



Open ended questions

Think Aloud

### Adult's Role

- Model positive social interactions- e.g. how to take turns.
- Notice what arouses children's curiosity
- Encourage dialogue with child/children to extend learning through shared thinking
- Observe the skills the children are displaying and if they need further support/extension
- Wait, Watch and Wonder - what are the children doing? Why? How could this be extended/supported
- What Es and Os are being explored through this play?

Naming actions/objects

Noticing

Making Connections

Praise and Attention

Posing Problems

Modelling

Verbalising Feelings



# Construction Area



The construction area is a key component of play although construction of some sort will take place in almost all areas of the room. Piaget indicated that construction play was vital to a child's cognitive development. It allows children to explore and understand materials and how they work together and offers opportunities for imagination, social play and language development.



**Physical Skills** - squeezing, pinching, balancing



**Emotional Skills** - resolving conflicts, resilience, self control, confidence



**Creative Skills** - inventing, building, designing, experimenting, drawing, asking questions, curiosity



**Social Skills** - sharing, listening, speaking, taking turns, personal space, teamwork, being gentle



**Cognitive Skills** - Solving Problems, focusing, thinking, reasoning, recognising patterns, risk-taking



### Potential CfE Es & Os

#### Literacy

- Cooperate with other children through sharing resources and developing play (RME 0-02a, LIT 0-02a, 0-03a)
- Share ideas and opinions (LIT 0-09a)
- Use new vocabulary and phrases in different contexts (LIT 0-10a)
- Building stories around props (LIT 0-26a)

#### Numeracy/Maths

- Explore patterns and relationships (MTH 0-13a)
- Sorting and exploring shapes and their properties and use of positional language (MTH 0-16a) (MTH 0-17a)

#### Other Curricular Areas

- Play with other children and form good relationships (HWP 0-05a, HWP 0-44a, HWP 0-44b)
- Design and construct models and solutions and explore properties of materials (TCH 0-09a, TCH 0-10a)
- Create imaginary settings (TCH 0-11a)
- Create maps or models to represent the world around me (SOC 0-9a)
- Explore forces and their affect (SCN 0-07a)

### Continuous Provision Resources

- Commercial building kits e.g. Lego K'Nex, Duplo, Kapla, Polydron, Magnetic tiles, wooden blocks or shapes
- Loose parts
- Junk modelling equipment
- Tubes, pipes, guttering
- Wheels, cogs, gears
- Toolbox, hard hats, hi-vis vests, measuring tapes, clipboards, mark making materials and paper
- Books/photos with stimulus ideas depending on theme
- Safe tools like Makedo

### Enhanced Provision - Provocations to Play

(These are just suggestions - follow the children's interests and needs. They may do something entirely different with the provocations you put out)

- **Add pictures and books with different structures to act as a stimulus. E.g. add some unusual architectural building pictures, pictures of bridges or construction equipment like cranes or buildings with a theme e.g. Halloween haunted houses or Three Little Pig Houses.** Learners may use the pictures as a reference to attempt more complicated structures or to try a structure they have not attempted before. Links with technology, literacy, maths and social subjects.
- **Create a picture book of children's previous models and add to the construction area for children to be inspired by their peers.** Learners will likely enjoy looking at their own and others work and make, in their eyes, similar or improved versions. QR codes could be added to the pictures with children talking about the models they created. Links with literacy, technology, digital literacy.
- **Add pictures of the children on to some blocks as characters.** Children will likely enjoy building and creating narratives with their characters and friends. Links with literacy, technology.
- **Add some animals or figures to the construction area e.g. zoo animals.** Most likely children will begin to create some sort of habitat or landscape for the animals and create their own narrative. Links with technology, science and literacy.
- **Add a new resource into the area and see what the learners do with it. Ideas include: a pile of cardboard tubes from kitchen roll, empty tin cans (ensure they are not sharp), cardboard boxes from a recent delivery, wires and cables, Makedo tools.** It is always interesting to see what learners do with a new stimulus but some can find too much choice overwhelming, so if they don't seem to engage, the teacher may need to provide an idea to help start the thinking.
- **Create a limitation challenge to see what children come up with e.g. what can you make with one cup of Lego?** For more able learners this can be a great challenge to develop problem solving and creativity and for some less able learners who struggle to know what to build with lots of options, having fewer pieces can help them learn simple techniques before moving on.

These are just some of the Es and Os which could be experienced through the home area. It is important to observe what is happening to understand what other Es and Os may be covered.

### Key Vocabulary

Build, stack, balance, stable, connect, steady, wobble, topple. Topic specific vocabulary e.g. castle, drawbridge, turret etc.