

Malleable Area								
Link to Development Matters	Birth to Three Years Develop friendships with other children. Use large and small motor skills to do things independently. Develop manipulation and control. Explore different materials and tools. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.		Three to Four Years Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Choose the right resources to carry out their own plan. Use one-handed tools and equipment. Show a preference for a dominant hand. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.		Reception Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table Continue, copy and create repeating patterns. Compare length, weight and capacity		Early Learning Goal Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs. Use a range of small tools, including scissors, paint brushes and cutlery. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function Share their creations, explaining the process they have used;	
	Skills Developed	Uses hands to manipulate	Begins to use simple tools purposefully	Uses increasing strength in	Uses a range of tools for a purpose with	Creates and forms more complex models	Uses playdough to enhance	Combines materials to add detail
								Plans and evaluates what they have made

			fingers to pinch and manipulate	increasing confidence	using tools and fingers.	cross curricular learning		
Enabling Environments	Malleable Materials to use on rotation - Playdough (sented and non-sented) , Salt dough, Kinetic sand, Cloud dough, Cornflour gloop, Theraputty Rolling pins, Cutters and moulds, Plastic knives and scissors, potato mashers, Spatulas and scoops, Tweezers and tongs, Inspiration cards				Malleable Materials to use on rotation - Clay, Playdough (sented and non-sented) , Salt dough, Kinetic sand, Cloud dough, Cornflour gloop, Theraputty Clay tools, Garlic presses, Pipettes, Rolling pins, Cutters and moulds, Plastic knives and scissors, potato mashers, Spatulas and scoops, Tweezers and tongs, Inspiration cards Pinecones, Shells, Leaves, Twigs and small sticks. Pebbles or small stones, Herbs, Dried pasta Shells Ipad (to photograph)			
Specific Vocabulary	Squash, Squeeze, Roll, Flatten, Pinch, Pull, Twist, Push, Stretch, Press, Cut, Snip, Mould, Shape, Poke, Knead, Pat, Soft, Sticky, Smooth, Bumpy, Squishy, Wet, Dry, Stretchy, Warm, Cold, Flexible, Thick, Thin, Colourful, Scented, Mould, Stamp, Pattern, Shape, Tool, Knife, Board, Big, Little, In, Out, Under, Top, behind, More, Lots, Long, Short, Tall, Small, Large, Hard, Soft, Through, Near, Between, Side, front, Back, Over, Around, Next to, Some, Less, A bit, All, Most, First, Last, After, Before, Same, Different, Heavy				Tray, Texture, Print, Surface, Create, Build, Design, Decorate, Construct, Model, Transform, Invent, Pretend, Shape names, Letters, Numbers names , Long, Short, Tall, Small, Large, Hard, Soft, Through, Near, Between, Side, front, Back, Over, Around, Next to, Some, Less, A bit, All, Most, First, Last, After, Before, Same, Different, Heavy, Thick, Thin, Wide, Narrow, Tough, Smooth, Above, Below, Forwards, Backwards, Both, Few, Enough, Half, Whole, Second, Next, Light (weight), Corner, Straight, Bendy, Bigger, Heavier, Taller, Longer, Biggest, Heaviest, Tallest, Longest			
Potential Questioning	Blank Level 1: Naming / Matching / Identifying (2–3 years) <i>Focus: Understanding the here and now – concrete, simple questions.</i> • "What is this?" (<i>pointing to the playdough</i>) • "Can you show me the red playdough?" • "What colour is your playdough?" • "Who has the rolling pin?" • "Where is the cutter?"				Blank Level 3: Reasoning / Predicting / Thinking About Others (4–5 years) <i>Focus: Abstract thinking, reasoning beyond the immediate context.</i> • "What would happen if we left the playdough out overnight?" • "Why do we need to put the lid back on?" • "Why is the playdough sticking to the table?" • "How do you know that's a pizza?" • "What could you make for your friend?"			
	Blank Level 2: Describing / Recalling / Simple Understanding (3–4 years) <i>Focus: Understanding features, functions, and simple reasoning.</i> • "What are you making with the playdough?" • "What do we use this tool for?" (<i>e.g. knife, roller</i>) • "Which one is soft/hard/sticky?" • "What shape did you make?" • "How does the playdough feel?"				Blank Level 4: Problem Solving / Justifying / Using Language to Reason (5+ years) <i>Focus: Complex reasoning, problem solving, hypothetical thinking.</i> • "How could we stop the playdough from drying out?" • "What could you use instead if you didn't have a rolling pin?" • "What might happen if we mix all the colours together?" • "Why do you think your model keeps falling over?" • "How would you teach someone else to make a dinosaur?"			

