

# ***P.E. Foundation Stage Unit 5 Using tools and materials***

## **Session 2 Cutting with scissors**



# Session 2 Cutting with scissors 20-30 mins

## Age

3–5 years

## Early learning goals

ELG01, ELG 02, ELG 04, ELG 05, ELG 06, ELG 12, ELG 15, ELG 16, ELG 17

## Learning objectives

- To use one-handed tools with increasing control.
- To know that tools should be handled safely and carefully.

## Resources

- Scissors – right- and left-handed
- Paper of various sizes and textures (in trays)
- Large piece of paper for class collage background
- Pieces of card for individual collages
- Paper with patterns on for cutting (see activity sheets 5, 6 and 7)
- Glue sticks
- **Interactive CD Image Gallery: Page 17, Using scissors**
- **Interactive Resource: Cutting with scissors**

## Vocabulary

blades, card, collage, cut, handles, left, paper, patterns, right, snipping, textures

## Learning Journey

### Step 1

Engage in activities requiring hand-eye coordination

Use one-handed tools and equipment

*Cuts round patterns with scissors*

### Step 2

Understand that equipment and tools have to be used safely

*Takes care of self and others when using scissors*

### Step 3

Use simple tools to effect changes to the materials  
Show understanding of how to transport and store equipment safely

*Cuts paper into small pieces. Carries scissors safely*

### Step 4 (Goal)

Handle tools and objects safely and with increasing control

*Uses scissors carefully and knows how to follow cutting lines*

## Activity

- This session is for a small group of three to five children.
- Set up a table with scissors in a pot in the middle and paper in a tray.
- Show the children how to carry a pair of scissors by holding the blades in one hand with the handles at the top and the blades pointing down (see **Interactive CD Image Gallery: Page 17**).
- Ask each child (one at a time) to choose a pair of scissors. Ask them to use one hand to lift the scissors from the pot as this may establish their cutting hand and whether the child needs right- or left-handed scissors.
- Ask the children to put their scissors on the table in front of them.
- Show the children how to hold the scissors. Ask them to copy you as you hold the scissors and move them open and shut. Ask the children

to identify parts of the scissors, for example, handles and blades. Can they tell you what the different parts are for and how the scissors work?

- Choose a piece of paper and show the children how to cut the paper into two pieces. Ask the children to do the same. Ask the children to show each other their pieces of paper. Praise them for clean cuts.
- Show the children how to cut the paper again and how you need to 'snip, snip, snip' to cut the paper. Ask the children to cut their paper up again and copy you by snipping several times.
- Choose a different type of paper and go through the process again. Ask the children whether they found it easy or hard. Can they tell you why?
- Put up a large piece of background paper on a standing whiteboard and use it to make a big collage. Ask the children to stick some of the paper they have cut onto the background.

## Extension work

- Make sure that you have paper of different textures ready for cutting, for example, thin card, tissue paper and crêpe paper. Ask the children to cut different types of paper into several pieces. Talk to the children about what they are doing. Which paper cuts well/easily? Can they say why? Look at the size of the paper and its texture.
- Give each child a piece of card as a base for a collage. Ask the children to make a collage by sticking on their pieces of paper. Encourage them to use different textures and different sizes of paper.
- Ask the children to show each other what they have made. Which paper did they find hardest to cut?
- Give the children sheets of paper on which you have drawn patterns to cut out (you can use activity sheets 5, 6 and 7). Show the children how to cut along the lines very carefully. They should try not to go off the line. Stretch children by giving them the spiral pattern and the square pattern.

- Show the children how to carry the scissors and put them back carefully in the pot when they have finished using them.

