

Continuous Provision Planning

Small construction/ Block / Small world Area

Anything highlighted in yellow is to be implemented or improved

Key learning opportunities likely to occur in this area of provision	
Children are learning to...	
<p>Personal, social and emotional development</p> <ul style="list-style-type: none">- To speak confidently in a familiar group- To choose the resources they need for their chosen activities- To work as part of a group and understand how to follow the rules- To play co-operatively, taking turns with others- To take account of one another's ideas about how to organise their activity <p>Communication and Language</p> <ul style="list-style-type: none">- To give attention to what others say and respond appropriately- To demonstrate understanding when talking with others- To express thoughts and share ideas- To develop narratives and explanations by connecting ideas or events- To use past, present and future forms more accurately when talking about events that have happened or are to happen in the future	<p>Maths</p> <ul style="list-style-type: none">- To explore properties of shapes, both 2D and 3D- To compare shapes in a variety of ways- length, shape, properties and to recognise similarities- To recognise, create and describe patterns- To use everyday language to talk about size, position and distance- To compare quantities and lengths <p>Understanding the World</p> <ul style="list-style-type: none">- To experiment with different outcomes exploring the consequences of cause and effect- To explore materials, how they fit, join and move- To explore movement and force- To investigate, predict, test and solve problems- To talk about past and present events in their own lives and in the lives of family members

<p>Physical Development</p> <ul style="list-style-type: none"> - To show good control and co-ordination in small movements <p>Literacy</p> <ul style="list-style-type: none"> - To use a growing vocabulary to describe their building and structures or to describe characters and settings - To communicate ideas through drawing & writing signs and labels, instructions and diagrams - To describe what they have built and how they built it - To create and retell stories that have a setting, characters and a plot - To listen to stories, accurately anticipating key events 	<ul style="list-style-type: none"> - To make observations of animals and to discuss their characteristics <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> - To represent their own ideas using symbolic representation - To use their imagination, along with own experiences to create models - To observe, think, communicate, talk and express ideas - To plan, carry out and modify an idea - To use what they know about materials in original ways - To represent their own ideas, thoughts and feelings through role play and stories - To use their imagination, along with own experiences to create settings and stories 		
Resources	Organisation	Children are learning by...	Role of the Adult
<p>Block</p> <ul style="list-style-type: none"> ● A selection of standard blocks including; triangular prisms, cylinders, cubes, cuboids, bridges ● A selection of thin boards and planks in various lengths and thicknesses 	<ul style="list-style-type: none"> ● Distinct area next to carpet floor space ● Shelving to display resources in open/ clear baskets ● Resources grouped together according to characteristics or themes 	<ul style="list-style-type: none"> ● Making decisions about the resources they need ● Planning and communicating their ideas ● Expressing their thoughts and ideas to others ● Co-operating with peers and sharing resources 	<p>Play alongside</p> <ul style="list-style-type: none"> ● Observe children and take note of their key interests ● Respond to their requests and ideas ● Suggest possibilities to extend their play/thinking ● Consider additional stimulus and add this immediately if to hand or the following day/week

<ul style="list-style-type: none"> ● A range of wooden people that can be used as a variety of characters ● A range of wooden discs and rings in various sizes ● A selection of wooden blocks of different shapes such as cones, semi-spheres, spires ● A selection of accessories to support decoration such as large buttons, milk bottle tops, tagua beads ● A selection of natural wooden materials such as log slices ● A selection of loose parts such as corks, cotton reels ● High quality texts displayed nearby <p><i>Enhancements</i></p> <p>Feature or add new blocks or new small world to connect with children's interest and themes.</p> <p>Small Construction</p>	<ul style="list-style-type: none"> ● Photographs and/or text for labels linked to name of resource ● 	<ul style="list-style-type: none"> ● Creating real and imagined buildings, structures and worlds ● Designing a setting for a story and characters ● Inventing a story around a setting ● Acting out a familiar story or experience ● Narrating their play ● Retelling stories to and/or share story ideas with an audience ● Adapting and modifying ideas, using trial and error ● Reflecting on progress and outcomes of their ideas ● Drawing and/or labelling designs and/or creating maps of their buildings and structures ● Finding ways to record ideas ● Experimenting with and using a range of vocabulary to describe their designs and ideas ● Using mathematical, descriptive, scientific and geographical language to 	<ul style="list-style-type: none"> ● Play alongside children to take play forwards, suggest ideas and show what's possible <p>Role model/ direct teach</p> <ul style="list-style-type: none"> ● Model how to play imaginatively ● Model thinking aloud and commenting such as 'I've not thought about that before' 'You've really made me think about... How might I ...' ● Model language, correct and/or extend vocabulary ● Model and manage behaviours, self-regulation and the characteristics of effective learning <p>Raise questions to stimulate ideas and add challenge</p> <ul style="list-style-type: none"> ● What do you notice about? ● I wonder how? ● Can you tell me about? ● What could you... ● Ponder and think out loud ● Sustained shared thinking
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<ul style="list-style-type: none"> • A small number of construction kits that are age appropriate • Kits that offer a different range of bricks, rods and fixers • Kits that offer a different range of wheels, single wheels and wheels with axels • Kits that offer different sizes and shape connectors • Some pre-built people and vehicles • A selection of books to support building/ story ideas • Mark making equipment for children to create their own instructions as an extension. <p><i>Enhancements</i></p> <p>Introduction of new sets that offer new challenges or add to the quantity of existing to enable groups to work together. Display simple instructions for children to follow.</p>		<p>describe buildings and structures</p>	<p>Use appropriate language linked to key learning</p> <ul style="list-style-type: none"> • Mathematical language linked to shape, size, position • Geographical language linked to locations • Scientific language linked to gravity, stability • Story language linked to scenes and characters
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Small World

- A selection of everyday wooden people for the children to use
- A range of real-life characters such as farmers, police officers, fire officers, doctors, vets
- A selection of fantasy characters and animals such as wizard, witch, fairies, unicorn
- Themed characters and resources (these could include pirates, superheroes, footballers)
- Various animals including farm, wild and sea life
- A range of vehicles such as cars, trucks and diggers
- A selection of wooden blocks, natural blocks and tree blocks
- A selection of accessories to support the creating of buildings including fences, trees, materials, glass pebbles

- A selection of natural materials and everyday objects
- High quality texts or images displayed nearby

Enhancements

Additional collections of themed characters and resources to develop on children's interests

More books and found materials to embellish ideas (such as houses, towers, pirates)