

**Class: Foundation Stage**

**Overview – topic; Buildings**

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| Area of Learning | CONTENT |
| Themes  | * Actions – building / construction
* Construction toys
* Houses and homes
* furniture
* Buildings in the environment
* Building sites
* Following sequential instructions
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| Rhymes | * Humpty Dumpty
* Goldilocks
* 1 brick, 2 bricks
* This is the way we build a house
* Building a house (YouTube)
* 3 Pigs
* The house that Jack built
* I can build a little house
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| Communication and Language  | developing Vocabulary (expressive and receptive)* actions of building / homes;
* different buildings;
* parts of building
* texture words

Sequencing / following instructions |
| Physical Development | Gross Motor* Imitating actions

Fine motor* Hand / eye co-ordination – use of construction materials

PE – gymnastics* Moving in different ways on benches
* Link with positional vocabulary
* Working at different heights
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| Personal Social and Emotional Development | developing hygiene routines* increased independence in routines
* toilet training (as appropriate)

self help / independence skills* increased independence following dressing strips

social skills* Taking turns
* Playing alongside others to construct objects.
* Sharing equipment from a bigger set
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| Literacy | early reading; symbolic development* Categorisation – types of buildings
* Parts of buildings

Furniture into rooms |
| Understanding of the World | different sorts of buildings – use eg library, supermarket, shop, garden centreUse of different materials for building – bricks, wood etcconstruction* different constructions sets – names
* how they fit together
* verbs linked to construction; put together, take apart, push, pull
* link with shapes and buildings

Magnetism* vocab linked to magnets
* push and pull
* exploration and feel of magnets and what they stick to
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| Expressive Arts and Design | Playdough / clay• tiles • making patterns / marks on clay / playdough• making textures • fixing clay / playdough togethersticking activities• Composite pictures • Collages / pictures involving texture• See through materials – windows / glassespainting• Pictures of building • Within outlines• Copying simple picturesprinting• rubbingsPrinting• using junk materials/ shapes/ bricks / prints.Music• Loud / quiet, fast / slow. • Matching music to building / falling.Using construction materials |
| Mathematics | numbers * Odd numbers / even numbers – number sequencing
* Sequencing & repeating patterns.

space shape measure* Concepts of size - tall / short; big / small;
* Shapes – different shapes in the environment
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| Outdoor learning | Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. See “Enabling Environments” in EYFS Development Matters DocumentDecking Activity* balancing equipment; Wave, large tiles, Rainbow stones, stepping stones, knobbly corridor, Curved corridor, arches, wobble boards, Jigsaw balancing, trampette
* eye-hand coordination activities; musical instruments. big bricks, washing line/reaching fabric, fabric, easel.
* Big sand tray
* Bubbles
* Reaching up for objects on washing line, wigglies/fabric/tights/balloons/pictures of characters, themselves or numbers.
* Transferring bricks/little tiles/bean bags between floor/ box/table/bag on line.

Play ground activity (changing daily)* balls, low balancing- stepping logs/rainbow stones/jigsaw balancing. large balancing, blue wave, large bricks.
* big cars, trampettes, pop rockers, wobble boards, construction, balls on guttering.
* low balancing- curved corridor/ knobbly corridor, arches, large tiles, parachute.
* bikes and scooters, rockers, pop rockers, fabric, tents and tunnels, big bubbles.

Focus activity* foam tile boxes. Turn taking board. – build a tower and knock it down.
* Big duplo bricks / Big Humpty/ Big box- Building bricks into walls. Put HD on wall, sing song. Turn taking board. If dry use big cardboard box, chn or HD in/under/infront/behind box.
* big/little bricks/cars/shapes/dinosaurs/balls (different resource each day), 2 builders trays to sort big/little or 2 bags on washing line. Big/little symbols. Big/little tubes with ball/little balls
* sorting big and little things. Extend to follow phrase strip instructions, eg “give me the big car” Give opportunity to play with/use the big/little items. Putting balls down big/little tubes
* Large bricks/lego/jenga/large foam tiles made into boxes.
* Paper/cardboard on shed and pens.
* Washing line.
* Tall/short symbols.

building a tall tower. Reaching up to draw a tall tree. Reaching up to pull items off washing line. |