



## 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 develop their small motor skills so that they can use a range of tools competently, safely and confidently
- 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 small apparatus inside, alone and in a group

### Literacy

- Use new vocabulary in different contexts

### 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

Mobilo, duplo, lego, sticklebricks, magnetix, wooden blocks, cars, animals, dolls house, wooden figures, wooden structures for building  
Loose parts - grass, pebbles and stones, small logs, shells

### Mark making and writing

A selection of mark making tools nearby including selection of pencils, pens, A5, A4 and A3 note pads, whiteboards and pens, and clipboards.

**Enhancements:** Linked to theme or interests such as books, images or small world

## Intended Experiences

Making decisions about the resources they need

- Caring for resources appropriately
- Sharing, co-operating and collaborating
- Planning, negotiating and compromising
- Talking about what they are doing, describing their actions, what they see happening, sharing their ideas and responding to their requests
- Sharing imaginative and creative thoughts
- Exploring resources to see what they can be made to do
- Creating structures of different shapes and sizes such as towers
- Building familiar things for example, vehicles
- Building imaginary places and objects
- Making up stories, acting out events
- Pretending to be characters, creating imaginative and real-world scenarios
- Persisting from an idea through to a conclusion

## Role of the Adult

### Play alongside

- Observe children and tune into their interests
- Help children with what they are trying to do and comment on their actions
- Suggest possible ways to extend their thinking
- Encourage children to persist and to have another go
- Consider additional stimulus and add this immediately if to hand or the following day

### Role model/direct teach

- Model how to access stored resources
- Model and manage behaviours, self-regulation and the characteristics of effective learning
- Teach children the skills and techniques of building for example, how to fix and fasten materials together

### Model retelling stories

### Raise questions to stimulate ideas and add challenge

- What do you notice about...?
- I wonder how/what would happen if...?
- Can you tell me about...?

### Use appropriate language linked to key learning

- Mathematical language; shape, space, size and position
- Scientific language; materials, gravity, stability
- Technology and engineering; structures and vehicles
- Geographical language linked to places
- Story language
- Emotional well-being linked to creating spaces

Continuous Provision

SMALL WORLD AND CONSTRUCTION INDOOR AREA

