> <p>To handle tools and equipment effectively.</p> <p><b>The taught order of progression for cutting with scissors:</b></p> <p><b>Holds scissors:</b> often with both hands, learning to open and close the blades.</p> <p><b>Opens/closes blades:</b> (not ready to use them on paper yet).</p> <p><b>Starts snipping paper:</b> (not moving forward with the scissors but making small snips).</p> <p><b>Snips paper moving forward.</b></p> <p><b>Uses helping hand:</b> to hold and help to guide the paper (non-dominant hand).</p> <p><b>Cuts straight line:</b> (within 1/2 inch from the drawn line, improving in accuracy).</p> <p><b>Cuts curved line:</b> (a 1/4 inch curved line, within 1/4 inch from the line drawn).</p> <p><b>Cuts circle shape:</b> (a circle of 6 inch in diameter, within 1/2 from the drawn line, improving to about 1/4 inch).</p> <p><b>Cuts square shape.</b></p>	<p>To explore onomatopoeia sound words, including: snip, snap, cut, etc.</p> <p>To learn the rhyme soundscissor safety: Two fingers on the bottom and the thumb on top. Open the mouth and go chop, chop, chop!</p>	<p>To use language related to shape and space.</p> <p>To use language related to direction.</p> <p>To use language to compare quantities, objects and to solve problems.</p> <p>To understand and explore how to create different weights.</p> <p>To strengthen bilateral coordination.</p>	<p>To think of ideas, make predictions, test their ideas and find new ways to do things.</p> <p>To show curiosity about what they have observed, created etc.</p> <p>To look closely and comment on similarities, differences, patterns and change.</p>	<p>To respond in a range of ways to experiences.</p> <p>To think creatively and imaginatively with how they play/ create.</p> <p>To pay attention to details.</p>

		<b>Cuts complex shapes:</b> such as figures.				
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Resources	Enhancements	Intended Experiences	Role of the Adult
<p>Art materials always available for cutting and crafting with various materials and textures including: bubble wrap, tissuepaper, cardboard, wool, magazines, etc. Scissor cutting activity sheets Shapes to cut out Printed images to cut around</p>	<p>Playdough Jelly Spaghetti Leaves Fruit Herbs Plants (lavender, mint, etc)</p>	<p><b>Encourage children to:</b></p> <p>Play alongside others, communicate and share ideas, negotiate and co-operate with each other. Make simple predictions from their experiences and test out ideas.</p> <p>Explore the feeling of cutting different textures.</p> <p>Make decisions about the resources they need.</p> <p>Handle and use resources, manage and organise resources, get things out and tidy away.</p> <p>Talk about what they are doing, describing their actions, what they see happening, sharing their ideas, linked to language for thinking.</p> <p>Follow instructions.</p>	<p><b>Play alongside:</b></p> <p>Model and teach the cutting song to the children and practice the opening closing of the scissors before even beginning to cut.</p> <p>Observe children and take note of their current cutting stage to support this.</p> <p>Respond to their requests and ideas.</p> <p>Suggest possibilities to extend their cutting and scissor control.</p> <p>Consider additional stimulus and add this immediately if to hand or the following day/week.</p> <p>Model to the child how to cut and support them practically where necessary by guiding their hand, holding the paper, etc.</p> <p>Play alongside to model language, correct and/or extend vocabulary.</p> <p>Play alongside to model use of equipment.</p> <p><b>Raise Questions to stimulate ideas and add challenge:</b></p> <p>How many...?</p> <p>What do you think will happen if...? How could you...?</p> <p>Why does...?</p> <p><b>Language used linked to learning:</b></p> <p>Sensory, soft, hard, firm, squidgy, breakable, big small Hold, move, in, out, open, shut, close, bend, Cut, snip, squeeze, stretch, fold, knead, push, pull, turn Circle, oval, round, curved, wavy Move, twist, turn, pivot Close to the line, on the line, outline, follow the line, background</p>



