Early Years Foundation Stage Play Audit - **Malleable** **Play/Sensory/Investigation**

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| **How will I make this an interesting and inviting space for play?** | | **In place** | **Shopping list /organisation** |
| Layout | There is enough room and resources for several children to work together inside/outside. Children understand why the number of children using the area might be restricted and what the number is. |  |  |
| There is space for a range of equipment to be stored close by - inside/outside |  |  |
| There is room for children to practice large and small movements |  |  |
| Workspaces/Tables are at a good height for standing and/or sitting |  |  |
| There are opportunities for malleable play outside. This might look very different to opportunities inside e.g., combining materials such as clay/sticks/straw |  |  |
| Flooring | Flooring can be easily wiped clean |  |  |
| There are transition areas between messy and dry areas |  |  |
| Children are encouraged to check the floor and clean up |  |  |
| There are resources to aid tidying up – cloths and sponges, dust-pan and brush, broom - inside/outside |  |  |
| Storage | Resources including aprons or smocks clean are well ordered and easily accessible |  |  |
| Children can have a say in what malleable materials they would like to play with (e.g., wipe clean photo book with different sorts of malleable / self- selection boxes) |  |  |
| Children can self-select malleable materials and resources |  |  |
| There are opportunities to save creations and return to them |  |  |
| Laminated name labels or blank labels accessible |  |  |
| Basic provision/  Continuous provision | Range of malleable & tactile materials - Variety of dough, gloop, clay, sand, modelling sand**,** coloured sand, shells, salt, soap, pasta, pebbles, compost, lentils, oatmeal, cereals, rice, conkers, pebbles, glitter. Range of textures/colours/fragrance |  |  |
| Variety of tools - moulds, scissors, shape cutters, knives, clay tools, pattern making implements, dough extruder, buttons, pipe cleaners, sieves, colanders, cutters of various shapes and sizes. |  |  |
| Range of mats – plastic, wooden, hessian, templates/shapes |  |  |
| Large and small trays (e.g., Builders trays) or boxes e.g., Tuff spot/builders’ tray, seed tray, plant pot saucers, litter trays |  |  |
| Range of further investigative resources e.g., wood, plants, tadpoles, magnets, globe, magnifiers. |  |  |
| Different shaped baking tins, trays, bowls, weighing scales, bowls and spoons (wooden/metal/large and small) |  |  |
| Range of materials which need to be prepared just prior to use e.g., ice, corn flour, cooked pasta, soap flake, slime, jelly. |  |  |
| Mark making – sticks, combs, printers including letter and number |  |  |
| Variety of resources for embellishments – buttons, sequins, feathers, flowers, pebbles and stones, numbers and letters |  |  |
| Role play – birthday and other celebrations, cooking |  |  |
| Interesting collections e.g., Keys of different sizes |  |  |
| Open ended resources – free and found, recycled, natural materials |  |  |
| Books or websites accessible for practitioners to find new ideas |  |  |
| Prompts for adults to support play |  |  |
| Enhanced provision | Inspiring images, artefacts or provocations for inspiration and ideas e.g., land art pictures, artists at work |  |  |
| Links to themes, topics, times of the year, weather (snow and ice), children’s interests |  |  |
| Costumes for dressing up e.g., chefs’ hat and apron |  |  |
| Recipes available for children to follow to make their own malleable materials |  |  |

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| **What do I want the children to learn?** |  |
| **What language could I introduce to the children?** |  |
| **How are the children playing?** |  |
| **What characteristics of effective learning are evident?** |  |
| **What have I noticed the children learning?** |  |

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| **Area of Provision: Malleable/ Sensory/Investigation** |
| **Adult Role: Key Vocabulary / Questions / Descriptive Commentary**   * Name of malleable & tactile materials. * Use talk to model thought process when working with materials. * Names of additional tools and equipment. * Shapes – circle, square, triangle, sphere, cube, cuboid, cone * Big/bigger, small/smaller, long/longer/ tall/taller, high/higher, heavy/heavier, wide/wider, fatter/thinner. * Wet, dry, damp, soggy, soaked, squelchy, warm, cold, clammy, soft, hard, gritty, solid, level, lumpy, crumbly, rough, sharp, spiky, silky, smooth, swampy, runny, gooey, sticky, slimy. * Language of capacity. * Positional vocabulary – in front, behind, beside, underneath, above, below * Directional language – up, down, around, left, right. * How many? * How did you ….? * What does it feel like? * What do you think about your ….? * I like it how you have… * Linking to stories e.g. What should I make? by Nandini Nayar, The Three Little Pigs |

