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| **Class One****Long Term Planning For The Construction Area** |
| **Key Concepts – Skills – Attitudes – Knowledge*** Develop mathematical language - number, size, shape, length, width, weight
* To estimate visually
* To measure using standard measures
* To explore 3D shapes using a variety of construction materials
* To develop language to communicate ideas, to plan, design and persuade peers.

**ATTITUDES:**Confidence, Co-operation, Independence and responsibility, Curiosity, Interest,Perseverance, Estimating.**SKILLS:**Communicating, Describing and explaining, Evaluating and modifying, Reasoning, Designing and making, Co-ordinating, Sorting. |
| **RESOURCES** | **ORGANISATION** |
| * Small wooden blocks.
* Fabrics and pegs
* Large Plastic construction blocks
* Duplo
* Whiteboards for mark making
* Mats.
* Maps
* Building pictures and photographs
* Key vocabulary/word mats
* Books about construction and other

Buildings.* Mark making tool box
* Small world resources.
* Toolbox and a range of role play
* including: goggles, hard hats, toolbox, hi-visibility vests.
* Clip boards and decorated papers for

 designing and pre-planning with ‘boyfriendly’ materials to encourage boys to write. | The construction area is large enough forchildren to be able to build constructionscomfortably.Children are encouraged to create role play scenarios and to create structures toenhance this.Mark-making materials are available forchildren to make plans and notices for their work.The children can display smallerconstructions and are encouraged to make signs for their work.When using small world resources, children are encouraged to use the carpet area if other children are constructing with the blocks.Large and small construction can be usedtogether.Books and photographs are displayed toenhance the children's understanding and knowledge of the work of builders.We ensure that we use words that fosterequal opportunities in this area, such as Fire Fighter, Postie, Police Officer. |