



Stocksbridge Nursery Infants
School
Long Term Planning – F1

Malleable, playdough 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

- Rolling pins, straight & patterned
- Cutting tools.
- Prodding tools.
- Plungers
- Bun cases
- Toy cooker hob
- Mats
- Malleable material. (Playdough)

Flat surface, table on a hard floor.
Seating at table
Dustpan & brushes accessible

POSITIVE RELATIONSHIPS

Possible Adult interactions; ITMP

- Teach children skills of how to use tools and materials effectively and safely and give them opportunities to practise them.
- Introduce and encourage children to use the vocabulary of manipulation, e.g. ‘squeeze’ and ‘prod.’
- Explain why safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow.
- Provide a range of left-handed tools.
- Support children with physical difficulties with nonslip mats, small trays for equipment, and triangular or thicker tools.
- Talk about and help children to recognise patterns.
- Be consistent in your use of vocabulary for weight and mass.
- 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’.
- Introduce children to the use of mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and the mathematical terms to describe shapes.
- Support children’s responses to different textures.
- Introduce vocabulary to enable children to talk about their observations and experiences.
- Encourage children to notice changes in properties of media.
- Be interested in the children’s creative processes and talk to them about what they mean to them.

THE UNIQUE CHILD

Assessment Look, listen & note 2Simple

- Shows control in holding and using tools. (22 – 36)
- May be beginning to show preference for dominant hand.
- Uses one-handed tools and equipment
- Beginning to categorise objects according to properties such as shape or size.
 - Begins to use the language of size.
- (30 – 50)
- Understands that equipment and tools have to be used safely.
- Uses shapes appropriately for tasks.
- Beginning to be interested in and describe the texture of things.
- Realises tools can be used for a purpose.
- (40 – 60)
- Shows increasing control over an object in pushing, patting.
- Uses simple tools to effect changes to materials.
 - Handles tools and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Orders two items by weight or capacity.
- Manipulates materials to achieve a planned effect.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape materials.