Top Tips
Creative and Malleable Play

Creative & Malleable Play		Contexts and activities
	Key observation- the child:	
Counting	- Talks about *a lot* or *more* and *not many* or *less* - Counts objects accurately, without skipping any - Says how many there are after counting - Counts out a number from a larger group of objects	- Counts resources, one at a time, using fingers to count. For example, *how many shells have you pressed into your clay?* - Compares quantities and amounts in creative play: *This bucket has lots of sand in, more than that bucket.* -Selects number of resources from collections specifically for a purpose. For example, *I need two pebbles for eyes.*
Comparison	-Compares amounts -Classifying	- Explores a range of resources and loose parts comparing amounts and classifying collections according to different properties. For example, treasure baskets, heuristic play, transient art.
Understanding number symbols	-Recognises numerals -Matches objects to a numeral -Writing numerals	- Finds/recognises numerals in the creative area. - Makes mathematical marks or represents numerals using mark making resources available. For example, tracing numbers in gloop.
Pattern	-Spots and creates patterns	- Notices and talks about pattern in the environment. - Makes repetitive sounds and patterns with resources or instruments. - Creates a range of different patterns using a range of different resources. For example different size and shape brushes, pushing items into clay or playdough, creating patterns with loose parts etc.
Shape	- Selects shapes for a purpose -Describes shape properties: e.g. *curvy, pointy, straight, corners*	- Chooses resources for a specific purpose. For example a rolling pin to roll playdough out.

		-Identifies and describes using shape language. For example, *bumpy clay, wiggly lines.* - Creates using junk modelling. - Uses joining materials to create different shapes.
Spatial Awareness	-Understands and uses e.g. *in, on, under, in front of, behind, next to, between* - Navigates, creates routes *and* follows directions *through, around, along, forwards, backwards*	-Using a range of positional language, *I'm pressing this into the clay, put it under the tap.* -Uses whole body to engage in creative play, for example uses spaces to create on the floor and walls or under tables, large scale sand and water play. - Junk modelling and den building small and large scale.
Measures	-Comparing size, length, weight, capacity	-Explores and experiments with equipment of varied capacities and shapes in the sand, water, mud kitchen etc. - Discussing size or weight of objects while playing – *This bucket of water is heavy.*