



Foundation Stage	Project/Activities	Key Vocabulary
<p><b>Resources in Area:</b></p> <p>Paper, card, tissue paper, crepe paper, strips of paper, foiled paper/wrappers, crayons, pencils, pens, coloured pencils, glue sticks and PVA glue.</p> <p>Materials for joining and creating textile pieces (wool, textile pieces, thread, scissors, string, paper, cardboard, junk modelling, Sellotape)</p> <p>Cotton reels, dowels, art straws, foam board</p> <p>Ingredients and tools for cooking/baking/ handling food</p>	<p>Some ideas below, however, a creative area should be available in the setting at all times fully stocked with different materials for the children to freely use within continuous provision.</p> <p>What adults can do:</p> <ul style="list-style-type: none"> <li>- Talk to children about ways of finding out what they can do with different media and what happens when they put different things together.</li> <li>- Provide resources for joining things together and combining materials, demonstrating where appropriate.</li> <li>- Demonstrate and teach skills and techniques associated with the activity children are doing, e.g. show them how to fold the paper and stick it together to another piece of paper/material.</li> <li>- Introduce vocabulary to enable children to talk about their observations and experiences, e.g. 'smooth' 'shiny' 'rough' 'prickly' 'flat' 'patterned' 'jagged', 'bumpy' 'soft' and 'hard'</li> <li>- teach cutting and gluing skills.</li> <li>- Support children in thinking about what they want to make, the processes that may be involved and the materials and resources they might need, such as a photograph to remind them what the climbing frame is like.</li> <li>- Make materials accessible so that children can imagine and develop their projects and ideas while they are still fresh in their minds and important to them. Provide children with opportunities to use their skills and explore concepts and ideas through their representations.</li> </ul>	<p>Design</p> <p>Paper</p> <p>Card</p> <p>Materials</p> <p>Coloured pencils</p> <p>Felt tip pens</p> <p>Chalk</p> <p>Texture</p> <p>Shapes</p> <p>Lines</p> <p>Space</p> <p>Explore</p> <p>Create</p> <p>Effects</p> <p>Change</p> <p>Clay</p> <p>Textiles</p> <p>3D</p> <p>2D</p> <p>Sculpture</p> <p>PVA glue</p> <p>Joining</p> <p>Pinch</p>



<p>National Curriculum Objectives: Birth - Three</p> <ul style="list-style-type: none"> <li>• Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</li> <li>• Use their imagination as they consider what they can do with different materials.</li> <li>• Make simple models which express their ideas.</li> </ul> <p>Three – Four</p> <ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> </ul> <p>Reception</p> <ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively sharing ideas, resources and skills.</li> </ul> <p>ELG</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	<p><b>Cutting and Sticking</b> – build strong problem-solving abilities, for example, “How can I fix these two pieces of card together?” develop good fine motor skills and hand-eye coordination through, for example, cutting, gluing and the mastering of tools.</p> <p><b>Free-Style Junk modelling</b> - Ensure that junk modelling materials are available in the Early Years setting. Children can play in this area alone, alongside a friend, with an adult or working as a group designing and making different models out of cardboard boxes, tubes, paper, card, boxes etc.</p> <p><b>Textiles – Wall Mural (Isabelle Smith*)</b> - Use natural and man-made objects to create a textile piece using PVA glue and water. Arrange leaves, glitter, flowers, wool, twigs, music notes, photographs, tissue paper and add them to a large bin bag on a table or the floor and then sprinkle the PVA glue mixture all over, add in food colouring to create different effects. Let dry and then hang as a wall hanging on the wall. All children to contribute to this wall mural.</p> <p><b>3D Sculpture (Keith Haring*)</b> - Use clay to manipulate and create different shapes to make a small animal/character for the small world area. This could link in with a story being read – Elmer, Rainbow Fish, Supertato, Owl Babies, Handa’s Surprise etc. Paint the clay sculptures.</p> <p><b>Baking /Cooking</b> – Provide opportunities to bake/cook/ handle food with an adult. Know what a recipe is and why we use it to cook/bake. Understand some health and safety measures when working with food i.e. washing hands etc.</p>	<p>Squash Sellotape Scissors</p>
<p><b>Possible Community Links</b></p>	<p><b>*Artists to look at:</b> Isabelle Smith Keith Haring</p>	<p><b>Future learning experiences:</b></p>