

Continuous Provision Plan - Playdough/Malleable Area



Development Matters – Ages and Stages	Vocabulary	Look, listen, note
Three to Four Year olds - Explore different materials freely, to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. - Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Reception - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. Early Learning Goals - Safely use and explore a variety of materials, tools and techniques,	Adults to introduce vocabulary (use of words, symbols and signs) eg- Cut, roll, model, press, squeeze, squash, twist, pinch, stretch, push, pull, rolling pin, cutter, plunger	How do the children react to the feel of malleable material? How do they let us know if they like the feeling, smells etc? Can they share tools? Do they make marks in the material? With fingers? Hands? Tools? Can they use any tools independently? Do they like malleable play?

experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.		
Intended experiences	Permanent resources	Enhanced resources
Measuring amounts Manipulating materials – prodding, poking, pinching, squeezing, stretching, pulling, cutting, rolling, shaping, mashing, pressing Handling small tools safely and effectively Use talk to describe feel, texture, smell, shape etc Explore texture shape, space & form Make sculptures Explore effect of adding other materials eg. water Create patterns and pictures using different media. Use and explore a variety of resources, techniques and equipment in 2D and 3D Making choices and decisions Express themselves through exploring, making and designing using a range of media and materials Using their own ideas Working collaboratively and talk through their ideas Have time to enjoy and explore resources Develop ideas, techniques and skills which focus on the process rather than the product Manipulate equipment and tools Model making Using resources purposefully expressing real life experiences Making props and resources to support and extend their imaginative play Explore colour, texture, shape and patterns Make representations of their ideas and experiences Develop hand-eye coordination and fine motor skills	Open access storage, dough, cutters, rolling pins, spoons, bowls, mats, natural materials.	

Combining resources to create models. Problem solving Preparing and selecting resources		
Characteristics of effective learning <u>Playing and Exploring</u> • I can make choices to explore different materials. • I can plan and think ahead about what I want to create and how I will achieve it. • I can choose my resources independently. • I can create things that I am interested in. • I can explore natural materials and resources from my environment to create with. <u>Active Learning</u> • I can keep trying when things are difficult. • I can begin to correct my mistakes. • I can play and explore in the creative area freely and talk about what I am doing. <u>Creating and Thinking Critically</u> • I can sort materials. • I can review my progress as I try to achieve a goal and check how well I am doing. • I can solve real problems. • I can feel confident about coming up with my own ideas. • I can make more links between my ideas. • I can concentrate on achieving something that is important to me. • I can give my attention to tasks and ignore distractions with increasing control.		

Continuous Provision – Common Play Behaviours
Area: Playdough/Malleable

Behaviour	Rolling	Moulding/manipulating	Making	Cutting	Mark making	Picking up	Filling
High-level	Small rolling pins Bamboos Sticks – thinner	Using tools like knives, clay tools to carve own shapes out of dough. Attaching extras.	Independently adding and measuring ingredients following instructions. Adding dry materials if too wet.	Clay picks Scissors Skewers Straws Small knives Shaping	Knives Matchsticks Feathers Sticks Straws	Chopsticks Tweezers	Spoons – half, full, 1 or 2,
Mid-level	Large rolling pins Hands in hands	Cutters Finger pinching Egg cups Egg boxes Coconut shells Create pots/models	Simple instructions to follow. Modelled by grown up.	Large knives – big handles Shape cutters	Combs Stampers Wheels Shells Animals Dinosaurs	Scoops Small tongs	Ladles Sweet models Lolly models
Emergent	Hands – table	Whole hand squeezing Potato mashers Make balls, rolling, flattening, poking.	Ready made dough.	Splitting it with hands	Hands Elbows Fingers	Hands	Large containers Baking trays Bowls Buckets Tubs

