



Water and Sand Environment Planning Reception

Resources	How is it organised and why	Link to EYFS / Research / C of EL	Adult Role
<ul style="list-style-type: none"> – Basket of natural floating materials – Basket of natural sinking materials – Scales – Non-fiction books – Basket of natural sea sponges – Basket of different sized plastic bottles (colored) – Small fishing nets – Books about oceans/ sustainability ie plastics – Container of clean household items (plastic bottles and so on) – Water pumps – Wallpaper paste shaker – Diluted bottles of food dye in transparent bottles – Wooden spoons – Wire whisks – Tea strainers – Thick paint brushes – Sea animals – Small rubber rings – A variety of ice cube trays – Box of cardboard pieces of various sizes – Sponges and small bucket 	<ul style="list-style-type: none"> – Area located close to sinks – Non-slip flooring defines space – Shelves and materials placed at height – Photographs behind baskets of objects for children to test and experiment. For example, a photo of floating objects placed behind basket of floating material and so on – Environmental provocation set out on a shelf for children to discuss, find out more and add. – Basket of sea animals nearby – Scales, with measurement cards, graph paper and pens – Diluted squeezable bottles of food dye placed on top of their corresponding colour label. – Authentic tools: wooden spoons, wire whisk, strainers, wooden paint brush, small fishing nets 	<ul style="list-style-type: none"> – Become aware of the impact of human activity of environments, linked to KU – Children match shapes when putting items back (Maths) – Having clearly labelled places for resources encourages respect for resources and the environment (PSD) – Selecting resources enables children to express their preferences, likes and dislikes (PSE) – 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) – Using everyday resources in different ways and for different purposes (UW) – Cylinders invite pouring, scooping, aligning with children's natural curiosity with holes (PD) 	<ul style="list-style-type: none"> – Observe and take note of children's key interests, thinking and learning – Be alongside them to offer support – Help children with what they are trying to do and show them how – Respond to their requests and ideas – Comment on their actions and model relevant language – Suggest possibilities to extend their thinking – Model how to do things and think out loud – Encourage children to persist, have another go, repeat their actions/ideas over time – Consider additional stimulus and add this immediately if to hand or the following session/day/week <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) – Order (first/next/last) – Comparatives (more/less, faster/slower, bigger/ smaller)



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	<p>hung up under corresponding photograph</p> <ul style="list-style-type: none">– Sea animals placed on waterproof 3d moving image of sea animals– Wall paper paste and sparkly confetti placed in three hole wooden shakers	<p>Pieces of cardboard to use in a range of ways to explore, movement, force and so on</p>	
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