

key learning opportunities

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| <ul style="list-style-type: none"> • To be able to select, handle and join small construction parts. • To be able to build using a range of construction materials. • To develop planning, design and recording skills. • To explore and represent familiar objects within the environment. • To be able to work independently and take responsibility. • To develop the ability to share and co-operate... | <ul style="list-style-type: none"> • To talk imaginatively and re-create roles and events. • To begin to identify and use information from non-fiction books. • To write their name and create labels for a purpose. • To use a developing range of vocabulary to describe colour, shape, size and position. • To use sorting, matching and counting skills. |
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Permanent Resources

Outdoor Still To Source

Resource Organisation

Intended Experiences

Appropriate Vocabulary

construction Sets:

- Duplo/ Lego
- Mobilo
- Magnetic building shapes

Small World Resources:

- People
- Vehicles
- Animals

Books:

- Non-fiction range

Images:

- Posters/ photographs
- Maps

Mark making equipment:

- Pencils
- Scissors
- Clip board

Coloured scarves and fabric

Story books * Rotated

- Distinctive small area.
- Open shelving for easy access to resources.
- Construction sets divided into small labelled storage boxes.
- Books displayed attractively.
- Images at child height.
- Shelves available for display of models.
- Mark-making equipment in small basket

Designing by:

- Planning, selecting, investigating, problem solving, improving drawing and recording.

Building by:

- Joining, fixing, layering, stacking, lining, balancing, positioning, enclosing and enveloping.

Representing by:

- Creating real and imaginary places, buildings, vehicles and objects.

imagining:

- By role playing, narrating and story telling.

- Selecting and using books
- Making labels and signs
- Working independently.
- Sharing, discussing and co-operating.
- Caring for and tidying up resources.

Adults will support and challenge children's thinking through observation, participation, role modelling, making suggestions and using appropriate vocabulary.

Vocabulary

- Name of construction sets and pieces.
- Language of building, connecting, joining, fixing etc.
- Colour, shape size, comparative and positional language.
- Imaginative and descriptive language.
- Names of vehicles, buildings and people.
- Book, titles, picture, description and index.

Questions:

- How are you going to...
- What do you need...
- What will you need next...
- How will you make it taller, stronger, longer, fit the...

• Hand, stick and finger puppets with a puppet theatre • Cars and vehicles, such as boats, road, train track and road signs • Familiar buildings and places, such as a farm, zoo, park and rockets *rotated • Small world characters from familiar story themes, such as pirates, superheroes and emergency services * rotated • Range of familiar animals, such as jungle animals, ocean animals, arctic animals and pets			
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