






Continuous Provision Common Play Behaviours: Construction

Behaviour	Stacking/Balancing	Ramping/Bridging (creating ramps)	Connecting	Creating spaces/covering	Designing/purpose
<p>High Level</p> 	<p>Builds more elaborate structures Combines resources to create structures Adds details to structures Ensures model is stable</p> <p>Resources: A range of blocks which are different shapes and sizes (small, medium, large, curved, circular, triangular) Step ladders/stools to stack beyond their height Varied surfaces to construct on e.g., uneven surfaces Blocks with a smaller surface area to make balancing harder</p>	<p>Children experiment with more elaborate ramp and bridge structures Beginning to think scientifically i.e., making predications on distance, talking about what is happening</p> <p>Resources: Varied resources to create ramps such as wooden planks, cardboard tubes, guttering Wooden planks of various lengths and widths Narrow resources to create bridge walkways Train tracks (children can create pillars to hold the track place) Material sheets/pegs for children to create their own bridges</p>	<p>Connects, joins and separates resources independently Uses higher level thinking with more complex resources/construction kits</p> <p>Resources: Trains tracks, plus plus, Lego, stickle bricks, construction kits such as marble runs</p>	<p>Children can build a model/house with different rooms and parts, using a variety of resources to create more intricate and detailed spaces Children incorporate small world into their models/houses</p> <p>Resources: A range of wooden and coloured blocks, Lego, plus plus, small cable reels, materials of different sizes and textures, small world</p>	<p>Children build or create with a purpose in mind, either from memory/imagination or with the use of visual prompts Children can draw/plan a design before creating/building Children can label their own models/buildings Children can make amendments to their work/improve upon independently</p> <p>Resources: Book/pictures of local buildings/world landmarks, clipboards and paper, post it notes, tape measures, metre rulers, iPad/camera to take pictures of work, large rolls of paper</p>



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<p>Mid Level</p> 	<p>Uses resources to construct buildings Positions resources both vertically and horizontally</p> <p>Resources: A range of blocks with smaller and medium surfaces</p>	<p>Children create their own ramps and bridges using a variety of resources</p> <p>Resources: Thick planks of wooden and large wooden blocks for children to create their own ramps and bridges Guttering/carboard tubes of various lengths and sizes Train track with bridge/ramp pieces</p>	<p>Connects, joins and separates using visual prompts such as pictures/prompt cards</p> <p>Trains tracks, plus plus, Lego, stickle bricks, construction, mobilo</p>	<p>Begin to use more than one type of resources when building models/houses Children can connect buildings and structures Children are beginning to build with small world in mind, sometimes with the support of an adult</p> <p>Resources: A range of wooden coloured blocks, Lego, plus plus, small cable reels, small world</p>	<p>Children build or create with a purpose in mind, either from memory/imagination or with the use of visual prompts Children can draw/plan a design before creating/building with adult support Children can make amendments to their work/improve upon</p> <p>Resources: Book/pictures of local buildings/world landmarks, clipboards and paper, post it notes, tape measures, metre rulers, iPad/camera to take pictures of work</p>
<p>Low Level</p> 	<p>Uses resources to build towers Builds vertical models</p> <p>Resources: Blocks with a large surface area Level, even surface to construct on such as carpet, cable reels Wooden crates, tins</p>	<p>Beginning to experiment with ramp/bridge play with support from an adult</p> <p>Resources: Pre made ramps (community play triangular ramps) Carboard tubing – various lengths Train track with bridge/ramp pieces</p>	<p>Connects, joins and separates simple resources such as train tracks/stickle bricks</p> <p>Trains tracks, duplo, mobilo</p>	<p>Children construct in a large space with large blocks and a small space with small blocks, adding small world with the support of an adult</p> <p>Resources: A range of wooden blocks or different sizes and shapes, duplo, mobilo, train tracks, small world</p>	<p>Children are supported to create for a purpose, thinking about what they want to build/create before doing so</p> <p>Resources: Book/pictures of local buildings/world landmarks,</p>



Richmond Hill Primary School

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