



Stocksbridge Nursery
Infants School
Long Term Planning – F1

Workshop 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

- Provide a range of left-handed tools, especially left-handed scissors, as needed.
 - Glue sticks (Pritt), pots of PVA, glue spreaders.
 - Sellotape, masking tape, brown tape.
 - String, hole punches.
 - Large paper for wrapping, smaller paper, card.
 - 'Hard' (matchsticks or lollipop sticks etc)
 - 'Soft' (cotton wool or feathers etc)
 - Plastics, tubes, boxes.
 - 'Stick-ons' (bottle tops or pasta etc)
 - Selection of mark making tools.
 - Coloured collage drawers.
- Provide sufficient equipment for children to share, so that waiting to take turns does not spoil enjoyment.
- Have a 'holding bay' where models and works can be retained for a period for children to enjoy, develop, or refer to and complete.
- Keep area restocked, tidy & well organised to encourage independence.

POSITIVE RELATIONSHIPS

Possible Adult interactions; ITMP

- Support children in thinking about what they want to make, the processes that may be involved and the materials and resources they might need.
- Make suggestions and ask questions to extend children's ideas of what is possible,
- Support children's excursions into imaginary worlds by encouraging inventiveness.
- Teach children the skills they need to use equipment safely, e.g. cutting with scissors or using glue, tapes.
- Demonstrate and teach skills and techniques associated with the things children are doing.
 - Explain why safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow.
- Support children with physical difficulties with nonslip mats, small trays for equipment, and triangular or thicker writing tools.
- Demonstrate the language for shape, position and measures in discussions, e.g. 'sphere', 'shape', 'box', 'in', 'on', 'inside', 'under', 'long', 'longer', 'longest', 'short', 'shorter', 'shortest', 'heavy', 'light', 'full' and 'empty'.
- Encourage children to talk about the shapes they see and use in their models, introducing the correct terms for 2D & 3D shapes.
- Value children's constructions, e.g. helping to display them or taking photographs of them.

THE UNIQUE CHILD

Assessment Look, listen & note 2Simple

- Begins to use the language of size. (22-36mths)
- Uses positional language. (36 –50mths)
 - Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
 - Shows interest in shapes in the environment.
 - Uses shapes appropriately for tasks.
 - Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.
- Beginning to be interested in and describe the texture of things.
- Uses various construction materials.
- Joins construction pieces together to build and balance.
- Realises tools can be used for a purpose.
- Understands that equipment and tools have to be used safely.
 - Uses one-handed tools and equipment
- Manipulates materials to achieve a planned effect. (40 – 60 mths)
 - Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.
- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Uses simple tools to effect changes to materials.
- Handles tools & construction materials safely and with increasing control.
- Shows a preference for a dominant hand.