

Construction Area				
Link to Development Matters	Birth to Three Years	Three to Four Years	Reception	Early Learning Goal
	Develop manipulation and control. Explore different materials and tools. Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'. Build with a range of resources. Compare sizes, weights etc. using gesture and language Notice patterns and arrange things in patterns. Explore materials with different properties. Explore different materials, using all their senses to investigate them. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.	Use a wider range of vocabulary. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Play with one or more other children, extending and elaborating play ideas. Choose the right resources to carry out their own plan. Collaborate with others to manage large items Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Compare quantities using language: 'more than', 'fewer than'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.	Use new vocabulary through the day. Build constructive and respectful relationships. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Count objects Subitise. Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers. Select, rotate and manipulate shapes to develop spatial reasoning skills. Continue, copy and create repeating patterns. Make patterns with varying rules (including AB, ABB and ABBC) and objects and invite children to continue the pattern. Compare length, weight and capacity. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	Offer explanations for why things might happen, from stories, non-fiction, making use of recently introduced vocabulary rhymes and poems when appropriate Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Understand the past through settings, characters and events encountered in books read in class and storytelling

			Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.					
Skills Developed	Exploring the blocks using a variety of senses.	Carrying and combining the blocks into size order.	Beginning to order and stack the blocks	Creating bridges using a variety of construction.	Creating enclosures for a purpose often linked to small world.	Creating more sophisticated enclosures including Patterns and Symmetry	Early Representation of familiar structures	Later Representation of more complex buildings and structures
Enabling Environments	A variety of different sized wooden blocks Hollow blocks Foam blocks	A variety of different sized wooden blocks Hollow blocks Magnetic tiles Stickle bricks	A variety of different sized wooden blocks Hollow blocks Magnetic tiles Stickle bricks	A variety of different sized wooden blocks Hollow blocks Magnetic tiles Stickle bricks	A variety of different sized wooden blocks Hollow blocks Fabric pieces Recycled materials (Tubes, bottle caps) Small planks of wood Carboard boxes Natural materials (stones, pinecones) Images of familiar buildings	Mirrors A variety of different sized wooden blocks Hollow blocks Fabric pieces Recycled materials (Tubes, bottle caps) Small planks of wood Carboard boxes Natural materials (stones, pinecones) Images of familiar buildings	A variety of different sized wooden blocks Hollow blocks Fabric pieces Recycled materials (Tubes, bottle caps) Small planks of wood Carboard boxes Natural materials (stones, pinecones) Spirit Levels Hard Hats Clipboards Pencils Images of buildings across the world	A variety of different sized wooden blocks Hollow blocks Fabric pieces Recycled materials (Tubes, bottle caps) Small planks of wood Carboard boxes Natural materials (stones, pinecones) Spirit Levels Hard Hats Tools Clipboards Pencils Images of buildings across the world
Specific Vocabulary	Build , Stack, Balance, Lift, Carry, Push, Pull, Big, Little, In, Out, Under, Top, behind, More, Lots, Long, Short, Tall, Small, Large, Hard, Soft, Through,				Fix, Join, Measure, Connect, Create, Plan, Design, Test, Construct, Collapse,			

	Near, Between, Side, front, Back, Over, Around, Next to, Some, Less, A bit, All, Most, First, Last, After, Before, Same, Different, Heavy	Equipment, Materials, Components, Mechanism, Fasteners, Planks, Long, Short, Tall, Small, Large, Hard, Soft, Through, Near, Between, Side, front, Back, Over, Around, Next to, Some, Less, A bit, All, Most, First, Last, After, Before, Same, Different, Heavy, Thick, Thin, Wide, Narrow, Through, Smooth, Above, Below, Forwards Backwards, Both, Few, Enough, Half, Whole, Second, Next, Light (weight), Corner, Straight, Bendy, Bigger, Heavier, Taller, Longer, Biggest, Heaviest, Tallest, Longest
	Level 1 – Naming / Matching Perception (2–3 years) <i>Focus: Looking at what is directly in front of the child. Basic identification and naming.</i> 1. What is this? (while pointing to a block) 2. Where is the red block? 3. Show me a big block. 4. Can you find one like this? (showing a block) 5. What colour is this block? 6. Where is the tower you built? 7. Point to the square block	Level 3 – Reordering Perception (4–5 years) <i>Focus: Reasoning, sequencing, explaining simple cause and effect.</i> 1. What will happen if we take the bottom block away? 2. Why did your tower fall down? 3. What do we need to make a bridge? 4. What could you build next? 5. Can you show me how you made it? 6. What do we need first to build a house? 7. Why did you put that block on top?
	Level 2 – Selective Analysis of Perception (3–4 years) <i>Focus: Describing, categorizing, comparing, identifying functions.</i> 1. What is your tower made of? 2. Which block is the biggest? 3. What shape is the roof? 4. What do we use this block for? 5. How are these two blocks the same/different? 6. What can you build with these blocks? 7. Which one is heavier/lighter?	Level 4 – Reasoning Beyond the Here and Now (5–6 years) <i>Focus: Problem-solving, making predictions, imagining, explaining reasoning.</i> 1. What could you do if you run out of blocks? 2. How would you make your tower stronger? 3. Why do you think your friend's building is taller? 4. What could you build if the blocks were all round? 5. What would happen if we built outside? 6. How is building with blocks like building a real house? 7. What would you do differently next time?