



Water and Sand Environment Planning Aged Nursery

Resources	How is it organised and why	Link to EYFS / Research / C of EL	Adult Role
<p>A range of tools such as spades, rakes etc. Containers, jugs, cups, buckets, sieves, colanders, watering cans, bottles, tea pots, funnels etc. Sand and water toys e.g. water wheels, sand moulds, boats Dustpan and brush Pipits Aprons Shaving foam, hair gel, soap flakes, food colouring, jelly powder etc. Shells, tree cookies, corks and other natural materials Nets Other items such as plastic animals, coins, letters etc. Utensils e.g. balloon whisks, pipettes etc. Tubing Sponges Babies, baby clothes, clothes line, pegs etc.</p>	<p>In a labelled, ideally with photos, tub that is accessible for children. In a dedicated labelled space, ideally with a photo, so that children can access it to clean up and place back in the correct space. Enough for a set number of children at the water/sand area, hung up at a child accessible height. Stored out of reach of children. In labelled, ideally with photos, tubs that are accessible for children. Depending on other areas in the classroom these can be stored elsewhere in a labelled, ideally with photos, tub that is accessible for children.</p>	<ul style="list-style-type: none"> - Children match shapes when putting items back (MATHS) - Having clearly labelled places for resources encourages respect for resources and the environment (PSED) - Selecting resources enables children to express their preferences, likes and dislikes (PSED) - A variety of authentic familiar resources that reflect their everyday life allows children to process, practice and make sense of their world UW - Children learn about responsibility and self-efficacy through washing dolls clothes/drying them for dolls (UW) - Children learn about keeping the environment and themselves safe through cleaning up spillages with buckets and sponges provided (PD) - Magnifying glasses allow children to explore and investigate objects close up (UW) 	<p>Adult to encourage the children to carefully pour water/sand, questioning them about capacity. Adult to observe children using the tools appropriately, questioning them when necessary. Adult to initially model brushing up, and then remind children to brush up after themselves if necessary. Adult to remind children to wear aprons and to help if needed to put them on/take them off. Adult to remind children to hang them back up once finished. Adult to add different items to the sand/water tray occasionally. Question the children about the new materials. How does it feel/what does it look like etc. Adult to question children when using these materials, how does it feel, how many corks do you have etc. Adult to observe the children using the different tubes, questioning their learning, e.g. which tube is longer etc. Adult to observe the children using the sponges and questioning their learning, which sponge holds more water etc. Adult to model how to wash the babies/baby clothes, questioning the children throughout. Teach children the skill of using resources</p> <p>Questions to stimulate ideas and add challenge</p> <ul style="list-style-type: none"> – What might happen if/when? – Tell me how...? – Can you? – I wonder what would happen if? <p>Language linked to key learning</p> <ul style="list-style-type: none"> – Size (large/medium/small/smaller) – Capacity (full/empty) – Direction (up/down) – Forces (fast/slow)



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		<ul style="list-style-type: none"> - Using everyday resources in different ways and for different purposes (UW) - Cylinders invite pouring, scooping, aligning with children's natural curiosity with holes (PD) - Children have and develop their own ideas, are able to make links between ideas and develop a range of strategies for doing things Cof EL - Supports schemas - 	<ul style="list-style-type: none"> - Order (first/next/last) - Comparatives (more/less, faster/slower, bigger/smaller)
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