

Continuous Provision Overview: Construction Area

Learning Intentions Y1/Y2/KS1 National Curriculum	Vocabulary	Learning Behaviours
<p>English</p> <ul style="list-style-type: none"> - Listen and respond appropriately to adults and peers. - Ask relevant questions to extend their understanding and knowledge. - Articulate and justify answers, arguments and opinions. - Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. - Write sentences, captions and labels using taught concepts and structures. - Apply simple spelling rules and guidance, as listed in English Appendices 1 & 2. - Re-read what they have written to check that it makes sense. <hr/> <p>Maths</p> <ul style="list-style-type: none"> - Compare, describe and solve practical problems for lengths and heights (for example, long/tall/short (er), double/half). - Measure and begin to record lengths and heights. - <i>Choose and use appropriate standard units to estimate and measure length/height in any direction.</i> - <i>Compare and order lengths.</i> - Sequence events in chronological order using language (e.g. before/after, next/first). <hr/> <p>Science</p> <ul style="list-style-type: none"> - Distinguish between an object and the material from which it is made. - Describe the simple physical properties of a variety of everyday materials. - Compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<p>Art & Design</p> <ul style="list-style-type: none"> - Learn about the work of a range of artists, craft makers and designers, making links to their own work. <hr/> <p>Design & Technology</p> <ul style="list-style-type: none"> - Design purposeful, functional, appealing products for themselves and other users based on design criteria. - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. - Select from and use a wide range of materials and components, including construction materials, according to their characteristics. - Evaluate their ideas and products against design criteria. - Build structures, exploring how they can be made stronger, stiffer and more stable. - Explore and use mechanisms (e.g. levers, sliders, wheels and axles) in their products. 	<p>Design & Technology</p> <p>Plan, design, investigate, product, function, dismantle, connect, structure, engineer, evaluate, axle, lever, hinge, mechanism, stable, level, purpose, instructions, order, criteria, mock-up.</p> <p>Scientific</p> <p>Wood, bamboo, plastic, metal, solid, bendy, stretchy.</p> <p>English</p> <p>First, next, then, last, after, that.</p> <p>Dispositions & Attitudes</p> <ul style="list-style-type: none"> - Generating ideas based on their own interests and ideas or simple design criteria. - Planning and developing their ideas through drawings and mock-ups. - Making and explaining decisions about the resources they need. - Co-operating with peers and sharing resources. - Expressing and explaining their thoughts and ideas to others. - Adapting and modifying their ideas, using trial and error. - Reflecting on the progress and outcome of their ideas including its intended purpose, when appropriate. <p><i>*Learning objectives introduced in Year 2.</i></p>