

gate or wall. They could paint lines, dots, squiggles, shapes or faces, but instead of painting with brushes they will be using their hands, spoons or icing bags filled with foam.

- Ask the children to describe how using the foam differs from using paint. See if they can explain in simple terms that when they use paint the finished product is 2D, whereas their foam paintings are 3D. Take photographs of their work and, later in the day, ask the children to look at their work again to see if the foam has changed in shape. Can they speculate why?
- At the end of the session, ask the children to wash away the foam.

Support and extension

- Encourage younger children to enjoy the experience of spooning, squirting and shaping the foam.
- Invite older children to make a large foam painting together. Choose a theme to fit in with another area of the curriculum you are covering. For example: if your theme is 'My body', you could ask the children to paint a picture of a person.

Further activities

- Collect plastic food containers of varying

sizes and turn them upside down. Ask the children to imagine that these are cakes and they are going to paint shaving foam icing over them.

- Provide cones made from card and let the children fill these with foam 'ice cream', decorating them with confetti and 'flakes' made from sticks.

Play link

Provide bowls of warm water, plastic bowls, whisks and washing-up liquid. Show the children how to make foam by putting a small amount of washing-up liquid and water in a small bowl and whisking it. Let them experiment with this. They should discover that the more they whisk, the larger the volume of foam they make.

(KUW)

Home link

Suggest to parents and carers that they let their children experiment with the properties of foam at bathtime by adding bubble bath to the water and a collection of clean plastic containers to fill and empty.

Cross-curricular links

Stepping Stone

- Explore malleable materials by patting, stroking, poking, squeezing, pinching and twisting them. (PD)

Early Learning Goal

- Handle tools, objects, construction and malleable materials safely and with increasing control. (PD)

