CONSTRUCTION AND SMALL WORLD TODDLERS

Resources that should always be available:	Possible learning experiences/ invitations to play	Consider Attention Levels
Clearly labelled storage boxes/Shelving, Pictures of buildings / vehicles Large wooden blocks e.g. community playthings, Small selection of ready bought construction kits eg large duplo, stickle bricks Small wooden bricks. Small selection of play people, vehicles and animals Selection of open ended resources such as empty cardboard boxes, tubes, material Train track and train, farm animals, people, zoo, cars, other vehicles and garage, play mats, doll's house, Books, Photographs of real life situations and families	Playing collaboratively and using the construction area appropriately. Develop basic mathematical language e.g. position, size, shape, comparisons, Developing number language, basic counting skills matching and sorting shapes, exploring a range of construction materials that fix together in a variety of ways e.g. by twisting, slotting, pushing, clipping, balancing construction pieces, designing and making their own models Developing fine motor control and hand eye coordination. Beginning to develop their own ideas and imaginative skills Re-enact real life experiences and situations. Remember to include Toddler Talk activities. Observe schemas and include them in your planning.	Fleeting attention- Is the child easily distracted and flits from one activity to another- Reduce distractions, let the child lead, use appropriate child adult interaction Rigid Attention- Can the child concentrate on a task of their own choice, but really doesn't like to be interrupted. They are not being naughty, they are absorbed and concentrating, Choose activities that motivate the child, restrict the number of toys but still give choice, reduce distractions and work 1-1 Single Channelled- Do the children struggle to follow an instruction when they are doing something else? Remember to gain a child's attention, call their name, stop them doing the activity and then start talking

Words to build vocabulary
Blank Level Questioning

Build, tower, big, bigger, small, twist, 1,2,3
Vehicle names, animal names
Concentrate on Blank Level 1- naming things and Blank Level 2- Describing things, Answering who, what and where questions. 60% of 3 year olds understand level 1 and 2 questions.

Possible things to look listen & note...

Do the children need support from an adult when they are first learning to play with other children? Are they able to hold a brick in each hand and bang them together? Are they able to pick up something small, like a brick? Do they watch you closely as you play with them using cars, animals and people? Do they need you to show them how toys work eg cars can be pushed, balls can be rolled? Do they make sounds that match what they are playing with e.g. brmmm for a car Do they point to their family when you ask them "where's mummy?"	Are the children beginning to understand that they need to share sometimes as they play? Can the children sort all the toys and things so that all the same ones are together? Do they build towers and long lines across the floor with the bricks? Do they put things together that belong together, eg lids on boxes, toys in the right box when tidying up? Do they like to look at and talk about photos of their families, friends and pets? Are they using lots of everyday and familiar words?	How do children react to the feel of the different bricks? Who can knock down the bricks? Can children build one brick on top of another? Can children recognise any colours? 2d or 3D shapes? Do children share resources? Are they beginning to show you their dominant hand? Are they interested in the play? Are they able to respond to others feelings and wishes appropriately? Do they understand who, what , where in simple questions? Are they using language to share feelings and experiences? Do children imitate the actions and events from their own family experiences? Are they enjoying playing with the small world equipment? Are they beginning to make believe by pretending to be