Key Learning Opportunities

PSED	CL	PD	L	M	UW	EAD
<p>To develop confidence in their own ability and share ideas.</p> <p>To develop concentration and perseverance skills.</p> <p>To take risks and engage in new experiences.</p> <p>To learn to share resources and take turns with them.</p>	<p>To observe, think, talk and create and express their ideas.</p> <p>To focus on the task at hand for a period of time.</p> <p>To understand the need for safety when using scissors.</p> <p>To answer 'how' and 'why' questions about their experiences.</p> <p>To engage in open-ended activities, maintaining focus for a period of time.</p> <p>To not be easily distracted and remain at the activity for a period of time.</p>	<p>To develop both fine and motor skills through kitchen play, e.g.: mixing in a bowl, chopping the dinner, turning the dials/ pressing buttons, etc.</p> <p>To develop self-care skills in dressing/ undressing ourselves.</p>	<p>To recognise familiar logos or key words we have around the home, e.g.: Tesco, Mum, Dad, etc.</p> <p>To mark make in the different ways that we do around the home, e.g.: making shopping list, writing phone numbers, etc.</p>	<p>To use language related to capacity.</p> <p>To use language related to height.</p> <p>To use language to compare quantities, objects and to solve problems.</p> <p>To understand and explore how to create different weights.</p>	<p>To look closely and comment on similarities, differences between households and communities.</p> <p>To understand that different households and different cultures live differently.</p> <p>To understand that our home can change at different times of the year and in different ways.</p> <p>To talk about people and objects from our own lives in relation to objects in the home corner.</p>	<p>To mimic everyday actions/ activities through play, e.g.: cooking dinner, talking on the phone.</p> <p>To respond in a range of ways to experiences.</p> <p>To think creatively and imaginatively with how they play/ create.</p> <p>To pay attention to details.</p> <p>To add a narrative or storyline to their play.</p> <p>To engage and take turns to follow, respond to and lead play in a group or 1:1 situation.</p>

Resources	Enhancements (Added throughout each half term, a familiar home in in-between periods)	Intended Experiences	Role of the Adult
Kitchen Washing Machine Sink Microwave Kettle Table and chairs Crockery Food Utensils Phone Phone book Paper/note pads to create shopping lists Cook books/recipe books House and home magazines Dressing up clothes including: bags, hats, dresses, etc. Aprons	<p><u>Autumn 1:</u>  <b>Daily Life –</b>            Standard household items and equipment that can be found in homes across Britain and will be familiar to the children.  <b>Caring for Others -</b>            Baby dolls, baby clothes, highchair, baby food, pram, bottles, cot and baby accessories            Baby books  <b>Noticing Differences –</b>            Photos of family members, height charts, tape measures, mirrors.</p> <p><u>Autumn 2:</u>  <b>Technology -</b>            Different equipment including mobile phones, iPads, cameras, 'TV', etc.  <b>Diwali –</b>            Add 'light' to the home corner by adding diva lamps, paper lanterns, and battery operated candles. Add photographs of Mehndi patterns. Add sarees and brightly coloured materials to a dressing up box. Swap the regular role play food for Indian themed food.  <b>Bonfire Night -</b>            To create an extended 'garden' area to the house which includes: bucket of sand with twigs representing sparklers, gloves, coats, mugs/flasks for hot drinks, pretend bonfire with marshmallows on sticks, pictures of fireworks, fire safety information sheet, etc.  <b>Housekeeping –</b>            Different cleaning items to prompt looking after and respecting our living area, for example: Hoover, dust pan and brush, washing up liquid, cloths for wiping. Add money and purses/ handbags.  <b>The Winter Cold –</b>            Doctor's bag/ first aid kit for looking after each other when we get poorly, bandages, plasters, thermometer, medicine, tissues, hot water bottles.  <b>Winter Clothing –</b>            Coats, gloves, scarves, hats. Create a fireplace.  <b>Christmas –</b>            Presents to wrap, wrapping paper, Christmas tree and decorations, stockings, Christmas lists/letters to write, crackers, Nativity scene display, etc.</p> <p><u>Spring 1:</u>  <b>New Year –</b>            Party streamers, New Year banner, glasses to toast, big clock stuck to midnight, CD player, party clothes.  <b>New Year's Resolution(s): Being healthy –</b>            Items for self-care including props for hygiene including hairbrushes, makeup tools, hair tools, flannels. Items for exercise including yoga mat, sports clothes, towel, exercise bands, sports bottles, weights, TV/iPad for Joe Wicks.  <b>Chinese New Year –</b>            Chinese Food, Chinese pictures/ writing on display, red and gold table decorations, chopsticks, gold coins, red envelopes, wok, Chinese lanterns.  <b>Valentine's Day –</b>            Photos of people we love, cards on display, nice table setting.</p>	<p><b>Encourage children to:</b></p> <p>Play alongside others, communicate and share ideas, negotiate and co-operate with each other.</p> <p>Fill and empty various containers using different materials.</p> <p>Make simple predictions from their experiences and test out ideas.</p> <p>Explore texture and form.</p> <p>Experience changes in temperature, size, form, rigidity and texture.</p> <p>Make decisions about the resources they need.</p> <p>Handle and use resources, manage and organise resources, get things out and tidy away.</p> <p>Talk about what they are doing, describing their actions, what they see happening, sharing their ideas, linked to language for thinking.</p> <p>Follow instructions.</p>	<p><b>Play alongside:</b></p> <p>Observe children and take note of their key interests.</p> <p>Respond to their requests and ideas.</p> <p>Suggest possibilities to extend their play/thinking.</p> <p>Consider additional stimulus and add this immediately if to hand or the following day/week.</p> <p>Play alongside children to take play forwards, suggest ideas and show what's possible</p> <p>Play alongside to model language, correct and/or extend vocabulary</p> <p>Play alongside to model play and extend it where necessary.</p> <p>Play alongside to model use of equipment in the home corner.</p> <p>Encourage children to play imaginatively.</p> <p><b>Raise Questions to stimulate ideas and add challenge:</b></p> <p>How many...?</p> <p>What do you think will happen if...? How could you...?</p> <p>Why does....?</p> <p><b>Language used linked to learning:</b></p> <p>Mimic regular household conversations and talk, e.g.: dinner's ready, time to put the kettle on, do you take sugar in your tea? etc.</p>

