


On-going Learning Experiences for sand and water 36-60 + Months

	<p>Key learning opportunities for this area: Unique Child</p>	<p>What the adult will do: Positive Relationships</p>	<p>What the adult will provide: Enabling Environments</p>
<p>Promoting how children may learn:</p>	<p>PSED Explains own knowledge and understanding (40-60) Can select and use resources with help (30-50)</p> <p>CL Uses talk to connect ideas and explain what is happening and what might happen next (30-50) Asks questions (22-36, 30-50)</p> <p>Literacy Sometimes gives meaning to the marks they make (30-50)</p> <p>Physical Shows control in holding and using jugs to pour and mark making tools (22-36) Imitates drawing simple shapes (30-50) Draws lines and circles using gross motor movements (30-50) Handles tools and materials safely and with control (40-60)</p>	<p>Use opportunities to promote PSED and CL- extending vocabulary, engaging in talk and encouraging peer interaction at child's level. Model safe use of tools and materials Join in sensitively in play and in role Support children to choose and set up resources Model mathematical language Talk through what's happening and encourage predictions. Encourage children to solve problems: Encourage open thinking – don't give the solution immediately. Model your thinking by talking through the process Encourage children to observe and talk about cause and effect, changes, materials, textures etc...</p>	<p>Resources</p> <p>A range of containers of different shape and sizes. Buckets and spades Shaped moulds Kitchen utensils: e.g. whisks, spoons, jugs, scoops Paddling pool Spray bottles Bubbles Watering cans Piping/ drain pipes/ tubes Utensils with holes Role-play items: dolls, vehicles, pots and pans, boats, animals Water-wheels Brushes and rollers Natural objects: shells, cones, leaves etc...</p> <p>Brushes, combs and items to create patterns Sand and water sieves, ,</p>
<p>Playing and exploring: Show curiosity about objects Use senses to explore Represent their experiences in play Take on a role in play</p>	<p>Mathematics Show an interest in shapes and begin to talk about them. (30-50) Use positional language (30-50) Use familiar objects and shapes to make patterns.(40-60) Build models (40-60) Begin using language of size, volume and capacity: (22-36, 30-50)</p>	<p>Key Vocabulary and Questions</p> <ul style="list-style-type: none"> • How can we make it work? • Can you find? • How are you going to? • What happens if? • Can you tell me about? • How has it changed? • Can you tell me why? • What could we use to (for)? 	<p>Organisation</p>
<p>Active learning: Show high levels of fascination Persist at an activity Enjoy meeting challenges</p> <p>Creating and critical thinking Find ways to solve problems Test ideas Make predictions</p>	<p>Understanding the World Talk about why things happen and how things work (30-50)</p> <p>Expressive Art and design Interested in and begins to describe texture (30-50)</p>	<p>Key vocabulary linked to: Wet, dry, splashing, soapy, bubbles, clean, sink, float, heavy, light, rough Compare sizes, count, holds more/ less, empty, full, pour, trickle, waves,</p>	<p>Indoors and/or out Wet or dry sand Other messy media: goo, pasta, rice, cornflour, compost Add colour/ bubbles to water Water in role play: washing up, bathing dolls, car wash, washing clothes, watering plants. Create a pond, swamp, seaside,</p>

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<p>Develop ideas of cause and effect</p>	<p>Realises tools can be used for a purpose (30-50) Engages in imaginative role-play (30-50)</p>	<p>sprinkle, mould, whisk, stir, rain, drip Positional language: in, under, below</p>	<p>building site Mark Making activities Sinking and floating Sand castles and models</p> <p>This week's enhancements/resources</p>
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