

Reception

Learning Opportunities: EAD – D&T (Construction)

How does this area of learning link within the EYFS/ National Curriculum?

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| <ul style="list-style-type: none"> • PSE • PD • CLL | <ul style="list-style-type: none"> • D&T • Art |
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Language Development

- I am going to make/ build...
- I need... to be able to...
- I made a/ some....

Next Step Prompt Questions

- Can the child balance blocks to build a tower?
- Can the child use a range of construction toys that fix together in a variety of ways?
- Can they use construction materials safely and with increasing control?
- Can the child describe the colour, shape or texture of different construction materials?
- Can the child construct using a variety of materials?
- Does the child build models, making enclosures and creating spaces?
- Are they able to join construction pieces together and use the materials to build and balance?
- Do they sort the pieces by shape, colour or size?
- Can they plan their work?

Key Vocabulary

Construct	Build	Design	Sort	Plan	Measure
Connect	Join	Add	Slot	Make	Change



Environment Checklist

- ✓ A wider range of construction resources available at all times e.g. *blocks, lego, planks, ramps, tunnels, train track, tin cans*
- ✓ Images of inspirational buildings (local, national and global)
- ✓ Mark making resources including design and make grids
- ✓ Cameras/ iPads (children use independently to document work)
- ✓ Role-play resources e.g. spirit levels, measuring tapes, rulers, hard hats

In Nursery, I have had the opportunity to...

- Explore my own ideas using some construction resources e.g. *duplo, blocks, mobilo*
- Talk about what I have made with my peers and an adult

Key Learning

- ✓ Articulate their ideas and thoughts in well-formed sentences.
- ✓ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- ✓ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- ✓ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- ✓ Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- ✓ Create collaboratively, sharing ideas, resources and skills.
- ✓ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- ✓ Share their creations, explaining the process they have used.

Book Suggestions

- Range of non-fiction texts including leaflets, magazines with links to the local area
- Non-fiction texts about construction jobs and vehicles
- Stories by Andrea Beaty e.g. *Rosie Revere Engineer*