

St Michael's Nursery and Infant School – Core Provision Planning – Creative

Nursery

Common Play Behaviour	Cutting	Fixing/Joining	Sticking/Collage	Mixing	Printing	Mark making/Painting
Skill: What could the children do?	Practise using scissors. Learn correct grip (thumb and finger in the correct holes). Snip paper. Cut different types of materials.	Explore using glue and sellotape and see what they can do/decide which is better to use for their specific task. Join different materials together. Make models i.e. junk modelling.	Learn that glue helps stick materials together. Learn how to use glue effectively.	Explore mixing colours of their choosing. Begin to understand that mixing certain colours can produce another.	Explore different materials and objects that they can use to print with. Learn how to use printing tools with paint. Print with greater control. Use printing to make patterns.	Fill a whole sheet with paint. Paint in different directions e.g. upward/downward strokes. Develop their technique when using different sized brushes. Give meaning to their marks. Have an idea of what to paint.
What could the children use?	<ul style="list-style-type: none"> • Scissors • Hands 	<ul style="list-style-type: none"> • Glue sticks • PVA glue • Hole punches • Double-sided tape 	<ul style="list-style-type: none"> • Paper • Card • Cereal boxes • Coloured tissue paper • Lollipop sticks • Small images • Fabrics 	<ul style="list-style-type: none"> • Palettes • Different sized brushes • Different sized sponges 	<ul style="list-style-type: none"> • Different sized/shaped sponges • Plain blocks/shapes • Engraved blocks 	<ul style="list-style-type: none"> • Pencils • Crayons • Felt-tip pens • Chalk • Sponges • Paint brushes

Development Matters Links to Long Term Plan

Objective	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Select and use activities and resources when needed. Explore different materials freely. Explore colour and colour mixing.	Use one-handed tools and equipment-scissors. Use all of their senses in hands-on exploration of natural materials.	Talk about the differences between materials and the changes they notice. Develop their own ideas and decide which materials to use to express them.	Show a preference for a dominant hand. Use a comfortable grip with good control.	Use drawing to represent ideas like movement or noise.	Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Enhancements	Start off with the 'core provision' and observe how the children use the equipment. This includes a variety of different materials and primary colours.	<ul style="list-style-type: none"> • Scissors • Scissors with jagged/patterned blades • Tape dispenser 	<ul style="list-style-type: none"> • Junk/household items to make a house for the three little pigs • Different types of glue • Mix of non-absorbent/absorbent materials • Twigs, leaves etc. 	<ul style="list-style-type: none"> • Different sized brushes • Small scissors • Left-handed tools 	<ul style="list-style-type: none"> • Music playing in the area • Instruments 	<ul style="list-style-type: none"> • Mirrors • Portrait template • Pictures for the children to copy
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Reception						
Common Play Behaviour	Cutting	Fixing/Joining	Sticking/Collage	Mixing	Printing	Mark making/Painting
Skill: What could the children do?	Use scissors confidently and with good control. Cut a line/follow a pattern. Cut out a variety of shapes.	Understand that sellotape/glue can fix things. Have an idea of what they would like to create and select appropriately shaped resources and adhesive. Make holes in items and fix them together using treasury tags.	Select the desired resources needed to produce a collage. Use different materials to represent something else e.g. cotton wool for sheep.	Know what colour they would like to make and attempt combinations of colours. Explore different tones of colour e.g. by adding more white or a different colour.	Extend their understanding of printing by working with a variety of different/new colours. Have an idea of what they would like to print and select appropriate prints. Experiment with manipulation i.e. not just pressing the print to the page but moving it. Experiment with different amounts of pressure when printing.	Add more detailed features to a painting. Exhibit good control when using the paint brushes.

What could the children use?	<ul style="list-style-type: none"> • Different sized scissors • Hands 	<ul style="list-style-type: none"> • Elastic bands • Hole punches • Paperclips • Sellotape • PVA • Gluesticks • Double-sided tape • Blu tack 	<ul style="list-style-type: none"> • Cotton wool • Large sequins • Small images that the children need to cut out • Felt • Feathers • Buttons 	<ul style="list-style-type: none"> • Colour mixing chart • Greater variety of colours (pens, paint etc) • Images displaying different tones e.g. shades of blue 	<ul style="list-style-type: none"> • Pom-poms • Rollers • Stamps • Toothbrushes • Earbuds • Corks • Dabbers 	<ul style="list-style-type: none"> • Whiteboards and pens • Pencils • Felt-tip pens • Crayons • Fine-line pens • Copies of famous paintings • Highlighters • Wax
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Development Matters Links to Long Term Plan

objective	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Develop their small motor skills so that they can use a range of tools competently, safely and confidently-pencils for drawing.	Form lowercase and capital letters correctly. WRM space, shape and measure.	Describe what they see, hear and feel whilst outside.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently-paint brushes.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently-scissors.	WRM Shape, Space and Measure: Spatial Reasoning: Visualise and Build, Mapping.
Enhancements	<ul style="list-style-type: none"> • four tone/lead pencils • Pencil grippers • Pencil control sheets • Images/objects to copy/draw 	<ul style="list-style-type: none"> • Labels for names and to affix to models • Building multi-storey houses 	<ul style="list-style-type: none"> • Winter-based, natural materials e.g. ice, bare twigs etc. • Pictures of winter scenery 	<ul style="list-style-type: none"> • Different sized brushes • Glitter paint • Pasting and/or wall brushes • Buckets of water 	<ul style="list-style-type: none"> • Scissors with jagged edges • Lines and wavy patterns to cut out from paper/card • Different sized scissors 	<ul style="list-style-type: none"> • Images of different buildings • Range of natural materials e.g twigs, leaves, stones • Boxes, fabric etc for junk modelling

