



**RED ROOM**

PROVISION AREA: MESSY MARK MAKING

<p><b>KEY LEARNING OPPORTUNITIES</b></p> <p><b>Personal, Social &amp; Emotional Development</b> Playing alongside another person (adults or peer) Developing their self-confidence to have a go and share what they know</p> <p><b>Communication &amp; Language</b> Making choices Expressing preferences and interests</p> <p><b>Physical Development</b> Develop an understanding of where their body is in space e/g. holding head, using hands Using their bodies to have an effect on something else Develop control over the arms and hands for a desired effect</p>		<p><b>Literacy</b> Practise pre-writing skills and developing control over limbs Sharing ideas and thoughts that are linked to the topic or not</p> <p><b>Maths</b> Experience different shapes and spaces with their bodies and in mark making Exploring different colours</p> <p><b>Understanding the World</b> Use natural provocations to support play and share interests Experience playing alongside others and sharing their ideas</p> <p><b>Expressive Arts &amp; Design</b> Exploring and creating with different materials Develop understanding of what our bodies can create and what different tools can be used for Using their imagination to engage in materials and different aspects of the story</p>	
<p><b>CORE RESOURCES</b></p> <p>Aprons Tuff trays and stands Small trays Towels Materials: - Paint - Shaving foam - Corn flour - Sand Tools: - Paintbrushes - Dabbers - Cutlery</p> <p><b>TOPIC ENHANCEMENTS</b></p> <p>Materials: - Cereal - Tea and coffee - Peas - Jelly - Chocolate whip Tools: - Cups - Bowls - Forks</p>	<p><b>ORGANISATION FOR LEARNING</b></p> <p>Cupboard to store resources</p> <p>Tuff tray and stand</p> <p>Positioned close to sink, washing up bowls</p> <p>Pegs for wet / dirty aprons</p> <p>Tubs / boxes clearly labelled with different materials and tools</p> <p>Learning prompts for each group</p> <p>Aided language board / symbols for making choices: 'more' and 'stop'</p> <p>Aprons and other cleaning equipment accessible</p> <p>Ensure all pupils have access to a tray or table</p> <p>Provocations linked to topic: <i>Tiger raiding the fridge</i> <i>Children sat at a table</i> <i>Kitchen items</i></p>	<p><b>WHAT MIGHT CHILDREN DO</b> (Learning Prompts)</p> <p>Explore different sensory materials with their bodies e.g. hands, feet, arms, face</p> <p>Enjoys sensory mark making</p> <p>Express preferences and choices in materials, tools and when they want more or to stop</p> <p>Make marks intentionally by looking at their hands, stilling to concentrate, repeat actions</p> <p>Begin to understand the cause and effect of their actions</p> <p>Imitate shapes and marks adults make with them</p> <p>Draw circles, horizontal and vertical lines</p> <p>Use both hands before beginning to show a preference for a particular hand</p>	<p><b>HOW CAN ADULTS SUPPORT</b></p> <p><b>Model model model!</b> Pupils need lots of input in how to use tools and o understand what is expected of them. This is the same for tidying up and remembering where resources are kept.</p> <p><b>Choice:</b> give pupils a choice wherever possible e.g. in which material, colours, tools, which hand to use</p> <p><b>Space and time:</b> after modelling, remember to step back and allow pupils some time to play independently and show you what they know. Reduce your support to promote independence.</p> <p><b>Communicate:</b> talk about what you are doing, DON'T just ask questions. For example, 'I am going to use my finger to draw a circle for the tigers head' 'Splat splat!' 'I like tea, I'm going to smell it. Do you like it too?'</p>