

## Continuous Provision Plan: Sand Area

Development Matters – Ages and Stages	Vocabulary	Look, listen, note
<p>Three to Four Year olds</p> <ul style="list-style-type: none"> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Show a preference for a dominant hand.</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>• Talk about the differences between materials and changes they notice.</li> <li>• Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> </ul> <p>Reception</p> <ul style="list-style-type: none"> <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> <li>• Describe what they see, hear and feel whilst outside.</li> </ul>	<p><u>Adults to introduce vocabulary</u></p> <p>Sand, sieve, sift, wet, dry, coarse, stony, gritty, rough, pour, mould, sculpt, build, fill, empty, castle, build, spade, soft, smooth, push, scoop, dig, hole, rake, bucket, shells, container, texture</p>	<p>Do the children use tools in the sand area?</p> <p>Do they work together? How do they react to the feel of the sand?</p> <p>Do they build with a purpose?</p> <p>Do they use resources to add to their creations? Do they make marks with hands/tools?</p> <p>Can they talk about their creations?</p>

<ul style="list-style-type: none"> <li>• Create collaboratively, sharing ideas, resources and skills. Early Learning Goals</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>		
Intended experiences	Permanent resources	Enhanced resources
<p>Looking at how sand changes – ‘What happens when you add water, shingle, pebbles, pasta etc?’ Exploring different textures? Role play – holidays, desserts, beach etc. Exploring patterns using additional tools, wheeled vehicles, footprints, handprints etc. Mark making in sand Observing 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. Exploring descriptive language.</p>	<p>Dust pan and brush Sand wheels, Funnels, variety of sizes – different levelled Sieves and colanders Plastic moulds Small world – cars, trucks, Pattern making equipment Buckets and spades Trowels Paper and pencils Clipboard</p>	
Characteristics of effective learning		
<u>Playing and Exploring</u> <ul style="list-style-type: none"> <li>• I can use my hands or tools to dig, fill, shape and explore.</li> <li>• I can make lines, shapes and marks in sand using my finger or a tool.</li> <li>• I can build stories around toys in the sand tray.</li> </ul> <p style="text-align: center;"><u>Active Learning</u></p> <ul style="list-style-type: none"> <li>• I can choose the right tools to carry out my plan.</li> </ul>		

- I can work towards a goal.
- I can correct my mistakes.

Creating and Thinking Critically

- I can use simple language to describe size, weight or capacity and make comparisons.
- I can talk about the different textures I can feel.
- I can observe and talk about changes that occur in the sand, such as adding water or knocking down sandcastles.

Continuous Provision – Common Play Behaviours					
Area: Sand					
Behaviour	Dig	Pour	Fill and Empty	Mould	Sieve and Sift
High-level	Fingers Small scoop Teaspoon Tablespoon Dessert spoon	Small vessel with side handle Large vessel (heavy) Vessel with tap Small vessel with no handle or spout Large vessel with no handle or spout	As dig and pour	Fingers Self-made moulds Small natural materials Small irregular shapes Small regular shapes	Fingers Fabric (small weave) Comb Tea leaf straining spoon Tea strainer
Mid-level	Spatula Wooden spoon Slotted spoon Serving spoon Long-handled spade Short-handled spade	Pouring vessel, long spout Small vessel (irregular) Small vessel (tall) Large vessel (irregular) Large vessel (tall)		Smaller irregular shape Large irregular shape Smaller tall container Large taller container	Potato masher Mesh sieve (small) Mesh sieve (large) Sieve (small hole) Sieve (large hole)
Emergent	Scoop Smaller regular	Smaller vessel no handle Large vessel no handle		Smaller regular container (bucket)	Fabric (large weave)

	container Larger regular container	Smaller vessel with handle Large vessel with handle and defined pouring spout		Large regular container Hand	Colander Grain sifter Fingers
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