

EYFS Progression of skills and checkpoints - **Construction resources**

Pre preschool -Develop manipulation and control. PD - FMS -Explore different materials and tools. PD - FMS -Build independently with a range of appropriate resources. PD - GM/FMS -Combine objects like stacking blocks and cups. Put objects inside others and take them out again. M Build with a range of resources. M Complete inset puzzles. M -Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. EAD -Make simple models which express their ideas. EAD -Use their imagination as they consider what to do with different materials. EAD				Preschool -Show a preference for a dominant hand. Use one-handed tools and equipment PD - FMS -Choose the right resources to carry out their own plan. PD - GM/FMS -Collaborate with others to manage large items. PD - GMS -Talk about and explore 2D and 3D shapes. M -Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. M -Combine shapes to make new ones. M Explore different materials freely, develop their ideas about how to use them and what to make. EAD Develop their own ideas and then decide which materials to use to express them. EAD Join different materials and explore different textures. EAD -Create closed shapes with continuous lines and begin to use these shapes to represent objects. EAD -Take part in simple pretend play, using an object to represent something else even though they are not similar. EAD -Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. EAD -Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. EAD			
Use of resources	Listen and respond to simple instructions. Be beginning to show control in sharing resources after modelling by an adult.	Learn the rules of the area, e.g. Put the resources away when finished. Share resources with support after modelling by an adult.	Listen to instructions and follow the rules. Share ideas, resources and skills with little support.	Know and follow the rules independently. Share ideas, resources and skills.	Explain the reasons for the rules. Be beginning to talk about the materials/ process and techniques they have used and why.		
Creates a structure	Uses resources to build towers. Builds vertical models.	Shares their idea with a peer.	Uses resources to construct buildings.	Positions resources both vertically and horizontally.	Combines resources to create a structure.	Creates more complicated structures by combining ideas from others.	
Spatial Awareness	Constructs in a large space with large blocks.	Constructs in a small space with small blocks.	Understands safety elements.	Selects appropriate sized blocks/ construction resources for chosen workspace.	Selects appropriate sized blocks/ construction resources for their chosen purpose.	Connects buildings and structures.	
Constructs with a purpose in mind	Selects resources they need as they go.	Has an idea about what they will build before they begin.	Knows what they want to build when they begin to construct. Plans what they will use.	Create designs before they construct, including what materials they will need.	Combine construction resources to create models.	Constructs with a shared purpose, developing story lines and narratives about their creations.	
Imitates and represents objects as another	Imitates sounds (e.g. animals, vehicles).	Represents objects as what they are.	Talks expressively about the object they have represented as something else.	Represents objects as different objects - Explains what they are.	Represents a range of resources as chosen objects.	Able to find a resource for a given purpose to fit with their narrative.	Create their own props to include in their story telling.
Represents an environment	Represents an environment that they are familiar with e.g. home.	Represents environments from stories.	Creates environments from stories.	Create an environment that they have created/ imagined.	Children design and imagine their own story setting.	Change, adapt and modify environment to serve a purpose.	
Creates narrative around play	Explains their actions in small world play (e.g. pretending the animal is jumping).	Uses some story language in their play – familiar lines from familiar stories.	Talk about what they are doing, describing their play to someone else.	Includes problems and solutions in their narratives.	Uses descriptive language in their narrative.	Uses story language and story features to create a narrative of their own.	

Constructing with creative materials – Collage/junk modelling	<p>Beginning to use a glue stick, spreader etc. with some support from an adult.</p> <p>Often use both hands when using scissors, open and closing the blades.</p> <p>Tear off masking tape with support.</p> <p>Be beginning to make a simple model, expressing a simple idea.</p>	<p>Use a glue spreader.</p> <p>Use easy-grip scissors and/or child scissors (which may not be held correctly).</p> <p>Uses simple resources and may join flat surfaces using glue.</p> <p>Use a tape dispenser to cut the correct amount of tape.</p> <p>Be beginning to use materials for a purpose.</p>	<p>Use a glue stick appropriately, twist and replace the lid.</p> <p>Makes snips with scissors.</p> <p>Add other materials to develop models such as tissue paper, glitter etc.</p>	<p>Be beginning to use tools with control and use materials and resources with a purpose.</p> <p>Use simple cutting and sticking techniques.</p>	<p>Use tools with control and use materials and resources with a purpose.</p> <p>Be beginning to join resources together in a variety of ways using string, hole punches, tape etc.</p> <p>Consider the placing of resources to create simple representations.</p>	<p>Develop the ability to refine their ideas, build on their models and know how to improve them (scrunch, twist, fold, roll.).</p>
Constructing with creative materials – Sculpture/dough	<p>Pile and stack clumps of playdough.</p> <p>Use some simple tools, but not showing much control, (rolling pin etc.).</p> <p>Explore and make marks in clay.</p>	<p>Use hands to squash playdough and develop muscle control.</p> <p>Use little detail.</p> <p>Poke the playdough/clay with tools.</p> <p>Bang and pound the clay/playdough to form different shapes.</p> <p>Use simple tools such as a rolling pin and cutters.</p>	<p>Be developing muscle control by manipulating clay/playdough by rolling, cutting, pinching etc.</p>	<p>Make something that they can give meaning to.</p> <p>Rolling out and cutting out forms and begin to “pretend” with them. - Roll a sausage shape.</p>	<p>Have developed some fine motor skills e.g. twist, pull, pinch, poke etc.</p> <p>Develop a variety of techniques. Can join shapes together to create recognisable forms.</p> <p>Roll a sausage shape into a coil and roll dough/clay into a ball.</p>	<p>Add details such as mouth and eyes.</p> <p>Uses tools such as plastic knives to cut and mould.</p>