	<p><u>Spring 2:</u>  <b>Shrove Tuesday –</b>  Frying pan, fake pancakes, spatula, role play ingredients (eggs, milk, etc.), bowls, whisks, recipes to follow and images for prompts, cutlery, plates, pancake toppings (lemons, syrup, etc.).  <b>Traditional Tales –</b>  Props for Goldilocks (different sized chairs, bears, porridge bowls, etc.).  Red Riding Hood (character costumes, masks, basket of apples, Granny's bed, etc.)  <b>Baking –</b>  Whisks, cookie cutters, baking recipe books, measuring scales and spoons, cake cases.  <b>Mothers Day-</b>  Flowers, cards, banners, chocolate boxes.  <b>Caring for pets –</b>  Dog, cat, guinea pigs, pet bowls, brushes, basket, food packets/boxes.  <b>Easter –</b>  Easter eggs, Easter decorations, baskets, bonnets, Cristian artefacts/ Easter story book.</p> <p><u>Summer 1:</u>  <b>Eid –</b>  Prayer mat, information/pictures about Eid, role play foods (rice, curry, etc.), money (given as a gift for Eid), Mehndi patterns/ pictures for decoration, nice table setting.  <b>Birthday –</b>  Party decorations, birthday cards, birthday presents, birthday cake, tea party set up, party games (pin the tail on the donkey).  <b>Together Time -</b>  Board games, TV with popcorn to watch film together, things to share.</p> <p><u>Summer 2:</u>  <b>Travel –</b>  Atlas, world map, travel brochures, postcards, globe, images of us in different places around the country or world, suitcase, passports.  <b>Summer Clothing –</b>  Sun hats, sunglasses, t-shirts, shorts, sun cream, flip flops  <b>Father's Day –</b>  Cards,  bunting.  <b>Loose parts –</b>  Loose parts items to replace realistic props (e.g. swap role play food for natural items such as conkers and pinecones or swap mobile phones with wooden pieces).  <b>Deconstructed Role-play –</b>  To be used in addition to the loose parts added. Other props/ items of furniture to be taken away and replaced with giant cotton reels, cardboard boxes, cardboard tubes, discs, gems,  material, pegs, sellotape, rope, ribbon, etc.</p>		
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Key Learning Opportunities

