

I am an engineer



Description:

Through this learning experience, we invite all the family to participate in a creative and deconstructed role play. You will be able to find different kinds of materials to play with and give various meanings to them. Together, you will create new spontaneous areas of learning at home and promote loads of significant learning opportunities to everyone.

Resources needed:

- You can add lots of loose parts (*In a play, **loose parts** are materials that can be moved, carried, combined, redesigned, lined up, and taken apart and put back together in multiple ways*) to your role play such as boxes lengths of fabric, blankets, buttons, tires, etc.

Duration: Time must be flexible depending on children's interests and motivation.

Intent:

- Construction play supports children's mathematical development and problem-solving skills as they learn to negotiate size, weight, and balance along with numbers and counting.
- It also allows children to integrate their own constructions into their small world pal.



Implementation:

1. Offer your child a selection of materials for building/creat a role-play;
2. Play on the floor/table with your child and show them how to join and fix their construction designs;
3. Talk to them about what they are doing and give them a running commentary as you play alongside asking what they are doing;
4. Praise their work and use the following keywords;

Keywords: construct, higher, build, lower, level, fall, topple, solid, connect, secure, design, structure, join, many, big and small.

EYFS Learning outcomes:

Communication and language

Listening and attention

- Listens with interest to the noises adults make when they read stories.
- Recognizes and responds to many familiar sounds, e.g. 5 turning to a knock on the door, looking at or going to the door.
- Shows interest in play with sounds, songs, and rhymes.
- Single channeled attention. Can shift to a different task if attention fully obtained – using the child’s name helps focus.

Understanding

- Identifies action words by pointing to the right picture, e.g. “Who’s jumping?”
- Understands more complex sentences, e.g. ‘Put your toys away and then we’ll read a book.’
- Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. who’s that? What’s that? Where is?).
- Developing an understanding of simple concepts (e.g. big/little).

Speaking

- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
- Holds a conversation, jumping from topic to topic.
- Learns new words very rapidly and is able to use them in communicating.
- Uses gestures, sometimes with limited talk, e.g. reaches towards the toy, saying ‘I have it’.
- Uses a variety of questions (e.g. what, where, who).
- Uses simple sentences (e.g. ‘Mummy gonna work.’)



Physical development

Moving and handling

- Shows control in holding and using jugs to pour, hammers, books, and mark-making tools.
- May be beginning to show a preference for the dominant hand.

Personal, social and emotional development

Self-confidence and self-awareness

- Expresses their own preferences and interests.

Managing feelings and behaviour

- Seeks comfort from familiar adults when needed.
- Can express their own feelings such as sad, happy, cross, scared, worried.
- Responds to the feelings and wishes of others.
- Shows understanding and cooperates with some boundaries and routines.
- Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.
- Growing ability to distract self when upset, e.g. by engaging in a new play activity.

Making relationships

- Interested in others' play and starting to join in.
- Seeks out others to share experiences.
- Shows affection and concern for people who are special to them.
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Mathematics

Numbers

- Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.
- Recites some number names in sequence.
- Begins to make comparisons between quantities.
- Uses some language of quantities, such as 'more' and 'a lot'.
- Knows that a group of things changes in quantity when something is added or taken away.

Shape, space, and measures

- Notices simple shapes and patterns in pictures.
- Beginning to categorize objects according to properties such as shape or size.
- Begins to use the language of size.



- Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.
- Anticipates specific time-based events such as mealtimes or home time.

Technology

- Seeks to acquire basic skills in turning on and operating equipment.
- Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.

Expressive arts and design

Being imaginative

- Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me'.
- Beginning to make-believe by pretending.

