

# Indoor Water and Sand

## Key Learning Opportunities (From Development Matters Birth to 5)

### Communication and Language

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Use new vocabulary in different contexts.

### Personal, Social and Emotional Development

- Build constructive and respectful relationships.
- Show resilience and perseverance in the face of challenge.
- Manage their own needs.

### Physical Development

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

### Literacy

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.

### Maths

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes *within* it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

### Understanding the World

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Explore the natural world around them.

### Expressive Arts and Design

- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Develop storylines in their pretend play.

## Characteristics of Effective Learning

### Playing and Exploring

- Show curiosity towards the way sand/water moves and the sounds it makes.
- Make comparisons to their own experiences in the wider world with sand and water.
- Pretend that objects are things from their own experiences.
- Act out their own experiences with sand or water using small world objects.
- Initiate activities in sand or water play by themselves or with others.
- Take risks and know what to do when this doesn't work out.
- Learn by trial and error.

### Active Learning

- Maintain focus on an activity in sand or water for at least 10 minutes.
- Show high levels of fascination towards water or sand and pay attention to detail when playing.
- Show a belief that if something isn't working that a different approach will pay off - bounce back after difficulties.
- Show satisfaction in meeting their own goals.
- Make and meet challenges for themselves and their own gratification.

### Creative and Critical Thinking

- Think of their own ideas to explore within the water or sand area.
- Find ways to solve problems in sand and water including moving from one place to another, balancing, filling and emptying etc.
- Make predictions as to what they think will happen.
- Develop ideas of cause and effect.
- Make decisions about how to approach a task or solve a problem.
- Change strategy as needed and review how things are going as they progress.

Resources	Organisation	Intended Experience	Key Vocabulary	Role of the Adult
<ul style="list-style-type: none"> <li>• Two trays - one tall, one short both with lids to close area.</li> <li>• 3 different sized buckets</li> <li>• 3 different sized jugs</li> <li>• 3 different sized metal bowls</li> <li>• Water wheels</li> <li>• Large and small whisks</li> <li>• Small metal colander</li> <li>• Plastic spoons with holes in the bottom</li> <li>• Sea creature toys</li> <li>• Plants/Water scenery toys</li> <li>• Selection of sea shells</li> <li>• Pipettes</li> <li>• Metal measuring spoons</li> <li>• Different sized/shaped ramps</li> <li>• Small world water themed toys</li> <li>• Coloured/plain sand</li> <li>• Coloured/plain water</li> <li>• Different metal utensils for pouring/scooping.</li> <li>• Ramps to use between the two trays.</li> </ul>	<ul style="list-style-type: none"> <li>• Area on lino for ease of tidying up.</li> <li>• Water scraper, bucket and cloth/old towel for clearing up water.</li> <li>• Brush/dustpan and brush for sweeping up sand.</li> <li>• Open shelf with all resources accessible to children.</li> <li>• Area to store lids without them falling onto children.</li> <li>• Ramps visible for children but with instruction for adults to lift and move.</li> </ul>	<ul style="list-style-type: none"> <li>• Pour water/sand and experience how it moves when it hits obstacles.</li> <li>• Making decisions about the resources they need.</li> <li>• Choosing the right sized item for a job.</li> <li>• Using maths vocabulary including full, empty, half, big, small, match, set.</li> <li>• Playing alongside others and working cooperatively, sharing resources.</li> <li>• Narrating small world play using sea creatures/water themed toys.</li> <li>• Finding different ways to make water/sand move.</li> <li>• Transporting sand/water from one place to another.</li> <li>• Fine motor control using tools in sand/water.</li> <li>• Exploring how water/sand moves downhill from one tray to another.</li> </ul>	<p><b>Low Frequency Words</b> sift mould container sculpt flatten crumble strain grain droplet gravity</p> <p><b>Medium Frequency Words</b> tunnel half quarter smooth float sink bury pattern print squeeze scratch drag whisk</p> <p><b>High Frequency Words</b> scoop dig fill empty pour splash stir tip</p>	<p><b>Play alongside</b></p> <ul style="list-style-type: none"> <li>• Observe children and take note of their key interests.</li> <li>• Respond to their key interests and ideas.</li> <li>• Suggest possibilities to extend their play/thinking.</li> <li>• Consider additional resources and add to their area if able.</li> <li>• Play with the children and make suggestions how we could take play forwards.</li> <li>• Model how to play with the equipment and tidy it up again safely.</li> </ul> <p><b>Role model / direct teach</b></p> <ul style="list-style-type: none"> <li>• Model using the area safely.</li> <li>• Model how to choose equipment based on its' size and shape to best fit tasks they want to achieve.</li> </ul> <p><b>Raise questions to stimulate ideas and add challenge</b></p> <ul style="list-style-type: none"> <li>• What do you notice about how the sand/water moves?</li> <li>• What happens if we put x/y/z in the way?</li> <li>• What words can you use to describe how the sand/water moves?</li> <li>• What might happen at the seaside/beach?</li> <li>• What creatures could live here?</li> </ul> <p><b>Use appropriate language linked to key learning</b></p> <ul style="list-style-type: none"> <li>• Use language linked to science to describe how the sand/water moves.</li> <li>• Use language linked to description and introduce new vocabulary to the children.</li> </ul>

