


PSED		On-going Learning Experiences for Construction		Physical Development
<p>Initiates conversations, attends to and takes account of what others say. Takes steps to resolve conflicts with other children, e.g. finding a compromise. Confident to speak to others about own needs, wants, interests and opinions. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <b>Children play co-operatively, taking turns with others.</b> <b>They take account of one another's ideas about how to organise their activity.</b> <b>They show sensitivity to others' needs and feelings.</b> <b>They form positive relationships with adults and other children</b> <b>Children are confident to try new activities.</b> <b>They can say why they like some activities more than others.</b> <b>They are confident to speak in a familiar group.</b> <b>They will talk about their ideas.</b> <b>They will choose the resources they need for their chosen activities.</b> <b>They say when they do or don't need help.</b> <b>They work as part of a group or class and understand and follow the rules.</b></p>		 <p><b>Communication &amp; Language</b></p> <p>Two-channelled attention – can listen and do for short span. Responds to instructions involving a two-part sequence Listens and responds to ideas expressed by others in conversation or discussion Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play. <b>They give their attention to what others say and respond appropriately, while engaged in another activity.</b> <b>Children follow instructions involving several ideas or actions.</b> <b>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</b> <b>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</b></p>		<p>Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. <b>Children show good control and co-ordination in large and small movements</b> <b>They handle equipment and tools effectively, including pencils for writing.</b></p>
Literacy	Mathematics	Understanding the World	Expressive Arts and Design	
<p>Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. <b>Children use their phonic knowledge to write words in ways which match their spoken sounds.</b> <b>Some words are spelt correctly and others are phonetically plausible.</b></p>	<p>Counts up to three or four objects by saying one number name for each item. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'. Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Uses familiar objects and common shapes to create and recreate patterns and build models. <b>They recognise, create and describe patterns.</b> <b>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</b></p>	<p>Looks closely at similarities, differences, patterns and change. <b>They know that other children don't always enjoy the same things, and are sensitive to this.</b></p>	<p>Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Create simple representations of events, people and objects. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative. <b>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</b></p>	

## Characteristics of Effective Learning

### Unique Child

#### **Playing and Exploring (engagement)**

- Showing curiosity
- Using senses to explore
- Pretending objects are things from their experience
- Representing their experiences in play
- Taking a role in their play
- Acting out experiences with other people
- Initiating activities

#### **Active Learning (motivation)**

- Maintaining focus on their activity for a period of time
- Showing high levels of energy, fascination
- Not easily distracted
- Paying attention to details
- Persisting when challenges occur

#### **Creating & Thinking Critically (thinking)**

- Thinking of ideas
- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Developing ideas of cause and effect

### Positive Relationships

#### **Playing and Exploring (engagement)**

- Play with children. Encourage them to explore, and show your own interest in discovering new things.
- Join in play sensitively, fitting in with children's ideas.
- Model pretending an object is something else and help develop roles and stories. Pay attention to how children engage in activities – the challenges faced, the effort, thought, learning and enjoyment. Talk more about the process than products

#### **Active Learning (motivation)**

- Stimulate children's interest through shared attention, and calm over-stimulated children.
- Encourage children to learn together and from each other.

#### **Creating & Thinking Critically (thinking)**

- Use the language of thinking and learning (think, how, figure out, find out etc)
- Encourage open-ended questions
- Value questions, talk, and many possible responses, without rushing toward answers too quickly
- Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.
- Show and talk about strategies – including problem solving

### Enabling Environments

#### **Playing and Exploring (engagement)**

- Provide stimulating resources which are accessible and open-ended
- Make sure resources are relevant to children's interests
- Help children concentrate by limiting noise, and making spaces visually calm and orderly.
- Ensure children have uninterrupted time to play and explore

#### **Active Learning (motivation)**

- Ensure children have time and freedom to become deeply involved in activities
- Keep significant activities out instead of routinely tidying them away
- Notice what arouses children's curiosity
- Make space and time for all children to participate

#### **Creating & Thinking Critically (thinking)**

- Plan activities for children to develop their own ideas
- Plan play opportunities to solve problems with flexible resources
- Plan linked experiences that follow the ideas children are really thinking about

### **Permanent Resources**

- Clearly labelled storage boxes/Shelving
- Pictures of buildings / vehicles
- Posters and local / themed reference photographs
- Appropriate books
- Drawing and writing materials
- Large wooden blocks e.g. community playthings
- Small wooden bricks
- Purchased construction kits e.g. Lego, Duplo
- Small selection of play people, vehicles and animals
- Selection of natural / reclaimed materials
- Space to display finished models and those in progress
- **Resource enhancements throughout the year:**
- Road maps / A-Z books, Clipboards
- Hard hats, Tools – hammer, spanner, screwdriver etc.
- 3D wooden shapes – plain/coloured
- Construction kits, Equipment with a variety of fastenings, wheels, nuts, bolts e.g. Brio-Mec, Meccano, Ladders, Cable spools – different sizes, Tyres, Plastic tubing, Pipes and guttering, Sanded wooden off-cuts, Material, Builder's trays, Collections of natural materials, Joining materials e.g. strong tape, ropes, Laminated photographs and posters.

### **Possible Experience**

- Playing collaboratively and using the construction area appropriately
- Making choices
- Opportunities for talking through shared activities
- Following instructions
- Making plans
- Presenting ideas to others
- Using story and reference books
- Writing for different purposes e.g. lists
- Writing own name and other captions
- Develop mathematical language e.g. position, size, shape, comparisons
- Problem solving opportunities
- Creating and recreating patterns and models
- Matching and sorting shapes
- Ordering items by length or height
- Exploring a range of construction materials that fix together in a variety of ways e.g. by twisting, slotting, pushing, clipping
- Balancing construction pieces
- Designing and making their own models
- Manipulate a range of equipment and tools. Create real-life and imaginary models
- Develop their own ideas over a period of time. Representing own experiences through imaginative play