



Blagdon Nursery School Continuous Provision Planning SAND AREA (DRY or WET)



Key Concepts – Skills – Attitudes – Knowledge

- Observe and describe the properties of sand, discovering that it behaves in several ways. For example dry sand can behave like a liquid in that it pours, adding water makes it behave more like soil, holding a shape/impression. Adding more water makes it behave like a liquid again, it finds its own level.
- Developing mathematical language, such as number, size, capacity, measurement.
- Conservation of volume, developing ideas, thinking and vocabulary

SKILLS

Co-ordinating and sharing, experimenting and investigating, problem solving, observation and discovering, questioning, communicating

ATTITUDES

Curiosity, self-motivation, enjoyment, concentration/perseverance, independence/responsibility
co-operation

Linked to the Characteristics of Effective Learning

RESOURCES	ORGANISATION
<p>1 sand tray with metal frame for the wet/dry sand 1 open shelf unit</p> <p>Range of storage boxes holding: Jungle and/or farm animals Dinosaurs Moulds (wet sand) Buckets and spades Scoops and rakes Transport vehicles, play people Pebbles, shells Sand wheel (dry sand) Different sized containers (wet sand) Natural items e.g. cones, sticks Story books, information and artefacts Photographs to inspire play</p>	<p>The open access shelving has open storage boxes. The boxes have photographs of their contents on the front to enable children to select and return the resources independently. In Apple Tree and Pear Tree the sand is dry and in Cherry Tree the sand is wet. We do add water to the sand if this is something the children are interested in at the time. The children are encouraged to work carefully to prevent sand going into faces/eyes. Children are encouraged to sweep the floor and place sand into the sand tray or the bin. Sand is sieved and disinfected when required and old sand is replaced when required.</p>



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SAND AREA (DRY or WET)



Key Areas of Learning Promoted - Prime Areas – from 22-36 months to 40-60+ months

Personal, Social and Emotional Development

Making relationships

22-36 Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them.

30-50 Can play in a group, extending and elaborating play ideas. Initiates play, offering cues to peers to join them.

Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

40-60 Initiates conversations, attends to & takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children.

Physical Development

Moving and Handling

22-36 Shows control in holding and using jugs to pour, etc. May be beginning to show a preference for dominant hand.

30-50 Uses one-handed tools and equipment.

40-60 Shows increasing control over an object in pushing, patting ... it. Uses simple tools to effect changes to materials.

Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for dominant hand.

Specific Areas:

Mathematics : Shape, Space & measures

22-36 Beginning to categorise objects according to properties such as shape or size. Begins to use the language of size

30-50 Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities in shapes in the environment. Uses positional language

Understanding the World : The world

22-36 Enjoys playing with small-world models such as a farm, a garage or a train track. Notices detailed features of objects in their environment.

30-50 Comments and asks questions about aspects of their familiar world such as ... the natural world. Can talk about some of the things they have observed such as ... natural & found objects. Talks about why things happen and how things work

40-60 Looks closely at similarities, differences, patterns and change.

INTENDED ACTIVITIES & EXPERIENCES	APPROPRIATE VOCABULARY/QUESTIONS
<p>Children can:</p> <ul style="list-style-type: none"> Explore and experiment Repeat, practise and refine skills Control the material and play imaginatively <p>When working with dry sand the children can discover that:</p> <ul style="list-style-type: none"> - sand can be fluid and flow like liquid - sand is a material composed of particles - sand can flow downwards, be pushed upwards - sand can move in different ways, slowly/quickly - sand passes through sieve/sand, wheel/funnel <p>Wet sand:</p> <ul style="list-style-type: none"> - can be damp or saturated - sand dries out as time passes and returns to its original position - sand will soak up water until saturation point - water drains through sand - sand, sticks together and clings to skin - can be moulded - retains impressions 	<p>Vocabulary:</p> <p>TIME - fast, quick, slow, faster than, slower than, before, after</p> <p>CAPACITY - full empty, heavy, heaviest, light, lighter</p> <p>SIZE - little big, large, small, tall, short, bigger than, smaller than</p> <p>ORDERING - course, fine, big, bigger, biggest, large, larger, largest. small, smaller, smallest</p> <p>SHAPE - circle, square, triangle, rectangle, cube, cylinder</p> <p>PATTERN - next to, above, below, upside down, back to front, left, right</p> <p>MATCH - the same as, more, less, different.</p> <p>Questions:</p> <p>What will happen when ...?</p> <p>Is it the same shape as?</p> <p>What is happening to</p> <p>Can you make ...?</p>