

## Continuous Provision Plan: Water Area

Development Matters - Ages and Stages	Vocabulary	Look, listen, note
<p>Three to Four Year olds</p> <ul style="list-style-type: none"> <li>• Use talk to organise themselves and their play.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Use one-handed tools and equipment.</li> <li>• Make comparisons between objects relating to size, length, weight and capacity</li> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Explore and talk about different forces they can feel.</li> </ul> <p>Reception</p> <ul style="list-style-type: none"> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Compare length, weight and capacity.</li> </ul>	<p><u>Adults to introduce vocabulary (use of words, symbols and signs) eg-</u> Bubble, water, soap, foam, wash, float, sink, heavy, light, burst, pop, wet, sink, tap, drain, blow, half full/empty pour, fill, full, empty, splash, cold, warm, drip, boat, drip, container, jug, measuring cylinder, net, absorb, droplet, liquid, rain, wave, sea, river, pond, lake, pipette, funnel,</p>	<p>What tools/resources do children choose? Do they involve others in their play? What language do they use? Can they predict what might happen next? Do they work independently or cooperatively? Do they have a plan? Do they build a narrative?</p>

<p>Early Learning Goals</p> <ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Work and play cooperatively and take turns with others.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul>		
<p>Intended experiences</p>	<p>Permanent resources</p>	<p>Enhanced resources</p>
<p>Water painting. Make water patterns/systems. Collect rainwater. Exploring puddles. Mixing Bubbles. Science activities such as floating &amp; sinking, freezing and melting etc. Opportunities to experience solid and liquid forms of water – snow, ice, frost, rain. Experience different water temperatures. Negotiate and problem solve. Adding water to sand, soil etc to observe the effect water has on other properties.</p>	<p>Waterproof aprons Drainpipes (different lengths) Various jugs and capacity containers A range of containers including buckets Boats. Sponges Watering cans Water wheels. Spray bottles Brushes and buckets. A range of funnels Water creatures Water wall or stands to transport water with drainpipes.</p>	<p>Food Colouring Glitter Bubbles/Soap Petals Potion bottles</p>
<p>Characteristics of effective learning</p>		

Playing and Exploring

- I can explore containers of different shapes and sizes.
- I can use tools and equipment, such as funnels, jugs and bottles, with control. I can build stories around toys in the water tray.

Active Learning

- I can explore how different materials float and sink. I can keep trying when things are difficult. I can begin to predict what might happen next.

Creating and Thinking Critically

- I can fill and empty containers and make comparisons, using language such as ‘more than’ and ‘heavier than’.
- I can observe and talk about what is happening and how things change, such as ice melting or bubbles popping.

Continuous Provision – Common Play Behaviours						
Area: Water						
Behaviour	Pouring	Filling and emptying	Measuring	Sink/float	Stirring	Transporting
High-level	Funnel Sieve Care and precision Guttering Pipes	Pipettes Flat spoons Increased dexterity Heavy	Measuring cylinders Select appropriate tools/containers for size Articulate scientific concepts	Articulate concepts, talk about the materials that sink/float Make things sink/float Predict Compare	Increased dexterity Small resources Care and precision Articulate Scientific and mathematical concepts	Work collaboratively to move water without losing any, to an agreed location. Show care and precision Articulate Maths/Science Fixing leaks etc... Use tap independently

						Use hose pipe. Using water for a purpose e.g. making a river with liner.
Mid-level	Jugs Bowls Buckets Bottles	Ladles Spades	Counting how many cups fill Which takes most to fill Sink/floating Starting to investigate	Explore floating and sinking	Small spoons/whisks Soapy water Coloured water	Using guttering to transport water Pretend scenarios e.g. fire fighting Watering flowers
Emergent	Hands	Cups Bowls Jugs Buckets  hands	Large vessels Spoons Height of buckets	Hands	Hands Spoons Large containers	Use the tap/water tray to collect water. Dip small bucket into water source.



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think smart be kind