

Over 2`s Activities

Household Construction



Description: This awesome activity is so simple to make and tons of fun! A perfect activity that incorporates engineering, and math. It's also great for fine motor skills, balance, and coordination.

Resources needed:

- A selection of cardboard boxes such as from food packing or shoe boxes;
- A selection of empty tin cans edges made safe with tape;
- Masking tape;
- Some cardboard tubes such as kitchen and toilet rolls;
- Paint;
- Colour pencils;
- Add some of your child's toys to stimulate their play and give their building a purpose e.g. "a tower for Mr Bear!" or "a house for the horse."

Duration: 10 min to 1h. Time must be flexible depending on children's interest 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;
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.')
- Beginning to use word endings (e.g. going, cats)

Physical development

Moving and handling

- Squats with steadiness to rest or play with an object on the ground, and rises to feet without using hands.
- Turns pages in a book, sometimes several at once.
- Shows control in holding and using jugs to pour, hammers, books, and mark-making tools.
- Beginning to use three fingers (tripod grip) to hold writing tools.
- Imitates drawing simple shapes such as circles and lines.
- May be beginning to show a preference for the dominant hand.

Personal, social and emotional development

Self-confidence and self-awareness

- Separates from the main carer with support and encouragement from a familiar adult.
- 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.
- Aware that some actions can hurt or harm others.
- Tries to help or give comfort when others are distressed.
- 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.
- May form a special friendship with another child.



Literacy

Writing

- Distinguishes between the different marks they make.

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.
- Creates and experiments with symbols and marks representing ideas of number.
- 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.

Understanding the world

People and communities

- Has a sense of own immediate family and relations.
- In pretend play imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.
- Learns that they have similarities and differences that connect them to, and distinguish them from, others.

The world

- Enjoys playing with small-world models such as a farm, a garage, or a train track.
- Notices detailed features of objects in their environment.

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

Exploring and using media and materials

- Joins in singing favourite songs.
- Creates sounds by banging, shaking, tapping or blowing.
- Shows an interest in the way musical instruments sound.
- Experiments with blocks, colours, and marks.

Being imaginative

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

