

Provision plan: Wet sand EYFS/ KS1

Key Learning Opportunities EYFS

**Prime areas**

**Personal, Social and Emotional Development**

- To take the initiative, concentrate and persist on a chosen activity
- To develop confidence in being with others and sharing ideas
- To choose the resources they need for their chosen activities
- To play co-operatively, taking turns with others

**Communication and Language**

- To observe, think, talk and express ideas
- To use language to create narratives
- To maintain attention for increasing lengths of time

**Physical Development**

- To develop fine motor skills, co-ordination and control over movement when using equipment

**Literacy**

- To use tools to make marks
- To use an increasing range of accurate vocabulary
- To create stories and use story language, plot and character

**Specific areas**

**Literacy**

- To use tools to make marks
- To use an increasing range of accurate vocabulary
- To create stories and use story language, plot and character

**Maths**

- To group, sort and count objects
- To compare, estimate and measure
- To use a developing range of vocabulary to describe capacity, size, shape, comparison and measurement

**Understanding the World (Science)**

- To explore movement, force, speed and direction
- To investigate, predict, test and solve problems
- To explore materials - what sand can do and how it moves
- To explore change in materials and textures by adding water to sand
- To begin to understand cause and effect

**Expressive Arts and Design**

- To respond in a range of ways to experiences
- To observe, think, communicate, talk and express ideas
- To play imaginatively and make up stories

Key Learning Opportunities KS1

**English**

- listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Give well-structured descriptions, explanations and narratives for different purposes
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

**Maths**

- Compare, describe and solve practical problems for capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- Measure and begin to record capacity and volume
- Choose and use appropriate standard units to estimate and measure capacity {litres/lm/) to the nearest appropriate unit, using measuring vessels
- Compare and order volume/capacity and record the results using >, < and =
- Order and arrange combinations of mathematical objects in patterns and sequences

**Science**

- Ask simple questions and recognise that they can be answered in different ways
- Observe closely, using simple equipment
- Perform simple tests
- Use their observations and ideas to suggest answers to questions
- Describe the simple physical properties of a variety of everyday materials

**Curriculum Drivers**

**TOGETHER WE ACHIEVE EXCELLENCE**  
AN UNMISSABLE, UNFORGETTABLE ADVENTURE IN LEARNING

**READING**  
Writing, Reading, Learning

**CHARACTER**  
Create, Reason, Communicate

**LEARN MORE THEN DO MORE**  
CHOOSE TO BE MORE  
#BE MORE NEWTON

Problem solve and develop resilience  
Take turns and show respect  
Create stories  
Work independently within routines

**Diversity**  
Celebrations and festivals

	<p><b>Design &amp; Technology</b> - -Generate, develop, model and communicate their ideas - Explore and use mechanisms in their products <b>PSHCE</b></p> <p><b>History</b> Create and tell historical stories about significant individuals</p>	
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Resources	Organisation	Intended Experiences	Role of the adult
<ul style="list-style-type: none"> <li>– Small broom, dustpan and brush nearby</li> <li>– Set of graded buckets</li> <li>– Set of graded beakers</li> <li>– Set of graded cups</li> <li>– Selection of sand tools including spades, rakes, trowels, scoops</li> <li>– A set of sand moulds</li> <li>– Natural materials such as shells, stones, pebbles, pinecones, wooden logs, poles and corks</li> <li>– Small world sets such as wild animals and dinosaurs</li> </ul>	<ul style="list-style-type: none"> <li>Distinct area with non-slip flooring</li> <li>– Large sand tray with resting board or tray</li> <li>– Shelving to display resources accessibly</li> <li>– Collections of small resources and natural materials sorted and displayed in trays</li> <li>– Items placed individually on shelves with photos to support shape recognition and tidying up routines</li> <li>– Graded beakers, cylinders and jugs organised by height order</li> <li>– Measuring cups and spoons organised into tubs</li> <li>– Photographs and/or text for labels linked to the name of the resource</li> <li>– Some labels identifying the size or number of items</li> </ul>	<ul style="list-style-type: none"> <li>Making decisions around the resources they need</li> <li>– Caring for resources appropriately</li> <li>– Sharing space and resources</li> <li>– Selecting, holding, filling, emptying, manipulating, marking, flattening using fine motor skills</li> <li>– Filling and measuring with increasing accuracy</li> <li>– Actively sorting, matching, comparing, ordering and positioning</li> <li>– Patting, shaping, flattening, smoothing, marking and manipulating the sand</li> <li>– Independently making marks in the sand with hands or tools</li> <li>– Talking about the texture of sand and the change in texture when water is added</li> <li>– Talking about what they are doing, describing their actions, what they see happening, sharing their ideas</li> <li>– Making up stories, acting out events, pretending to be characters, creating imaginative and real-world scenarios</li> <li>– Narrating their play</li> </ul>	<ul style="list-style-type: none"> <li>Play alongside</li> <li>– Observe children and take note of their interests</li> <li>– Help children with what they are trying to do and comment on their actions</li> <li>– Respond to their requests and ideas</li> <li>– Suggest possibilities to extend their thinking</li> <li>– Encourage children to persist, have another go, repeat their actions/ideas over time</li> <li>– Consider additional stimulus and add this immediately if to hand or the following day/week</li> <li>Role model / direct teach</li> <li>– Model how to use resources and experiment</li> <li>– Model looking closely and thinking out loud</li> <li>– Model and manage behaviours, self-regulation and the characteristics of effective learning</li> <li>Raise questions to stimulate ideas and add challenge</li> <li>– What might happen if/when?</li> <li>– Tell me how...?</li> <li>– I wonder what would happen if?</li> <li>– What do you notice about?</li> <li>Use appropriate language linked to key learning</li> <li>– Size (large/medium/small)</li> <li>– Capacity (full/empty)</li> <li>– Direction (up/down)</li> <li>– Forces (fast/slow)</li> <li>– Order (first/next/last)</li> <li>– Comparatives (more/less, faster/slower, bigger/smaller)</li> </ul>

Continuous Provision Planning: NBPS 2023/24

vocabulary	Recording opportunities	enhancement	Forest School	British Values and Protected Characteristics
Sand, wet, mould, shells, rakes, dustpan and brush, cover, clips, build, cover, dig, rake, scoop, pour, figures, measure	Photographs Writing in the sand Mark making with sticks	You might like to add more water to the sand to encourage further investigation and to enhance story play ideas. Adding kitchen utensils to introduce pretend cooking or that offer new shapes to mould or adding found materials such as cartons, trays and lolly sticks can enhance creativity and imaginative play.	N/A	Democracy – having a voice Celebrating differences Mutual respect Rule of law – 3 children allowed in the area
Schema		Dispositions and attitudes/ learning habits		
<p><b>trajectory - creating lines in space by climbing up and jumping down.</b> Large movements with arms</p> <p><b>Positioning - lining items up and putting them in groups.</b> Lining up shells e.g.</p> <p><b>Enveloping - covering themselves or objects completely.</b> Covering bridges etc.</p> <p><b>Rotating - enjoys spinning items round and round.</b></p> <p><b>Transporting – moving from one place to another</b> Scooping sand</p>		<p>Making decisions around the resources they need</p> <ul style="list-style-type: none"> <li>-Taking responsibility for the organisation of the area and care of resources</li> <li>- Expressing their thoughts and ideas to other</li> <li>-Cooperating effectively and sharing resources appropriately</li> <li>-Using a growing range of interesting and appropriate vocabulary</li> <li>-Expressing their ideas creatively</li> </ul>		