



Stocksbridge Nursery  
Infants School  
**Long Term Planning –  
F1**

**Paint Area.**

**AIM** – To provide an environment which promotes the development of the effective characteristics of learning and allow for opportunities to plan in the moment at each child's level.

**ENABLING ENVIRONMENT**

**Provision – Permanent resources**

Permanent easel, for independent use  
Permanent drying rack for independent use.  
Easily accessible aprons.  
Access to washing facilities.  
Selection of art work displayed, famous & children's. Provide materials which reflect a cultural spread,

- **On Easel**  
Basic colours in pots with matching brush, PRIMARY COLOURS red, blue, yellow
- **On Self service paint shelf;**  
SECONDARY COLOURS green, purple, brown
- Selection of brushes
- Disposable pots
- Printing stamps & trays.

**POSITIVE RELATIONSHIPS**  
**Possible Adult interactions; ITMP**

- Teach children the skills they need to use equipment
- Explain why safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow.
- Support children's growing independence as they do things for themselves,
- Talk with children about the importance of hand-washing.
- Draw attention to marks, signs and symbols in the environment and talk about what they represent.
- Notice and encourage the marks children make and the meanings that they give to them,
- Support children in recognising and writing their own names.
- Encourage children to talk about their own home and community life, and to find out about other children's experiences.
- Encourage and support the inventive ways in which children add, or mix media, or wallow in a particular experience.
- Talk about children's growing interest in and use of colour as they begin to find differences between colours.
- Encourage children to take time to think about a painting before they talk about it or express an opinion.
- Support children in thinking about what they want to paint
- Help children to gain confidence in their own way of representing ideas.

**THE UNIQUE CHILD**

**Assessment** *Look, listen & note*

(22-36mths)

- Beginning to use representation to communicate,
- Experiments with blocks, colours and marks.
- Has a sense of own immediate family and relations.
- Distinguishes between the different marks they make.

(30 – 50 mnths)

- Captures experiences and responses with a range of media, such as paint.
- Explores colour and how colours can be changed.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Shows interest in the lives of people who are familiar to them.
- Remembers and talks about significant events in their own experience.
- Recognises and describes special times or events for family or friends.
- Sometimes gives meaning to marks as they draw and paint.

(40 – 60 mnths)

- Create simple representations of events, people and objects.
- Chooses particular colours to use for a purpose.
- Explores what happens when they mix colours.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Gives meaning to marks they make as they paint.
- Writes own name