

Mark making – 2s

Mark making at home



Description: During this activity, you will explore with your children what mark making is and how you can support them to develop the early skills for drawing, writing, and thinking. Children love to explore and will use lots of different tools and resources to make marks. For them, mark making is a sensory experience, where they develop new senses of meaning and critical thinking.

Resources needed:

- Different kind of paper
- Cardboard (small and big boxes)
- Markers and pencils
- Chalks
- Paintbrushes and paint.

Duration: Time must be flexible depending on children's interests and motivation.

Intent:

- Through this learning experience, children will be encouraged to communicate their ideas and feelings
- It also helps the children to solve problems by getting their ideas down on paper
- Encourage the emergent writing.

Implementation:

1. Find a clear space where your children can explore and give them opportunities to find the most comfortable position to make their creations
2. Allow them to experiment with different media so that your child can choose how they want to express their ideas



3. Make sure that the resources are easily accessible so that your child can come to this activity whenever they choose and, if you have access to an outdoor area or garden, allow your child to mark make outside using large brushes and chalk
4. Give them plenty of time to explore this activity

Keywords: line, circle, square, fast, slow, big, small, soft, heavy, hard, light, etc.

EYFS Learning outcomes:

Communication and language

Listening and attention

- Recognizes and responds to many familiar sounds, e.g. 5 turning to a knock on the door, looking at or going to the door.
- Shows interest in play with sounds, songs, and rhymes.
- Single channeled attention. Can shift to a different task if attention fully obtained – using the child’s name helps focus.

Understanding

- Identifies action words by pointing to the right picture, e.g. “Who’s jumping?”
- Understands more complex sentences, e.g. ‘Put your toys away and then we’ll read a book.’
- Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. who’s that? What’s that? Where is?).
- Developing an understanding of simple concepts (e.g. big/little).

Speaking

- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
- Holds a conversation, jumping from topic to topic.
- Learns new words very rapidly and is able to use them in communicating.

Physical development

Moving and handling

- Shows control in holding and using jugs to pour, hammers, books, and mark-making tools.
- Beginning to use three fingers (tripod grip) to hold writing tools.
- Imitates drawing simple shapes such as circles and lines.
- May be beginning to show a preference for the dominant hand.

Personal, social and emotional development

Self-confidence and self-awareness

- Expresses their own preferences and interests



Making relationships

- Interested in others' play and starting to join in.
- Seeks out others to share experiences.
- Shows affection and concern for people who are special to them.

Literacy

Reading

- Repeats words or phrases from familiar stories.

Writing

- Distinguishes between the different marks they make.

Mathematics

Shape, space, and measures

- Notices simple shapes and patterns in pictures.
- Beginning to categorize objects according to properties such as shape or size.
- Begins to use the language of size.
- Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.

Understanding the world

The world

- Enjoys playing with small-world models such as a farm, a garage, or a train track.
- Notices detailed features of objects in their environment.

Technology

- Seeks to acquire basic skills in turning on and operating equipment.
- Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.

Expressive arts and design

Exploring and using media and materials

- Creates sounds by banging, shaking, tapping or blowing.
- Shows an interest in the way musical instruments sound.
- Experiments with blocks, colours, and marks.

Being imaginative

- Beginning to make-believe by pretending.

