

Tactile Play

When I am playing with tactile materials I am learning to:

- Use my hands and tools to manipulate tactile materials
- Develop hand-eye co-ordination
- Use tools safely and with increasing control
- Explore and understand a range of vocabulary to describe pattern, shape and size
- Develop counting, matching and sorting skills
- Recognise that materials can be changed by certain actions
- Use the available resources and equipment to support imaginative play
- Use talk to reflect on what is happening and what might happen next
- Develop stories and play imaginatively
- Understand the boundaries of the setting



What will I use?

Playdough, plasticene, clay. Flavour, colour and glitter for dough.

Range of tools for printing, patterning, squeezing, cutting - rolling pins, spoons, sieves, jugs, bottles, capacity containers. Baking trays, cutters, plastic knives, lentils, custard, gloop, coloured sand, wood shavings, polystyrene pieces, pasta, water, porridge, straw, shredded paper, soil

Equipment: Tuff spot, indoor and outdoor water tray, outdoor picnic table, wooden boards, cake boards

What will I do?

Find pleasure in sensory experience, practise manipulative skills

Explore properties of materials: rolling, squeezing, squashing, stretching, cutting, kneading, rubbing, sieving

Use language appropriate to manipulation and description: length, shape, size, thickness, texture, feel

Use different tools and cutters to make patterns, shapes, objects

Count, sort and match: cakes, candles, number symbols and other objects

Engage in imaginative play, work independently, share, discuss and co-operate, tell and re-tell stories

Copy/mirror what others are doing

What will the adult do?

Support, model new techniques, praise and encourage, join in tactile play

Listen, observe and participate in a range of ways to develop and extend thinking

Provide and model vocabulary:

-name resources and materials

-manipulation(squeeze, roll, stretch etc.)

-shape and size(round, thin, flat etc.)

-form and texture(silky, lumpy, smooth etc.)

-number, comparison,

-imagination and narration

Questions: tell me about.. What are you making...? Can you show me how to make that?

What will the area look like?

Play set up in lobby or garden, labelled storage jars and boxes, labelled drawers for dough tools and dough

Attractive books, pictures, posters, mark-making equipment and clipboards accessible.