

Creative Area

Key Learning Opportunities (From Development Matters Birth to 5)

Communication and Language

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Use new vocabulary in different contexts.

Literacy

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Maths

- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes *within* it, just as numbers can.
- Continue, copy and create repeating patterns.

Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

Personal, Social and Emotional Development

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.

Understanding the World

- Talk about members of their immediate family and community.
 - Name and describe people who are familiar to them.
 - Comment on images of familiar situations in the past.
 - Draw information from a simple map.
 - Recognise that people have different beliefs and celebrate special times in different ways.
 - Recognise some similarities and differences between life in this country and life in other countries.
 - Recognise some environments that are different from the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Physical Development

- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop overall body-strength, balance, co-ordination and agility.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

Characteristics of Effective Learning

Playing and Exploring

- Show curiosity towards new methods of creating art or models.
- Use sense to play in/with different materials exploring their textures and developing their tolerances.
- Engage in activities and extend their ideas of what they are creating.

Active Learning

- Maintain focus on the creation they are making and see it through to the end.
- Be enthusiastic about the creation process and show enjoyment in the process they are undertaking.

Creative and Critical Thinking

- Think of their own ideas to create.
- Find different ways using a range of materials to carry out their creation.
- Make links and notice patterns between the things they create.

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<ul style="list-style-type: none">- Show an interest in the different materials available to them.- Pretend that objects they create are different things.- Initiate creative tasks with their peers or on their own.- Show a can do attitude when creating or playing in different materials.- Risk take using tools and objects and develop confidence in using these tools.		<ul style="list-style-type: none">- Pay close attention to the details they want to include in their work and ensure they reflect their thoughts and ideas.- Persist with a tricky task and begin to find alternative methods to complete something, bouncing back after difficulties.- Be proud of their accomplishments in process and finished product.		<ul style="list-style-type: none">- Plan out what they want to achieve and make decisions on how to start a task and what materials they need.- Check in with themselves and others with what they are doing and how it is progressing.- Change strategies and materials when things are not quite going to plan.- Review how they think the process has gone at the end of their creation.	
Resources		Organisation	Intended Experience	Key Vocabulary	Role of the Adult
<ul style="list-style-type: none">• Different sized paint brushes• Red, blue, yellow paints for mixing.• Mixing palettes• Chalk board• Different colour chalks• Cardboard recycling• Ribbons• Washi tapes /Sellotape• Paper - varying colours/sizes• Card - varying colours/sizes• Aprons• Small staplers• Hole punches - shaped and circular• Sellotape• Tissue paper• Pre-cut card shapes• Wax crayons• Felt tips - thick and thin	<p><u>Messy Play</u></p> <ul style="list-style-type: none">• Tweezers• Tins/Pots• Spoons• Cake Cases• Cake tins• Messy play materials <p><u>Dough</u></p> <ul style="list-style-type: none">• Place mats• Rolling pins• Playdough• Cake cases• Cake tins• Shape cutters• Dough tools• Chopping boards	<ul style="list-style-type: none">• Open shelving with baskets/trays/tubs to store different items in. Items separated to keep are tidy.• Painting easel set up with two stations.• Paints supplied in handwash pumps.• Brushes in pots stuck to side of easel area.• Cardboard stored in stacked area for children to help themselves.• Aprons hung on end of all areas where needed.• Chalk on side of chalk board in pots.• Workbench area with two stations set up for children to use to be creative.• Sellotape in holder for easy cutting.• Potion station used for messy play - wash down at the end of the day.• Messy play materials alternated throughout the week for different sensory experiences.• Could include (not limited to): cereals (check allergies) baked beans, ooblek, slime, chia	<ul style="list-style-type: none">• Children select their own materials to create their ideas.• Plan out what they want to do, alone or with others.• Express their thoughts as they create.• Cooperate with peers and share resources.• Create imaginatively linked to the current areas of learning or life experiences.• Join items and find the best way to join things together.• Problem solve using trial and error to bring ideas to life.• Use varying techniques including painting, drawing, cutting, sticking, joining, colouring etc.• Refine small motor skills and practise using tools with precision.• Experience different materials and play with how they move, join etc.• Mix colours and experiment with how colours are made.• Use their imaginations to create new items or make-believe items.	<p>Low Frequency Words arrange, create, repeat, shade, tone, smudge, material, combine, reflection, symmetry</p> <p>Medium Frequency Words roller, stamp, dark, light, colours, stripes, zig-zags, spots</p> <p>High Frequency Words finger, stick, chalk, pastel, felt tip, pencil, charcoal, sponge, brush, shape names, paper, stick, join, tape</p>	<p>Play alongside</p> <ul style="list-style-type: none">• Observe children and take note of the tasks they enjoy.• Respond to requests and ideas.• Suggest possibilities to extend creations “Have you tried...?”• Suggest different materials that aren’t in the area and add them if they are available. <p>Role model/direct teach</p> <ul style="list-style-type: none">• Model creating/joining things together.• Narrate what you are doing so they children hear your thought process.• Model correct use of language.• Model and narrate self regulating behaviours including tidying away when you have finished using something to help keep the area tidy. <p>Raise questions to stimulate ideas and add challenge</p> <ul style="list-style-type: none">• “I wonder what would happen if...?”• “How many more...do I need to make it the same?”• “What could we use to...?”• “Is there anything else I could do to improve it?”

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<ul style="list-style-type: none"> • Pencil crayons (chunky grip) • Scissors/ Patterned scissors • Glue sticks • PVA glue & spreaders • Googly Eyes • Lolli sticks/Match sticks • Pipe cleaners • Stickers/Foam shapes • Buttons/ Pom poms • Fabric scraps • Straws/Art straws • Paper plates/bowls/cups as available 	<p>seeds, rice, pasta, hair conditioner, shaving foam etc.</p> <ul style="list-style-type: none"> • Tools for messy play to be stored underneath in baskets. • Playdough supplied in basket between two station areas. • Cutters/rolling pins etc all on shelf immediately behind for easy access. • All these activities to take place on lino area for ease of cleaning up. 	<ul style="list-style-type: none"> • Use vocabulary linked to creating. • Sensory experiences with messy play - listening to sounds, textures and movements of different materials. 		<p>Use appropriate language linked to key learning</p> <ul style="list-style-type: none"> • Design and Create language linked to joining, creating, designing and improving. • Mathematical language linked to shape, space, size, position.
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