

Early Years Foundation Stage Curriculum:

Area of Learning: Expressive Arts & Design

Aspect: Exploring and using media and materials

Activity: Finger Painting



Why this is important:

Finger painting allows children to discover different ways of making marks and also encourages language as they can talk about how it feels and talk to you about the marks they are making on the paper. E.g. dots, lines, waves. Children can talk about the different colours they are using and also begin to mix colours together and investigate what other colours they can make using the colours they have.

Finger painting can strengthen the hands and fingers which in turn helps with fine motor skills, this will support your child to get ready for writing.

Before you start: Ask your child to help you to gather the necessary resources. If you haven't got ready made paint to hand, make a mixture from flour, water and food colouring. This is a really good learning experience in itself. Prepare a space that will be easily cleaned! If you don't have paper available use a tray or work surface, it's just as effective.

8-20m

"Explores and experiments with a range of media through sensory exploration and using whole body."

Let your child explore the paint with their fingers and hands experiment what it feels like and how to make marks.

16-26m

"Notices and is interested in the effects of making movements which leave marks."

As your child explores the paint and makes marks on the paper, they will see what kind of marks they make and how different body parts, hands, fingers, feet, make different marks. Talk to them about what marks they are making on the paper.

22-36m

"Experiments with blocks, colours and marks."

As your child experiments with the paint they may talk about what marks they have made on the paper. Talk to your child about what marks they have made and you can join in too and talk to them about the marks you have made too. Talk to your child about the different colours they are using. Introduce props such as spoons, forks, whisks and a potato masher to investigate how tools make different marks.

30-50m

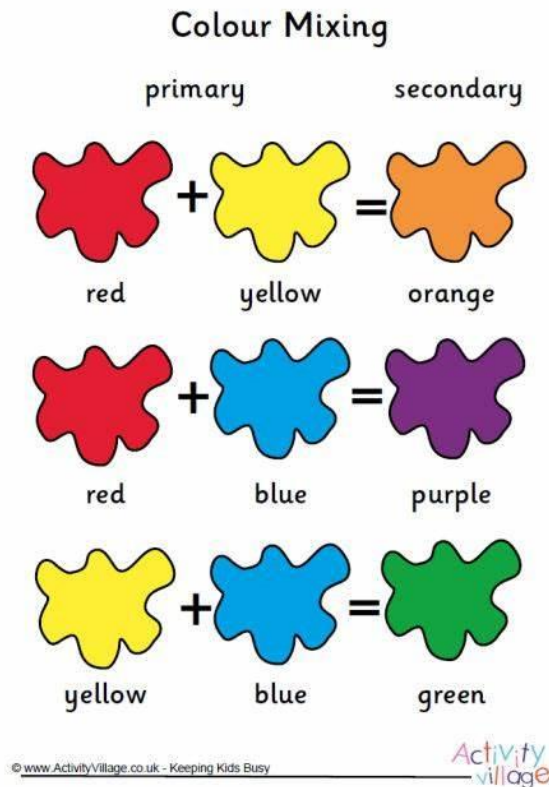
"Beginning to be interested in and describe the texture of things."

As they are exploring the paint with their hands and fingers, talk to them about how it feels. E.g. cold, slimy, wet, squishy. Encourage them to describe what it feels like.

40-60m

“Explores what happens when they mix colours”

As your child is making marks on the paper, encourage them to mix the paints together to see what other colours they can make. Talk about how it is changing colour and what colours you can make with the paints.



Early Learning Goal

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.