



Construction Environment Planning Aged Reception

| Resources | How is it organised and why | Link to EYFS / Research / C of EL | Adult Role |
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| <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 <p>Map of the world</p> | <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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