

# Over 2`s Activities

**Mark Making Variations: there are many ways that we can encourage children to write and draw.**



## Resources Needed:

- Different types and colours of paper, notebooks, post-it notes etc.
- Pens, pencils, crayons, chalks, biros
- Paintbrushes, paint, water
- Concrete floor or wooden fence (outside)
- Flour/salt/glitter (or similar textured items)

## Duration:

Open ended, as long as children can keep their interest.

## Intent:

Develop an interest in mark-making in a creative way, develop strength in dominant wrist and hand.

## Implementation:

Supply materials for the child and encourage them to make marks using different medias and materials. The child has multiple options of mark-making experiences to use and extend in their own way.

Ideas for differentiations of mark-making:

- Place paper on the floor and allow a child to lay down on their stomach
- Place paper under a table and allow a child to lay upside-down
- Stick paper on a wall and allow a child to stand
- Provide a clipboard or hardbacked notebook and allow a child to walk around



- Place a bucket of water and clean paintbrush outside and allow a child to either paint on a concrete floor, brick wall or wooden fence (the colour of the outside material will change when wet but quickly return to normal)
- Place flour, salt, glitter (or similar) on a shallow tray or plate and allow child to use their finger or a paintbrush.

### Keywords and Language:

Mark making, writing, creativity, colour.

### EYFS Learning Outcomes:

- Physical Development:
  - Shows control in holding and using jugs to pour, hammers, books and mark-making tools. (22-36 months)
  - Beginning to use three fingers (tripod grip) to hold writing tools (22-36 months)
  - Imitates drawing simple shapes such as circles and lines (22-36 months)
  - May be beginning to show preference for dominant hand. (22-36 months)
  - Draws lines and circles using gross motor movements. (30-50 months)
  - Holds pencil between thumb and two fingers, no longer using whole-hand grasp. (30-50 months)
  - Holds pencil near point between first two fingers and thumb and uses it with good control. (30-50 months)
  - Can copy some letters, e.g. letters from their name. (30-50 months)
  - Shows a preference for a dominant hand. (40-60+ months)
  - Begins to use anticlockwise movement and retrace vertical lines. (40-60+ months)
  - Begins to form recognisable letters. (40-60+ months)
  - Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. (40-60+ months)
- Literacy Development:
  - Distinguishes between the different marks they make. (22-36 months)
  - Sometimes gives meaning to marks as they draw and paint (30-50 months)
  - Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. (40-60+ months)
  - Writes own name and other things such as labels, captions (40-60+ months)

