

# Creative Workshop

Resources to support progression through EYFS	Developing Communication and language		Possible learning experiences/ invitations to play
<p><b><u>To start with</u></b></p> <p>Available adult to support children in using the area appropriately.</p> <p>Open access storage/Aprons / protective clothing/Pictorial / photographic labels.</p> <p>Variety of different paper types and sizes - card, wrapping paper, greeting cards, crepe paper.</p> <p>Painting and printing materials - finger paints, sponges, powder / ready mix paint, different size and shape brushes, combs. Mark making resources - pencils, crayons, felt tips.</p> <p>Glue either PVA or glue stick</p> <p>Small selection of collage materials</p>	<p><b><u>Sensory needs</u></b></p> <p>Selection of malleable materials</p> <p>Consider having paint, dough inside plastic</p> <p>Ziplock bags, rubber gloves to start the process</p> <p>Consider smells in dough and paint</p> <p>Can you offer other things to paint with, so children have opportunities to taste as they paint</p>	<p>Asking open questions?</p> <p>“How did you...?” “Why does this?” “What happens next?” “What do you think?” “What would happen if:</p> <p>Using Positive Questioning</p> <p>“I don’t know”, “ what do you think”, “I hadn’t thought of that” “That’s an interesting idea”</p> <p>“Have you seen what Ben has done”, good thinking maybe you should try it out.</p> <p>I wonder what would happen if.</p> <p>I wonder how we would make that?</p> <p>Can you see what happens when?</p> <p>Let’s try it out.</p> <p>Words to build vocabulary</p> <p>Adults to introduce vocabulary (use of words, symbols, and signs) e.g.-</p> <p>Colour names e.g., red, blue</p> <p>Shape names e.g., triangle, circle</p> <p>Equipment names e.g., brush, pot, glue,</p> <p>Texture e.g., rough, smooth, soft</p> <p>Descriptive words e.g., line, wavy, zig zag</p> <p>Actions e.g., mix, swirl, splash, drip, cut, tear, stick, join, spread</p>	<p>Use and explore a variety of resources, techniques, and equipment in 2D and 3D</p> <p>making choices and decisions,</p> <p>express themselves through exploring, making, and designing using a range of media and materials,</p> <p>using their own ideas,</p> <p>working collaboratively and talk through their ideas,</p> <p>have time to enjoy and explore resources, develop ideas, techniques and skills which focus on the process rather than the product, experiment with collage materials,</p> <p>developing cutting and joining skill,</p> <p>manipulate equipment and tools,</p> <p>model making,</p> <p>using resources purposefully expressing real life experiences,</p> <p>making props and resources to support and extend their imaginative play,</p> <p>painting and printing techniques,</p> <p>make lists, labels, signs,</p> <p>explore colour, texture, shape, and patterns,</p> <p>make representations of their ideas and experiences,</p> <p>develop hand-eye coordination and fine motor skills,</p> <p>colour mixing.</p> <p><b><u>Schemas to consider.</u></b></p> <p>Enclosing</p> <p>Enveloping</p> <p>Connecting</p> <p>Positioning</p>
<p><b><u>Enhancements to support skill development</u></b></p> <p>Selection of collage materials (recycled, natural and bought) e.g., corks, plastic lids, feathers, bottle tops, straws, string, wool, ribbon, tissue, coloured matchsticks.</p> <p>Range of junk modelling materials - yoghurt pots, foil containers, variety of boxes, cardboard tubes, trays, egg boxes</p> <p>Painting and printing materials - finger paints, sponges, powder / ready mix paint, different size and shape brushes, combs. Mark making resources - pencils, crayons, felt tips.</p> <p>Joining equipment - Sellotape, glue, paper clips, paper fasteners, stapler, scissors, hole punch, string</p>	<p><b><u>Keys to Communication</u></b></p> <p>Listening and Attention – Listening to words</p> <p>Understanding – “show me”, point to”</p> <p>Speaking – Turn taking and painting</p>		

## Look, listen, and note.....

<p>Are they beginning to show control when using mark making tools?</p> <p>Are they able to imitate drawing lines and circles?</p> <p>Do they experiment with blocks, colours, and marks?</p> <p>Have the children had the opportunity to engage in a variety of large-scale sensory mark making activities, e.g., shaving foam, gloop etc?</p>	<p>Can they select and use resources with help?</p> <p>Can they take turns and share resources?</p> <p>Can they use a variety of one-handed tools and equipment?</p> <p>Are they exploring colour and how colours can be changed?</p> <p>Do they know that different tools have different functions and purposes?</p>	<p>Do they understand that simple tools can make changes to materials e.g., hole punch, stapler etc?</p> <p>Are they handling tools with increasing control?</p> <p>Are they exploring colour mixing?</p> <p>Do they understand that they can mix different? media to create different effects.</p> <p>Are they constructing with a purpose in mind?</p> <p>Are they able to use simple tools well?</p> <p>Do they know and select the tools they need to assemble and join the materials they are using?</p>
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