

# MALLEABLE TODDLERS

Resources that should always be available:	Possible learning experiences/ invitations to play	Consider Attention Levels
Protective clothing, Play dough, Clay, Safe knives & forks, Cooking utensils and baking trays, Rolling Pins (variety of textures), Cutters (large), Objects for making imprints/patterns, Tough spot for foam, gloop, large chalks, baby lotion etc	Playing collaboratively and using the malleable area appropriately. making choices, opportunities for talking through shared activities, Manipulating materials – prodding, poking, pinching, squeezing, stretching, pulling, cutting, rolling, shaping, mashing, pressing Handling small tools safely and effectively Developing gross motor skills Using sensory experiences to stimulate and encourage new vocabulary Include activities which are multi-sensory. Consider how many senses children are using? Include Toddler Talk activities Observe schemas and include them in your planning.	Fleeting attention- Is the child easily distracted and flits from one activity to another- Reduce distractions, let the child lead, use appropriate child adult interaction Rigid Attention- Can the children concentrate on a task of their own choice, but really don't like to be interrupted. They are not being naughty, they are absorbed and concentrating, Choose activities that motivate the child, restrict the number of toys but still give choice, reduce distractions and work 1-1 Single Channelled- Do the children struggle to follow an instruction when they are doing something else? Remember to gain a child's attention, call their name, stop them doing the activity and then start talking
		<b>Words to build vocabulary</b>
		Cut, roll, model, press, squeeze, twist, pinch, stretch, push, pull, rolling pin Soft, round and round, up and down, lines Names of equipment, rolling pin, cutter etc Concentrate on Blank Level 1- naming things and Blank Level 2- Describing things, Answering who, what and where questions. 60% of 3 year olds understand level 1 and 2 questions.

Possible things to look listen & note...		
Do the children like to watch what their friends are doing? Do they use pointing or looking to let you know what they want or need? Can they hold a chunky pen, crayon or chalk in their whole hand or in a fist grasp and explore the different marks they can make? Do they explore the marks they make when they use chunky pens, crayons or use their hands in bubbles, mud or paint? Do they explore what happens when they use their hands to pull, squeeze and squash the dough and other malleable materials?	Do they know that when they move a chunky crayon, or pen round and up and down and across paper, the marks look the same as the way they move their hands? Do they use a variety of materials to make lines that go up and down and round and round? Do they use their hands to make marks in paint, mud, foam etc? Do they make different sounds like "weeeeee" when they make marks with their hands?	Do children share resources? Have the children got control over the rolling pins, cutters etc? Are they beginning to use a dominant hand? Do they show an interest in the marks they make in the dough? Do they talk about the marks they are able to make? Are the children talking about quantities as they play? Do they notice patterns and shapes that they make?