



# Dishforth VC CE Primary School and Nursery – EYFS and KS1 Provision Progression Map

This document forms the basis of our continuous and enhanced provision. It is a working document that will be adapted depending on children's emerging needs and interests.

PROVISION AREA: Construction						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 1 - 3 yr olds			Use resources to build towers. Construct in a large space with large blocks Select resources they need as they go <b>Resources</b> Large wooden blocks, Wood blocks, Duplo <b>Vocabulary</b> Build, tower		Build vertical models Construct in a small space with small blocks Has an idea about what they will build before they begin <b>Resources</b> Smaller wooden blocks, Tree blocks, Duplo, Interstar/ stacking bunnies <b>Vocabulary</b> Idea, up, tall	
Nursery 2	Positions resources both vertically and horizontally <b>Resources</b> Wooden blocks, Tree blocks <b>Vocabulary</b> Up, along,	Uses resources to construct buildings Knows what they want to build when they begin to construct <b>Resources</b> Wooden blocks, Duplo, Magnatiles <b>Vocabulary</b> Construct, what do you plan to build?	Connects buildings and structures (e.g. putting a road between buildings). Selects appropriately sized blocks/construction resources for the chosen purpose. <b>Resources</b> Duplo Wooden blocks Magna tiles Road track <b>Vocabulary</b> Connect, put together, choose, why?	Selects appropriately sized blocks/construction resources for chosen workspace. <b>Resources</b> Wooden blocks of different sizes Duplo Lego <b>Vocabulary</b> Big, small, space	Use den making materials to make large scale constructions <b>Resources</b> Den making equipment <b>Vocabulary</b> Den, sticks, join, cover, rope	Understands safety elements (e.g. If tower is taller than themselves then it might hurt them if it falls) Plans what they will use to make their model <b>Resources</b> Range of construction materials/kits <b>Vocabulary</b> Safe, safely, plan, what will we use?
Reception	Build a house/model with Different rooms or different parts Ensures model is stable <b>Resources</b> Range of different construction materials Photographs/plans of houses <b>Vocabulary</b> Construction materials, stable, unstable, model, room names	Combines resources to create a structure Builds more elaborate structures. <b>Resources</b> Range of construction materials Photographs of more elaborate buildings e.g. a mosque, Taj Mahal etc <b>Vocabulary</b> Structure, detail, combine, join	Creates a design before they construct <b>Resources</b> Plain and squared paper, clipboards, pencils <b>Vocabulary</b> Make, create, design, plan	Includes systems (e.g Pathways, roads, bridges etc.) and adds detail to a structure <b>Resources</b> Photographs of different bridges, pathways, roads etc <b>Vocabulary</b> Add detail paths, roads, bridges	Uses smaller blocks/ construction tools to create intricate structures <b>Resources</b> Lego <b>Vocabulary</b> Smaller, intricate, detail	Change, adapt and modify Model to serve a purpose <b>Resources</b> Plaining sheets Prompts to support adaptations and modifications e.g can you make the model more stable, stronger etc <b>Vocabulary</b> Change, improve, purpose

Year 1	<p>Plan, build and evaluate a model. Improve and revisit previous models To work independently or with a group discussing and refining ideas, taking turns in conversations, sharing resources and solving any disputes</p> <p><b>Resources</b> Lego, magantex, k-nex Planning sheets, Evaluation tickets</p> <p><b>Vocabulary</b> Plan, design, investigate, over, under, outside, inside, place, construct, build, 2d, 3d</p>	<p>Follow simple instructions to build a model, picture, instructions</p> <p><b>Resources</b> Simple pictural instructions for construction sets chosen</p> <p><b>Vocabulary</b> Plan, design, investigate, over, under, outside, inside, place, construct, build, 2d, 3d</p>	<p>To record own picture instructions to show how they created their models</p> <p><b>Resources</b> Picture instruction sheets to record own instructions</p> <p><b>Vocabulary</b> Plan, design, investigate, over, under, outside, inside, place, construct, build, 2d, 3d, instructions</p>	<p>Follow simple written instructions to create models</p> <p><b>Resources</b> Written instructions to create models</p> <p><b>Vocabulary</b> Plan, design, investigate, over, under, outside, inside, place, construct, build, 2d, 3d, instructions</p>	<p>Write own simple instructions for self created models</p> <p><b>Resources</b> Template for children to write their own instructions</p> <p><b>Vocabulary</b> Plan, design, investigate, over, under, outside, inside, place, construct, build, 2d, 3d instructions</p>	<p>Plan, build and evaluate a model, record instructions as they work making adaptations working with peers solving any misunderstandings and negotiating space, resources and plans.</p> <p><b>Resources</b> Taking turns and talking visual prompt</p> <p><b>Vocabulary</b> Plan, design, investigate, over, under, outside, inside, place, construct, build, 2d, 3d, instructions</p>
Year 2	<p>Plan, build and evaluate a model, record instructions as they work making adaptations working with peers solving any misunderstandings and negotiating space, resources and plans.</p> <p><b>Resources</b> All the resources that were used in Y1</p> <p><b>Vocabulary</b> Plan, design, investigate, product, function, dismantle, connect, structure, engineer, evaluate, axle, lever, hinge, mechanism, stable, level, purpose, instructions, order, criteria</p>	<p>Build with purpose linking buildings to learning in class writing instructions so that models can be recreated by others</p> <p><b>Resources</b> All the resources that were used in Y1</p> <p><b>Vocabulary</b> Plan, design, investigate, product, function, dismantle, connect, structure, engineer, evaluate, axle, lever, hinge, mechanism, stable, level, purpose, instructions, order, criteria, measure, assemble, build, process</p>	<p>Build more complex structures not just single items comprising of many parts Compare structures and items in terms of size and height using mathematical vocabulary</p> <p><b>Resources</b> All the resources that were used in Y1</p> <p><b>Vocabulary</b> Plan, design, investigate, product, function, dismantle, connect, structure, engineer, evaluate, axle, lever, hinge, mechanism, stable, level, purpose, instructions, order, criteria measure, assemble, build, process</p>	<p>Solve problems regarding size and structure of the building solving problems to ensure that structures are stable and strong. Measure and compare height and size of structures</p> <p><b>Resources</b> All the resources that were used in Y1</p> <p><b>Vocabulary</b> Plan, design, investigate, product, function, dismantle, connect, structure, engineer, evaluate, axle, lever, hinge, mechanism, stable, level, purpose, instructions, order, criteria measure, assemble, build, process</p>	<p>Build a narrative around the construction involving problem solving, negotiation, giving others instructions and linking their work to the lessons</p> <p><b>Resources</b> All the resources that were used in Y1</p> <p><b>Vocabulary</b> Plan, design, investigate, product, function, dismantle, connect, structure, engineer, evaluate, axle, lever, hinge, mechanism, stable, level, purpose, instructions, order, criteria measure, assemble, build, process</p>	<p>Build with purpose and understanding, showing their knowledge of other subjects through their models and structures. Produce plans, instructions, explanations and evaluations. Work cooperatively, negotiating materials and space with others, giving precise instructions to others.</p> <p><b>Resources</b> All the resources that were used in Y1</p> <p><b>Vocabulary</b> Plan, design, investigate, product, function, dismantle, connect, structure, engineer, evaluate, axle, lever, hinge, mechanism, stable, level, purpose, instructions, order, criteria measure, assemble, build, process</p>