



## Key Learning Opportunities

**Communication and Language**

- To learn and use new vocabulary throughout the day
- Articulate their ideas and thoughts in well-formed sentences.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen

**Personal, Social and Emotional Development**

- Build constructive and respectful relationships.
- Show resilience and perseverance in the face of challenge.

**Physical Development**

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

**Literacy**

- Use phonic skills to make notes, recipes, orders, designs in different situations.

**Mathematics**

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

**Understanding of the World**

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.

**Expressive Arts and Design**

- Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills

### Resources

- Sand shed with benches
- Outdoor kitchen with sink, shelves
- Tuff tray sometimes in the sand area
- Selection of spoons, large ladles, sieves, cups, teapot, jugs, baking trays, pots and pans, measuring cylinders, colander
- Buckets, spades, funnels
- Selection of cars, trucks, tractors, diggers
- Brushes and brooms
- Notebooks, clipboards, pencils
- Sand trays
- Small world play equipment

**Enhancements**

- Water, pasta, lentils etc
- Natural objects - shingle, pebbles, shells, fir cones
- Small world play - people, animals, dinosaurs
- Sand/water wheel, plant pots with holes

### Intended Experiences

- Look at how sand changes what happens when you add water, shingle, pebbles, pasta etc.
- Mix materials and experience differences in temperature, size, form, rigidity, texture, shape, pattern
- Make links to surroundings in relation of media and experiences
- Explore different textures/colours
- Role play - holidays, beach, desserts, animals
- Explore patterns using additional tools, wheeled vehicles, footprints, handprints etc
- Observe the different capabilities of wet and dry sand e.g. dry sand in a sieve, fast flowing sand, wet sand - moulding etc.
- Sand art
- Pouring, mixing, tipping, weighing, filling, emptying, digging
- Make predictions from their experiences and test out ideas
- Explore descriptive language
- Mark making and counting
- Designing, Constructing and building.

### Role of the Adult

**Play alongside**

- Observe children and take note of their key interests
- Respond to their requests and ideas
- Suggest possibilities to extend their play/thinking/design
- Join in with their creations, playing along with their ideas

**Role model / direct teach**

- Model pretend role play, speaking in character and acting out scenarios
- Model language, correct and/or extend vocabulary
- Model and manage behaviours, self-regulation and the characteristics of effective learning

**Raise questions to stimulate ideas and add challenge**

- Use open and closed questions.
- Can you make a sand castle/pattern? What type of sand works best? Why?
- How does the sand feel?
- Can you work with another child to make something together?

**Use appropriate language linked to key learning**

- objects and tools - sieve, colander, funnel, measuring cylinder
- verb use - pour, sieve, mix, fill, empty, weigh, compare