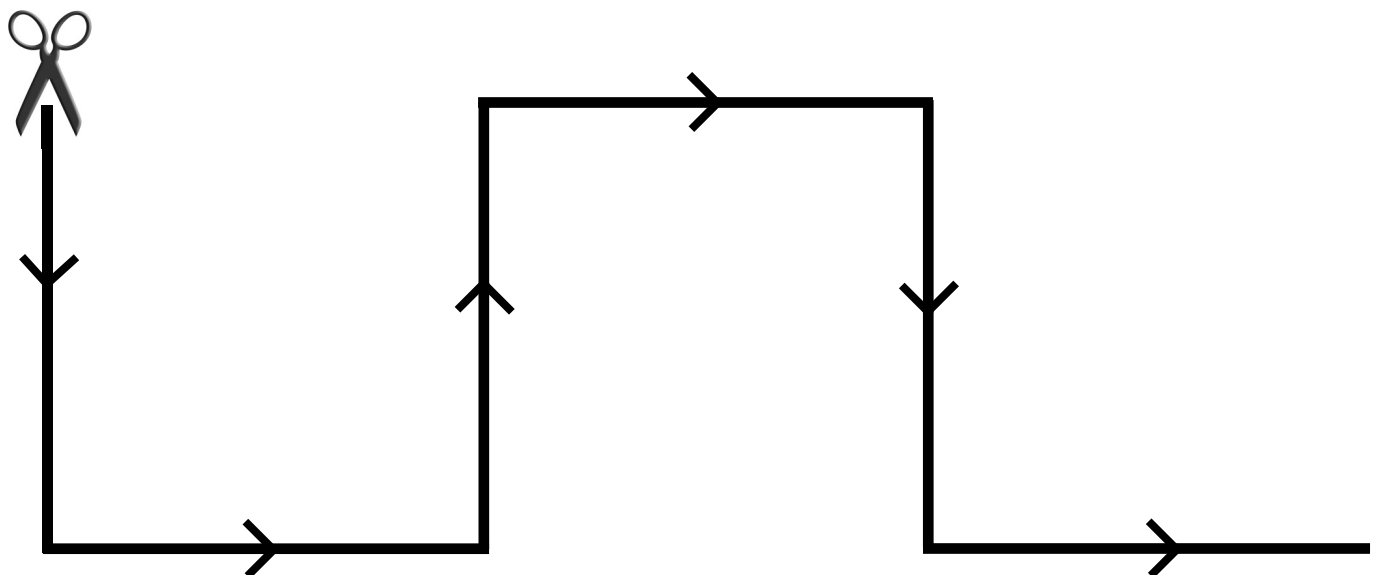
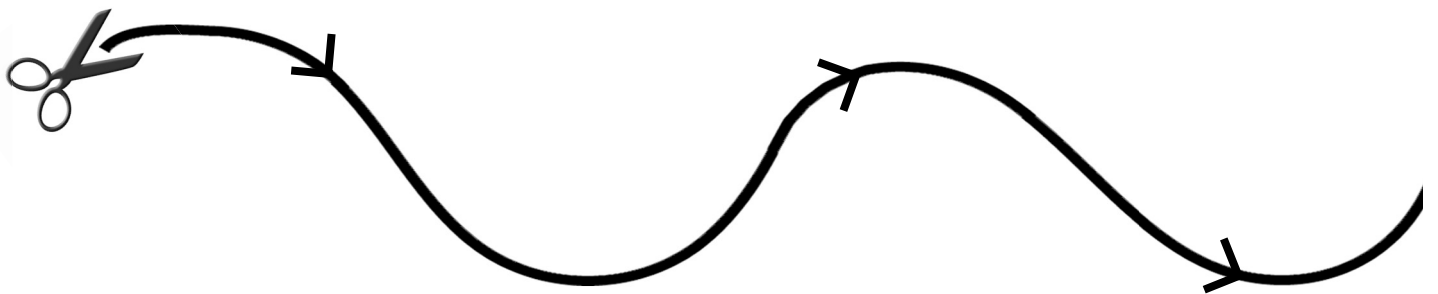
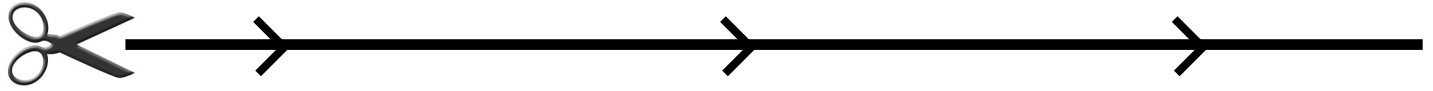
## Assessment opportunities

- *Can the children use the scissors correctly?*
- *Which hand do they favour?*
- *Can they follow the cutting lines on the paper?*
- *Do they handle the scissors safely?*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Cutting with scissors

Cut along the lines. Follow the arrows.





Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Cutting with scissors

Cut along the lines. Follow the arrows.

