


Foundry Lane Primary School – Common Play Behaviours

 AREA: CONSTRUCTION					2024
COMMON PLAY BEHAVIOURS					ENHANCEMENTS
Behaviour	CREATING	SPACIAL AWARENESS	CONSTRUCT WITH PURPOSE	BALANCE	
<p>Reception Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Share their creations, explaining the process they have used. Develop storylines in their pretend play</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p>	Duplo Large blocks Wooden blocks Logs Grass Train track Road	Constructs in a large space with large blocks.	Wooden bricks Duplo Large blocks Cardboard boxes Road pieces	Wooden bricks Duplo Planks	
	Small block	Constructs in a small space with small blocks. Build a house/model with different rooms or different parts.	Loose parts (beads/buttons) Small block	Cardboard tubes	
	Lego	Uses smaller blocks/construction tools to create intricate structures.	Lego	Small lego	

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<p>Effective Practice:</p> <p><u>Adults to introduce vocabulary (use of words, symbols and signs) eg-</u> Build, knock down, brick Names of 2D/3D shapes Names of all construction sets and pieces Language of building –joining, fixing, connecting Colour, shape, size and positional language Number names</p> <p><u>Adults to ask questions to extend learning</u> Can you knock it down? What shall we build? Where is the largest/smallest brick? Who can build the tallest tower? How high do you think it is? Who can knock down the bricks? Can children build one brick on top of another? How can we make it more stable? Can children recognise any colours? 2d or 3D shapes? Do children share resources? Can children join two bricks together? Can they build a structure around themselves or as a physical boundary? Can they talk about what they are doing as they construct? Can they draw a plan and then use the blocks to create it? Can they say what worked well or what they would change?</p>	<p>Beginning: Explore what the resources can do. Transport resources. Build towers, short, tall, long (2/3 dimensions) . Begin to build walls around themselves. Begin to add simple storylines to play.</p>	<p>Beginning: Explore the area where they are building. Develop understanding about how much space is needed to make models. Develop some understanding of safety.</p>	<p>Beginning: Begin to develop an idea of what they want to build. Manipulate resources Trial and error – when the brick falls try again or change something.</p>	<p>Beginning: Explore what happens when blocks are placed on top of each other. Develop cause and effect</p>	
	<p>Secure: Use a variety of resources to add to models. Create enclosed spaces. Add storylines to their play. Begin to create symmetry</p>	<p>Secure: Create space accordingly to what they want to make. Understand safety – if a tower is taller than them what will happen?</p>	<p>Secure: Have a vision in mind of what they want and then build. Problem solve – would a long bring be better?</p>	<p>Secure: Understand how to make a structure secure.</p>	