

Loose Parts / Deconstructed Roleplay				
Link to Development Matters	Birth to Three Years	Three to Four Years	Reception	Early Learning Goal
	Build independently with a range of appropriate resources. Explore materials with different properties. Start to develop pretend play, pretending that one object represents another. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.	Use talk to organise themselves and their play. 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. 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. Talk about the differences between materials and changes they notice. Take part in simple pretend play, using an object	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines Select, rotate and manipulate shapes to develop spatial reasoning skills. Create collaboratively, sharing ideas, resources and skills. Develop storylines in their pretend play.	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Work and play cooperatively and take turns with others. Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.

			to represent something else even though they are not similar. Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.					
Skills Developed	Begins to explore materials alongside others.	Expresses preferences for materials and resources.	Begins to choose resources appropriately, putting them together to make them bigger.	Works towards a plan, persevering when managing emotions when needed.	Working with others, manipulating the shape of resources in order to combine.	Works with others to work towards a goal, combining multiple pieces.	Makes larger more complex creations including enclosures.	Plans, designs and creates complex structures which are used to support a narrative.
Enabling Environments	A variety of materials, tyres, poles, den building equipment, clips.				Pallets, Wooden Reels, Wooden Planks, Tyres, Crates, Cardboard Boxes, Large Cardboard, Fabrics and Sheets, Tarpaulin/Waterproof Sheets, Camouflage Nets, Rope and String, Clips and Fasteners: Clothes pegs, Bungee Cords, Tools & Fasteners, Large rolls of paper, Chalkboards, Joining/Cutting, Masking tape, String and strong twine.			

Specific Vocabulary	Big, small, long, short, wide, narrow, tall, low, Inside, outside, in front, behind, top, bottom, corner, edge, safe, secret, cosy, sturdy	Attach, connect, join, fasten, secure, tie, clip, peg, wedge, overlap Stack, pile, haul, lift, move, transport, lower, push, roll, drag, Build, construct, design, create, plan, measure, fix, reconstruct, deconstruct
Potential Questioning	 Level 1 – Naming (Matching perception) <i>Focus: Identifying visible, familiar objects or people.</i> 1. What is this? 2. Who is cooking? 3. Can you find the spoon? 4. What are you building? 5. Who is sitting at the table?  Level 2 – Describing (Selective analysis of perception) <i>Focus: Describing features, functions, and simple relationships.</i> 1. What are you using the box for? 2. What is the baby (doll) doing? 3. Why are you using that hat? 4. What do you do with a phone? 5. Which one is the bed?	 Level 3 – Reordering (Reordering and reasoning about perception) <i>Focus: Explaining sequences, comparisons, and cause-effect.</i> 1. What happens next in your story? 2. How do you know that's a shop? 3. What would happen if there were no cups? 4. How is your house different from yesterday? 5. What could you use if you didn't have a steering wheel?  Level 4 – Reasoning (Reasoning about perception) <i>Focus: Problem-solving, making inferences, and abstract thinking.</i> 1. Why did you decide to be a doctor today? 2. How can you make the rocket more stable? 3. What could you do if someone else wants to be the shopkeeper too? 4. Why is it important to listen in the role play area? 5. If this was a real café, what rules would you need to follow?