PSED	CL	PD	L	M	UW	EAD
<p>To develop confidence in their own ability and share ideas.</p> <p>To speak confidently in a familiar group.</p> <p>To take account of other's ideas to organise the play.</p> <p>To develop the ability to take turns independently.</p>	<p>To observe, think, talk and create and express their ideas.</p> <p>To give attention to what others say and respond appropriately while engaged in their activity.</p> <p>To listen to conversations and respond to what they hear with relevant comments/ responses and questions to ask.</p> <p>To engage in open-ended play, maintaining focus for a period of time.</p> <p>To not be easily distracted and remain at the activity for a period of time.</p> <p>To begin to build stories around toys/props.</p>	<p>To show good control and co-ordination in large and small movements.</p> <p>To develop hand eye coordination.</p>	<p>To add storylines to their play and introduce narratives.</p> <p>To think creatively but also mimic storylines from books/TV.</p>	<p>To use language related to shape and space.</p> <p>To use language related to direction.</p> <p>To use language related to time.</p>	<p>To mimic observations of everyday life in their play.</p> <p>To show curiosity about their experience and what they are creating.</p> <p>To explore different occupations within the play.</p> <p>To explore everyday situations and expand own knowledge and understanding.</p>	<p>To respond in a range of ways to experiences.</p> <p>To think creatively and imaginatively with how they play/ create.</p> <p>To create props to support small world play.</p>

Resources	Enhancements	Intended Experiences	Role of the Adult
Doll's house and furniture People (multicultural) and pets Farm animals Farm yard Dinosaurs Safari animals Sea creatures TV/ film figures Trains and train track Cars and road Mini-beasts Castle Happy land figures and buildings		<p><b>Encourage children to:</b></p> <p>Play alongside others, communicate and share ideas, negotiate and co-operate with each other. To mimic everyday life/ observations through play.</p> <p>To create storylines in play and introduce a narrative.</p> <p>To explore sounds and intonation through the voices of small world figures. To mimic/ repeat storylines from familiar texts or TV shows.</p>	<p><b>Play alongside:</b></p> <p>To model the introduction of a storyline in play.</p> <p>To model intonation and expression of characters through the figures.</p> <p>To model everyday language related to mathematics and increase children's general vocabulary.</p> <p>To encourage children to think creatively and show how to use their imagination.</p> <p><b>Raise Questions to stimulate ideas and add challenge:</b></p> <p>What could happen next...?</p> <p>What do you think will happen if...?</p> <p>How could you...?</p> <p>Why does....?</p> <p><b>Language used linked to learning:</b></p>



Key Learning Opportunities

PSED	CL	PD	L	M	UW	EAD
<p>To develop confidence in their own ability and share ideas.</p> <p>To speak confidently in a familiar group.</p> <p>To take account of other's ideas to organise the play.</p> <p>To extend play by listening and reacting to the ideas of others.</p>	<p>To observe, think, talk and create and express their ideas.</p> <p>To give attention to what others say and respond appropriately while engaged in their activity.</p> <p>To listen to conversations and respond to what they hear with relevant comments/ responses and questions to ask.</p> <p>To engage in open-ended play, maintaining focus for a period of time.</p> <p>To not be easily distracted and remain at the activity for a period of time.</p>	<p>To show good control and co-ordination in large and small movements.</p> <p>To practise building and balancing using different materials.</p> <p>To demonstrate special awareness through placement of objects e.g. building bricks.</p>	<p>To plan out ideas using marks on paper and execute through practical application.</p> <p>Read simple instructions to complete a build (pictorial and written).</p>	<p>To use language related to shape and space.</p> <p>To use language related to direction.</p> <p>To use prepositions correctly.</p>	<p>To construct with a purpose.</p> <p>To demonstrate awareness of different buildings from own experiences.</p>	<p>To respond in a range of ways to experiences.</p> <p>To think creatively and imaginatively with how they play/ create.</p> <p>To construct using a range of resources.</p> <p>To create enclosures/ closed spaces using construction materials.</p>

Resources	Enhancements	Intended Experiences	Role of the Adult
Duplo Lego Mega-blocks Stickle bricks Mobilo Large wooden bricks		<p><b>Encourage children to:</b></p> <p>Play alongside others, communicate and share ideas, negotiate and co-operate with each other. To build, balance and construct with a purpose in mind.</p> <p>To think creatively through construction.</p> <p>To use appropriate language related to space and shape and measure.</p>	<p><b>Play alongside:</b></p> <p><b>Raise Questions to stimulate ideas and add challenge:</b></p> <p>What could happen next...?</p> <p>What do you think will happen if...?</p> <p>How could you...?</p> <p>Why does....?</p> <p><b>Language used linked to learning:</b></p>