



## Key Learning Opportunities

### Personal, Social and Emotional Development

- To build constructive and respectful relationships
- To express their feelings and consider the feelings of others.
- To show resilience and perseverance in the face of challenge.
- To identify and moderate their own feelings socially and emotionally.
- To think about the perspective of others.

### Communication and Language

- To extend vocabulary, by learning and using new vocabulary.
- To understand how to listen carefully and why listening is important
- To ask questions to find out more
- To articulate their ideas and thoughts in well-formed sentences
- To describe events in some detail
- To use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

### Physical Development

- To experiment with different ways of moving
- To develop the overall body strength, co-ordination, balance and agility
- To combine different movements with ease and fluency
- To confidently and safely use a range of large and small apparatus outside, alone and in a group

### Expressive Arts and Design

- To return to and build on their previous learning, refining ideas and developing their ability to represent them
- To create collaboratively, sharing ideas, resources and skills
- To develop storylines in their pretend play

Resources	Intended Experiences	Role of the Adult
<p>-A set of crates - A set of wooden planks of different lengths - A selection of plastic tubing and pipes - A set of tyres for creating vehicles</p> <p><b>Mark making and writing</b> A selection of mark making tools nearby including selection of pencils, pens, A5, A4 and A3 note pads, whiteboards and pens, and clipboards. Chalk should also be made available in this area.</p> <p><b>Enhancements:</b> Could also add a collection of rubber, Velcro, plastic cable ties, string and rope to add challenge to children's attempts at fixing and fastening</p>	<p>Making decisions about the resources they need</p> <ul style="list-style-type: none"> <li>- Caring for resources appropriately</li> <li>- Sharing, co-operating and collaborating</li> <li>- Planning, negotiating and compromising</li> <li>- Talking about what they are doing, describing their actions, what they see happening, sharing their ideas and responding to their requests</li> <li>- Sharing imaginative and creative thoughts</li> <li>- Lifting, carrying, manoeuvring and manipulating large building materials with awareness of care for self and others</li> <li>- Joining and fastening, placing and balancing</li> <li>- Climbing in, over and under, sitting and laying down, jumping and hiding</li> <li>- Exploring resources to see what they can be made to do</li> <li>- Creating structures of different shapes and sizes such as towers, enclosures and spaces to crawl into</li> <li>- Building familiar things for example, vehicles</li> <li>- Building imaginary places and objects</li> <li>- Making up stories, acting out events</li> <li>- Pretending to be characters, creating imaginative and real-world scenarios</li> <li>- Persisting from an idea through to a conclusion</li> </ul>	<p><b>Play alongside</b></p> <ul style="list-style-type: none"> <li>- Observe children and tune into their interests</li> <li>- Help children with what they are trying to do and comment on their actions</li> <li>- Suggest possible ways to extend their thinking</li> <li>- Encourage children to persist and to have another go</li> <li>- Consider additional stimulus and add this immediately if to hand on the following day</li> </ul> <p><b>Role model/direct teach</b></p> <ul style="list-style-type: none"> <li>- Model how to access stored resources</li> <li>- Model how to lift and carry resources safely</li> <li>- Model and manage behaviours, self-regulation and the characteristics of effective learning</li> <li>- Teach children the skills and techniques of building for example, how to fix and fasten materials together</li> </ul> <p><b>Raise questions to stimulate ideas and add challenge</b></p> <ul style="list-style-type: none"> <li>- What do you notice about...?</li> <li>- I wonder how/what would happen if...?</li> <li>- Can you tell me about...?</li> </ul> <p><b>Use appropriate language linked to key learning</b></p> <ul style="list-style-type: none"> <li>- Mathematical language; shape, space, size and position</li> <li>- Scientific language; materials, gravity, stability</li> <li>- Technology and engineering; structures and vehicles</li> <li>- Geographical language linked to places</li> <li>- Story language</li> <li>- Emotional well-being linked to creating spaces</li> </ul>

Continuous Provision

BUILDING AND CONSTRUCTION OUTDOOR AREA

