Hindpool Nursery School Progression Map: Construction Area

Progression of Skills	Vocabulary	Resources to support
Creating a structure • Uses resources to build towers. • Builds vertical models. **Spatial Awareness** • Constructs in a large space with large blocks. • Constructs in a small space with small blocks. **Constructing with a purpose in mind** • Has an idea about what they will build before they begin. • Selects resources they need as they go.	• Colour names. • Cardinal number e.g. 1, 2, 3, 4…. • 2D shape names e.g. square, circle, triangle, rectangle etc. • 3D shape names e.g. cube, cuboid, sphere, pyramid etc. • Language of position e.g. before, after, on top off, behind, in front of etc. • Language of size., e.g. tall, short, wide, narrow, low, high, deep. • Descriptive language, e.g. rough, smooth, stable, unstable • Levels, platforms, floors, entrance, exit, purpose • Plan, design, improve, extend.	Duplo Stickle bricks Mobilo Small block Large blocks Natural resources, e.g. shells, pebbles, sticks A range of open ended and themed small world resources
Creating a structure • Uses resources to construct buildings. • Positions resources both vertically and horizontally. **Spatial Awareness** • Connects buildings and structures (e.g. putting a road between buildings). • Select the appropriate sized blocks/construction resources for their chosen purpose. • Select the appropriate sized blocks/construction resources for chosen workspace.	Adult questioning • What are you going to make? • What will you need for …? • How does this work? • Which construction kit are you going to use? • What did you use to make your model? • How did you …? • What do you think about your …? How could we … add the plane's wings …? How could we put windows in the house …?	Lego Mobilo Small blocks Large Blocks Bamboo stilts and platform marble run Squared paper Fabric Natural resources, e.g. shells, pebbles, sticks Loose parts A range of open ended and themed small world resources

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• Understands safety elements (e.g. if tower is taller than themselves then it might hurt them if it falls). **Constructs with a purpose in mind** • Knows what they want to build when they begin to construct. • Plans what they will use. Chooses small world resources to enhance construction.	How could we make the model more stable? How could we improve/extend the model? What is the purpose of the model?	
Creating a structure • Combines resources to create a structure. • Builds more elaborate structures. • Includes systems (e.g. pathways, roads, bridges etc) and adds detail to structure. • Ensures model is stable. **Spatial Awareness** • Build a house/model with different rooms or different parts. • Uses smaller blocks/construction tools to create intricate structures. **Constructs with a purpose in mind** • Change, adapt and modify model to serve a purpose. • Combine construction resources to create model. • Creates a design before they construct. Chooses appropriate small world resources to enhance construction.		Small blocks Nuts and bolts Handles Wheels and axels Squared paper/design sheets Fabric Natural resources, e.g. shells, pebbles, sticks Loose parts A range of open ended and themed small world resources