



Open ended questions

Think Aloud

Adult's Role

- Model positive social interactions- e.g. how to take turns.
- Notice what arouses children's curiosity
- Encourage dialogue with child/children to extend learning through shared thinking
- Observe the skills the children are displaying and if they need further support/extension
- Wait, Watch and Wonder - what are the children doing? Why? How could this be extended/supported
- What Es and Os are being explored through this play?

Naming actions/objects

Noticing

Making Connections

Praise and Attention

Posing Problems

Modelling

Verbalising Feelings



Malleable Area



Malleable play, like using dough or clay, supports children's creativity and fine motor development through hands-on exploration. It helps strengthen hand muscles and coordination while offering a calming, sensory-rich experience. This type of play also encourages problem-solving and imaginative thinking in a relaxed, open-ended way.



Physical Skills - squeezing, pinching, cutting, folding



Emotional Skills - resilience, self control, confidence



Creative Skills - inventing, designing, experimenting, curiosity, modelling



Social Skills - sharing, listening, speaking, taking turns, personal space, being gentle



Cognitive Skills - Solving Problems, focusing, thinking, pretending, recognising patterns



Potential CfE Es & Os

Literacy

- Cooperate with other children through sharing resources and developing play (RME 0-02a, LIT 0-02a, 0-03a)
- Share ideas and opinions (LIT 0-09a)
- Building stories around props (LIT 0-26a)

Numeracy/Maths

- Explore patterns and relationships (MTH 0-13a)
- Explore measure (MTH 0-11a)

Other Curricular Areas

- Play with other children and form good relationships (HWB 0-05a, HWB 0-44a, HWB 0-44b)
- Design and construct models and solutions and explore properties of materials (TCH 0-09a, TCH 0-10a)
- Create imaginary settings (TCH 0-11a)
- Discover and choose materials (EXP 0-02a)
- Express and communicate ideas (EXP 0-05a, 0-09a, 0-13a, 0-18a)
- Create visual representations to help me understand the world (EXP 0-04a, 0-14a)

Continuous Provision Resources

- Playdough or salt dough (bought or homemade), clay (air-dry or modelling clay), kinetic or modelling sand, cornflour and water, slime (bought or safely homemade)
- Rolling pins, cutters, and moulds, plastic knives and scissors, stamps, textured rollers, and pattern tools, small containers, scoops, and spoons.
- Natural items like leaves, sticks, and stones for imprinting
- Food colouring or natural dyes
- Essential oils (check allergies)
- Glitter, beads, buttons, and sequins

Enhanced Provision - Provocations to Play

(These are just suggestions - follow the children's interests and needs. They may do something entirely different with the provocations you put out)

- **Add a texture or a smell to the dough to see how that affects what learners do with it.**
- **Add resources which change the dough e.g. extruders, garlic press, colander.** Many children will like pushing it through over and over again but some may then begin to use what has been created to enhance a design e.g. to create hair. Links with creativity and expressive arts.
- **Add scales or two pan balance.** Learners will need to know how to use these so after a lesson on weight and measure these could be left in the area to see how learners will use them to perhaps compare or weigh balls of dough. Links with numeracy.
- **Provide books for a stimulus and supporting resources e.g. The Gingerbread man, baking sheets, suitable decorations etc.** The learners may decide to recreate character or retell the story. Links with literacy.
- **Add a basket or sectioned tray with loose parts. Have different themes e.g. one day natural loose parts, another day a theme like all blue and yellow. Add picture and/or books**
- **Add letter or number stampers or cutters.** The children may try to create words or number patterns or sums. Links with literacy and numeracy.
- **Provide opportunities to use malleable resources at different heights, e.g. sitting at a table, standing around a tuff tray, on a mat on the floor.** One of the main benefits of malleable resources is the development of fine motor skills, providing these in different positions strengthens gross motor skills too.
- **Add different resources for comparing length e.g. rulers, numbered and non-numbered lollipop sticks or pegs, sticks of different lengths, measuring tapes, lengths of string etc.** Children may use the materials to measure or compare "sausages", "snakes" etc. Links with numeracy and mathematics.
- **Add malleable material to another area e.g. in home corner with muffin tins and cupcake cases or in ice cream role play shop with cones etc.**
- **Provide background/scene mats to act as a stimulus for children to create characters or tell stories.** Links with literacy.

These are just some of the Es and Os which could be experienced through the home area. It is important to observe what is happening to understand what other Es and Os may be covered.

Key Vocabulary

Push, pull, pat, squeeze, press, bend, twist, roll, stretch, squash, flatten, pinch, print, poke, ball, round, fold. Drop, cut out, build, make, mix, shape. Smooth, soft, squishy, warm, cold, hard, shiny, dry. Colour names. Modelling dough, dough, clay, modelling clay, salt dough. Big/bigger, small/smaller, long/longer, tall/taller, short/shorter, heavy/heavier, wide/wider, fatter/thinner, flat/flatter.