



Construction Environment Planning Aged Nursery

Resources	How is it organised and why	Link to EYFS / Research / C of EL	Adult Role
<p>A range of different construction toys depending on development level e.g. Lego, wooden blocks, k-nex etc.</p> <p>Community Blocks</p> <p>Tools</p> <p>Hard hats and high-vis vests</p> <p>Cones/construction area tape</p> <p>Clipboards, paper and pens</p> <p>Pictures of different buildings around the local area etc.</p> <p>Baskets</p> <p>Cylinders, Boxes, Tins</p> <p>Felt feet and hands for measuring</p> <p>Measuring Tapes</p> <p>Workbench</p> <p>Wheel barrow</p> <p>Wooden people</p> <p>Arches</p> <p>Basket pet houses from the pet shop</p> <p>Mirrors</p>	<p>In labelled child accessible containers so that children can use them whenever necessary. If possible on hooks in the area so that children can access them whenever necessary. Ideally photo labels to encourage children to return them to the same place.</p> <p>In labelled child accessible containers so that children can use them whenever necessary. Ideally on a shelf, readily accessible to children.</p> <p>Area to display work.</p> <p>Displayed at child height around the area/in a photo album type book accessible to children.</p>	<ul style="list-style-type: none"> - Transporting materials from one place to another linked to PD - - Transforming open ended materials linked to EAD - - Building enclosures for small world objects, linked to EAD - - Expressing ownership and control over the environment, linked to PSED - - Testing possibilities, different combinations using a range of building materials, linked to CofEL - - Asking questions related to how things work, linked to UW & CL - - Caring for resources and putting them back in the labelled place, linked to PSED - - Processing the real world through playing with everyday technology and resources, linked to UW - - Explore concepts as sorting, ordering, counting, one to one correspondence, size and shape, linked to EAD - - Recreating and acting our fairytales with available resources, linked to CL 	<p>Observe children exploring construction equipment, if appropriate model different ways how to use the equipment, provide challenges for children e.g. different things to build, question children and support their learning.</p> <p>Adult to observe children exploring the tools imaginatively. If appropriate model different ways how to use the equipment, question children and support their learning.</p> <p>Sketch children's work to record experiences</p> <p>Take photographs when appropriate to reflect and record experiences together</p> <p>Adult to observe children putting on the construction gear. If appropriate question children and support their learning. If necessary, help children to put the items on.</p> <p>Observe children using the building safety apparatus, if appropriate model how to use it, question children and support their learning.</p> <p>Observe children mark making. If appropriate question children about what they are drawing/writing, aid children if necessary to support with their writing/pencil grip.</p> <p>Prompt children to use the images to help with their building if necessary.</p> <p>Observe the children, if necessary prompt them to explain what the signs mean.</p> <ul style="list-style-type: none"> - Language Fill - Dump - Pick up - Stack - Balance - Tall - Short - Under - Over - Off



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			<ul style="list-style-type: none">- Through- Beside- Top- Middle- Start- End- Up- Down- Fast- Slow
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