

# Learning opportunities

This information can help guide an awareness of possible learning that might occur during these experiences. This is not a complete list and learning will depend on how children engage, and how educators respond to this. Please note all experiences should be offered to children, not required of them, to support agency and positive relationships with children.

## Blocks

### Potential learning opportunities

Math - Size, weight, length, fractions, counting, math vocabulary.

Engineering - Learning how to strengthen and stabilise buildings through different placement and understanding scientific concepts.

Creativity - Having ideas and representing these through construction.

Language - Being able to share your ideas with others.

Motor skills - Fine and gross motor depending on size of items, spatial awareness, core control.

Social skills - Being able to work with others, sharing resources, sharing ideas, negotiating outcomes, planning ahead, collaborating.

### Potential interactions

-Add additional resources to invite specific types of play aligned with current interests such as animals, people, natural items.

-Role model problem solving by verbalising your thoughts as you work on your construction.

-Label blocks using their fraction size to build awareness around this e.g. quarter block, half block, whole block.

-Identify way to encourage discussions around safety and how to create safe play by establishing rules with the children based on their ideas e.g. how tall something should be?

#### Approved Learning Framework Links

##### Learning Outcomes

1 - Children build resilience as blocks may not work the way they think ; 2 - Learn to play with others; 3 - Developing physical skills; 4 - Engaging with a range of dispositions and skills through the play; 5 - Using language and media to communicate ideas

##### Practices:

Holistic, integrated and interconnected approaches;  
Responsiveness to children; Play-based learning an intentionality;  
Learning environments

