



Construction Environment Planning Aged Reception

Resources	How is it organised and why	Link to EYFS / Research / C of EL	Adult Role
<ul style="list-style-type: none"> - Space is defined by a large mural of a map/ nursery construction/ pictures of building children like and so on - String lighting enhances this area - Open ended building materials: <ul style="list-style-type: none"> - Icy-pole sticks - Driftwood - Fabric pieces - Balsa wood - Cardboard tubes - Large buttons - Adhesives: <ul style="list-style-type: none"> - White wood glue - Glue gun/ tubes (low melt) - Masking tape - Tools: <ul style="list-style-type: none"> - Wooden pegs - Soft wire - Pliers - clamps - Sanding mouse - Sandpaper - Clamps - Work gloves for children - Tools for measuring: <ul style="list-style-type: none"> - Measuring tape - Rulers - Planning and designing: <ul style="list-style-type: none"> - iPad - Labels - Clip boards 	<ul style="list-style-type: none"> - Spacious, light filled area with plenty of room to move - Different height workspaces allow for different sized constructions. - Open ended construction materials placed in labelled containers- balsa wood etc. - The wooden "work bench" positioned on vinyl flooring - Safety goggles hanging up on hooks - Adhesives placed on a tray. Behind that tray is a chart showing pictures of open-ended construction materials and the type of adhesives to use. - Tools pictured in labelled containers, behind them is a chart showing the actual tool and the use. - Planning and designing station set up with enough room to use A3 paper, pencils, and graph paper readily available. - Clipboards and pencils hanging up on wall within easy reach - Lego and other construction materials placed on an open shelf in labelled containers. - Tape measures hanging up near large scale constructions 	<ul style="list-style-type: none"> - Open ended materials provide many possibilities linked to (ART) - Tools for measuring linked to Maths - Choosing materials to build and construct linked to PSE - Using different sized material and holding them in place linked to PD - Using tools like clamps that require muscle strength linked to PD - Children respect other constructions through the protected "work in progress area" linked to PSE - Follow printed instructions when using materials (i.e. adhesives) linked to CLL & Maths - Working in close proximity to others, respecting their space linked to PD and PSE - Planning creations linked to Maths - Working on large scale construction with others linked to PDS - Using tools safely and appropriately linked to PSE and PD 	<ul style="list-style-type: none"> - Recognise a child's right to make his/her learning visible - Focus on children's dispositions of learning i.e. observe the way children approach their learning. - Listen and observe how children interact with the environment, the materials and others (peers). - Allow children to joy of experiencing materials for the first time. - Use what you see and hear to reflect with children to clarify ideas. - View oneself as a co-learner, a knowledgeable other. - Relaunch materials in a provoking way that targets deep learning, stimulating neural pathways - Support children with the design process, for example, encouraging children to draw lines on a cardboard box before cutting and so on - Support children to discover about quantities and self-regulation. For example, (referring them to the visual instructions provided to understand the amount of glue to use) - Support children to learn about using adhesives such as a glue gun safely to strengthen their constructions



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<ul style="list-style-type: none"> - Pencils - Graph paper - Soft elements - Cushions - Rugs - Fabrics - Tools to transport: - Buckets - Boxes - Small wooden carts - pulley - Construction materials: - Small Lego ,Duplo and other construction type materials - Inspiration: - Pictures of architecture - Blue prints of the Nursery/ main building and so on - Non-fiction books about design, architecture and construction Map of the world 	<ul style="list-style-type: none"> - Transportable containers and carts in corner on the mat. - An area designated for “work in progress” with a lamp to display and care for ongoing projects. - Inspiration and reference materials placed in a folder with plastic sleeves, frames or on a self so children can extend their investigations/creation - Soft elements are presented pleasingly in a box on floor 	<ul style="list-style-type: none"> - Feeling confident in one’s ability to work on something with a purpose in mind linked to PSE, PD, - Engineering practices- making constructions stable linked to Maths & KUW - Designing structures linked to Maths and UW - Making comparisons linked to Maths - Investigating inclines and declines, how things work linked to UW - Representing their lived experiences through constructing linked to PSE - Large sized boxes invite collaboration linked to PSE and PD - Using story books and reference materials of buildings in China and the world linked to KUW and CL - Talking through their ideas linked to CLL - Drawing up ideas linked to CLL - Talking through the process - Explaining their product or outcome linked to PSE 	<ul style="list-style-type: none"> - Introduce new techniques to children with purpose rather than novelty - Encourage children to discover and problem solve through drawing on reference books and so on - I can be there for children to help clarify their thinking/designs - I foster resilience in children by reflecting together when they are faced design/construction challenge - - Create collaborative "critical" spaces by encouraging children to provide feedback on peers constructions - Model “thinking out loud investigative language... - I wonder - I think - It could be - Maybe - How did you think of that? - What makes you think that? - I didn’t think of it in that way, could you explain your idea further? - That has got me thinking. - Some of the key vocabulary may include: <ul style="list-style-type: none"> • Create • Design
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		<ul style="list-style-type: none">- Using technology as a way to communicate their construction linked to UW and PSE- Recognise environmental print LIT- Finding creative solutions to challenges	<ul style="list-style-type: none">• Decision• Choice• Structure• Stable• Hold/ squeeze• Direction (Up/down)• In/out
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