

MALLEABLE			
Resources to support progression through EYFS	Developing Communication and language		Possible learning experiences/ invitations to play
<b><u>To start with.</u></b> <b>Available adult to support the children in developing physical skills and to support them in using the malleable area appropriately.</b> Shaving foam Gloop Jelly bath Moon sand Protective clothing, Play dough, Clay, Objects for making imprints/patterns, Twigs and other natural materials	<b><u>Sensory Needs</u></b> A selection of malleable experiences - think about touch/ taste/ smell/ sound/ sight. Start with dry opportunities and build up to wet/ sticky sensory play. Consider tools that could be used to support childrens access who may not be ready to explore with their hands e.g., sticks/ spoons/ paint brushes/ spreaders/ balls/ etc. Indoor and outdoor opportunities.	<b><u>Asking open questions?</u></b> “How did you...?” “Why does this?” “What happens next?” “What do you think?” “What would happen if: “How would you feel...”  <b><u>Using Positive Questioning</u></b> “I don’t know”,” what do you think”, “I hadn’t thought of that” “That’s an interesting idea” “Have you seen what Ben has done”, good thinking maybe you should try it out.  I wonder what would happen if...? I wonder how we would make that?  <b><u>Words to build vocabulary</u></b> Adults to introduce vocabulary (use of words, symbols, and signs) e.g.- Cut, roll, model, press, squeeze, twist, pinch, stretch, push, pull, rolling pin etc Names of equipment Imaginative and descriptive language	Early sensory experiences to support physical development with links to writing Playing collaboratively and using the malleable area appropriately. making choices, opportunities for talking through shared activities, Mixing to create dough Measuring amounts Manipulating materials – prodding, poking, pinching, squeezing, stretching, pulling, cutting, rolling, shaping, mashing, pressing Handling small tools safely and effectively Use talk to describe feel texture, smell, shape etc Explore texture shape, space & form Make sculptures Explore effect of adding other materials e.g., water Use within ‘home/kitchen role play Create patterns and pictures using different media Developing mathematical language – short, fat, thin, long Making 2D and 3D shapes
	<b><u>Further Enhancements linked to skill development.</u></b> Safe knives & forks, Cooking utensils and baking trays, Rolling Pins (variety of textures), Cutters, Number and letter (cutters or printers) Cake cases/candles Mashers, egg cutters, garlic press	<b><u>Schemas.</u></b>  Enveloping – children may wrap playdough using paper or may hide things inside the dough	
Possible things to look listen & note...			
<b>Do children share resources?</b> <b>Have the children got control over the rolling pins, cutters etc?</b> <b>Are they beginning to use a dominant hand?</b> <b>Do they show an interest in the marks they make in the dough?</b> <b>Do they talk about the marks they are able to make?</b> <b>Are the children talking about quantities as they play?</b> <b>Do they notice patterns and shapes that they make?</b>		<b>Can they share the space and resources with other children well?</b> <b>Can they use a variety of one-handed tools and equipment?</b> <b>Are the children curious about numbers, commenting and questioning as they play?</b> <b>Are the children able to use the tools correctly?</b> <b>Can they use shapes appropriately?</b>	<b>Are the children able to handle the tools with increasing control and can talk about how to use the equipment safely?</b> <b>Do they use the tools to make changes to the dough, clay etc?</b> <b>Are they showing you their dominant hand?</b> <b>Can they use the tools available in an appropriate way?</b>