


On-going Learning Experiences for: Sand/water/messy play 24-36 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 and CL: Support children with and note their progress with developing relationships and their communication with adults and peers: Select familiar objects by name and will go and find objects when asked, or identify objects from a group (16-26) Understand simple sentences (16-26) Developing understanding of simple concepts (16-26) Using single words (8-20) Beginning to put two words together (16-26) Beginning to ask simple questions (16-26) Learns new words rapidly, uses gestures sometimes with limited talk (22-36) Uses a variety of questions, uses simple sentences (22-36) Physical: Passes toys from one hand to another (8-20) Enjoys the sensory experience of making marks in damp sand (8-20) Make connections between their movement and the marks they make (16-26) Show control in holding and using jugs to pour (22-36)</p>	<p>Observe children's interest in sand and water Support their attempts to access materials, offer resources sensitively, model pouring and catching, feeling Commentate on actions of children using key vocabulary Model curiosity – I wonder what will happen if? Encourage interaction and extend language and vocabulary, word play /singing Give children time to talk and think. Encourage children to help each other with aprons and be independent, Ensure children do not drink/eat sand and water and support to sweep and mop up spillages as appropriate</p>	<p>Resources</p> <p>Basic Provision A range of containers of different size and shape Buckets and spades Shaped moulds Kitchen utensils e.g. whisks and spoons Watering cans Piping, drain pipes or tubes Utensils with holes Water wheels Fishing nets Brushes and rollers</p> <p>Resources to enhance Role play items: dolls, vehicles, Pots and pans, boats, animals Natural objects: shells, cones leaves etc. Brushes, combs and items to make patterns Additives to water: Bubble bath, glitter, food, colourants. Other messy play media: gloop, pasta, flour, sawdust, paint etc.</p> <p>Organisation Provide stimulating resources which are accessible and open ended so they can be used, moved and combined in a variety of ways.</p>
<p>Playing and Exploring: Shows curiosity and interest in tools. Uses senses to explore the different media. Pretends objects are things from their experience.</p> <p>Active Learning: Maintains interest in an activity for a period of time. Persists with an activity when challenges occur.</p> <p>Creating and Critical Thinking: Thinks of ideas Finds ways to solve problems</p>			

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	<p><u>Mathematics:</u> Begins to make comparisons between quantities (22-36) Uses some language of quantities, such as “More” and “a lot” (22-36) Begins to use the language of size (22-36) Enjoys filling and emptying containers (16-26)</p> <p><u>Expressive arts and design</u> Explores and experiments with a range of media through sensory exploration and using whole body (8-20, 16-26) Notices and is interested in the effects of making movements which leave marks(8-20,16-26)</p> <p><u>Understanding the World</u> In pretend play, imitates everyday actions and events from own family and cultural background e.g. making and drinking tea (22-36) Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking (16-26)</p>	<p>Key Vocabulary and Questions</p> <p>Jug, bottle, funnel, wheel, scoop, spade, spoon, apron Pour, tip, catch, splash, dribble, help, look, turn, build, Big, little, full, empty, more, more than, all gone, again, some, Smooth, rough, wet, drip, splash Talk about: shapes, size, quantity, Use language of sharing and comparing</p> <p>What else can we use? What’s happening? How does it feel? How has it changed? What can you see? What is it like? What are you doing?</p>	<p>Make sure resources are relevant to the children’s interests. Provide age appropriate equipment. Closely supervise children especially where mouthing may occur. Provide protective waterproof aprons. Ensure adequate hand washing takes place. Ensure children have time and freedom to become deeply involved. Mop up spills immediately</p> <p>This week’s enhancements/resources</p>
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