



Art and Design Environment Planning Aged Nursery

Resources	How is it organised and why	Link to EYFS / Research / C of EL	Adult Role
<p>Paint, paint pots, brushes, paper. Junk modelling materials (lollipop sticks, paper plates, pompoms, old boxes, egg cartons, empty bottles, matchsticks, PVA glue, Sellotape, masking tape etc.) Chalk/crayons/colouring pencils/oil pastels Material/ribbons/string Folder containing stickers with children's names on. Drying rack Paper tools such as scissors, staplers, hole punches, decorative paper punches etc. Painting stampers Playdoh, tools and mats CD player with CDs Nursery rhyme books/props Aprons for children and adults Various types of paper Envelopes Glass jars for paintbrushes Coloured pots to store pens Natural objects Clay Sponges Twine, string Paper scraps/shapes Spatulas Various fabrics Paintings for walls Name stickers for children to stick to their work An area to display 3D work created</p>	<p>Low level for children to access themselves. Sorted by shape and labelled ideally with photos for easy access and for children to investigate shape when sorting. Various coloured pots for example a red pot for red pens etc. for easy access to the colour required. Organised with easy access for children, e.g. reels of ribbon on a pole or ribbon in a jar with a hole on top for the ribbon to be pulled out through. At child height so accessible to children a folder with a sheet of name labels for each child so that they can peel off their name and attach to their work. A drying area/rack where children can place their work to dry. Kept according to the setting's H&S standards. Stored in a labelled tub/drawer, ideally with a photo label, with easy access for children. Stored in a labelled tub/drawer, ideally with a photo label, with easy access for children. A child friendly CD player with a range of appropriate</p>	<ul style="list-style-type: none"> - Experimenting with a range of (mark making) surfaces, linked to EAD - Transforming the ordinary (everyday items) into the extraordinary linked to EAD - Tearing, cutting, twisting, pulling, linked to PD - Manipulating tools, glue sticks, paint rollers etc. linked to PD - Exploring changes through experimenting with colour linked to UW - Responding creatively to open ended transient art materials CofEL - Developing perceptual abilities CofEL - Developing interest in using tools from mark making, linked to LIT - Engaging in thread type activities, linked to PD <p>Selecting resources, practicing self-regulation and control, linked to PSED</p> <p>Showing respect for resources and the environment through cleaning up spillages, caring for</p>	<p>Encourage children to paint their own pictures. Allow children to mix the colours themselves, what colours did they mix, what colour did it make? Provide stimulus to help children with ideas e.g. artefacts, plants etc. Encourage children to make models. This could be inspired by a topic or from the children's interests. Encourage the child to problem solve how to fix different parts together using different methods. Encourage children to mark make/draw pictures. If needed provide stimulus to help children with ideas e.g. artefacts, plants etc. Encourage the children to explore different materials, question children about the textures. Think about their plans with the material? Encourage children to find their name sticker when they have finished their art work and to stick to their work. Encourage children to place their finished art work on the drying rack. Model using tools safely. Questioning what effect, they have on the material being explored. Model how to use the stampers, questioning the children what shape/letter etc. they have printed. Encourage children to explore playdoh and clay using different tools safely. Say "You are making lots of small shapes, straight lines" Model setting the CD player up so that the children can access it independently in the future. Remind children to wear aprons and to help if needed to put them on/take them off. Adult to remind children to hang them back up once finished. Look at materials with children. Reflect on them, talk about how the materials feel and so on.</p> <p>Language for Playdoh/Clay</p> <ul style="list-style-type: none"> - Patting - Stroking - Holes - Pouring - Poking - Pinching - Squeezing - Blending - Pressing - Pushing



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	<p>CDs for children to dance/sing along to. In baskets so that children can easily access props to help them sing different nursery rhymes. Enough for a set number of children at the art area, hung up at a child accessible height. Inspirational paintings displayed at children's eye level</p>	<p>equipment and so on, linked to PD & PSED</p>	
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