

EYFS Long Term Plan Continuous Provision - Sand Play

Characteristics of Effective Learning - How a child is learning

<p style="text-align: center;">Playing and Exploring</p> <p>Finding out and exploring</p> <ul style="list-style-type: none"> • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests <p>Playing with what they know</p> <ul style="list-style-type: none"> • Pretending objects are things from their experience • Representing their experiences in play • Taking on a role in their play • Acting out experiences with other people <p>Being willing to 'have a go'</p> <ul style="list-style-type: none"> • Initiating activities • Seeking challenge • Showing a 'can do' attitude • Taking a risk, engaging in new experiences, and learning by trial and error. 	<p style="text-align: center;">Active learning</p> <p>Being involved and concentrating</p> <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details <p>Keeping on trying</p> <ul style="list-style-type: none"> • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties <p>Enjoying achieving what they set out to do</p> <ul style="list-style-type: none"> • Showing satisfaction in meeting their own goals • Being proud of how they accomplished something - not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise 	<p style="text-align: center;">Creating and Thinking Critically</p> <p>Having their own ideas</p> <ul style="list-style-type: none"> • Thinking of ideas • Finding ways to solve problems • Finding new ways to do things <p>Making links</p> <ul style="list-style-type: none"> • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect <p>Choosing ways to do things</p> <ul style="list-style-type: none"> • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked 	
<p style="text-align: center;">Permanent Resources</p> <p>Buckets and containers of different sizes</p> <p>Sieves</p> <p>Funnels</p> <p>Scoops, spades, spoons, trowels, rakes</p> <p>Sand wheels</p> <p>Trays and washing up bowls</p> <p>Trucks and diggers</p> <p>Moulds and shapes</p> <p>Small world play - animals, dinosaurs, people</p> <p>Natural materials - shells, pebbles, cones</p> <p>Cooking utensils - baking trays, bowls</p> <p>Dust pan and brush</p> <p>Resource enhancements throughout the year</p> <p>Sticks / shells</p> <p>Oats</p> <p>Lentils</p> <p>Glitter</p> <p>Small world linked to children's interests</p> <p>Treasure hunt</p> <p>Fossils</p>	<p style="text-align: center;">Possible Experiences</p> <p>Observe and explore the properties of wet/dry sand</p> <p>To play alongside or to work co-operatively as part of a group</p> <p>To pour and fill containers - counting, estimating</p> <p>Moulding shapes</p> <p>Discussing ideas with peers and adults</p> <p>Engage in imaginative play</p> <p>To select and choose appropriate equipment for a purpose</p> <p>To use appropriate vocabulary and name equipment</p> <p>Using stories/books or pictures as a stimulus</p>	<p style="text-align: center;">Adult Role</p> <p>Positive Relationships</p> <p>Play alongside and model appropriate play with children</p> <p>Encourage manipulation of different media and textures</p> <p>Promote the value of every child's contribution</p> <p>Use photographs and examples of exploration and form making to share with parents</p> <p>Ensure children are playing safely and co-operatively at all times</p> <p>Encourage children to explore, investigate and talk about their experiences</p>	<p style="text-align: center;">Appropriate Vocabulary</p> <p>Wet/dry</p> <p>Empty/full</p> <p>Big/small</p> <p>Tall/short</p> <p>Pour</p> <p>Warm/cold</p> <p>Heavy/light</p> <p>Equipment and resource names</p> <p>Size/shape</p>
		<p style="text-align: center;">Enabling Environments</p> <p>Provide children with opportunities for sand play indoors and outdoors</p> <p>Position away from climbing equipment</p> <p>Provide equipment for children to sweep up and leave the area ready for the next person</p> <p>Provide resources linked to children's interests</p> <p>Provide opportunities for children to add resources from different areas such as bring in objects from outside to make marks in the sand</p> <p>Resources labelled with pictures and words</p>	<p style="text-align: center;">Questions and Phrases</p> <p>How can we fill/ empty your bucket?</p> <p>Is it heavy/ light?</p> <p>What does the wet sand feel like?</p> <p>How can we make a sandcastle?</p> <p>I wonder how many spoons of sand it will take to fill the bucket</p>

Sand Play - A Unique Child - Observing what a child is learning 36-60+ months

<p>Personal, Social and Emotional Development Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults Can select and use activities and resources with help Welcomes and values praise for what they have done Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children Explains own knowledge and understanding, and asks appropriate questions of others Confident to speak to others about own needs, wants, interests and opinions Begins to accept the needs of others and can take turns and share resources, sometimes with support from others Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them Aware of the boundaries set, and of behavioural expectations in the setting</p>	<p>Communication and Language Understands use of objects (e.g. "What do we use to cut things?") Responds to simple instructions, e.g. to get or put away an object Beginning to understand 'why' and 'how' questions Responds to instructions involving a two-part sequence Listens and responds to ideas expressed by others in conversation or discussion Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i> Builds up vocabulary that reflects the breadth of their experiences Uses talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.' Uses language to imagine and recreate roles and experiences in play situations Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>Physical Development Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors Handles tools, objects, construction and malleable materials safely and with increasing control Understands that equipment and tools have to be used safely Practices some appropriate safety measures without direct supervision</p>	
<p>Literacy Ascribes meanings to marks that they see in different places Knows information can be relayed in the form of print Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books</p>	<p>Mathematics Uses positional language Shows interest in shape by sustained construction activity or by talking about shapes or arrangements Uses shapes appropriately for tasks Uses some number names accurately in play. Recites numbers in order to 10 Estimates how many objects they can see and checks by counting them Orders two items by weight or capacity</p>	<p>Understanding the World Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Can talk about some of the things they have observed such as plants, animals, natural and found objects Talks about why things happen and how things work Developing an understanding of growth, decay and changes over time Looks closely at similarities, differences, patterns and change</p>	<p>Expressive Arts and Design Beginning to be interested in and describe the texture of things Realises tools can be used for a purpose Uses simple tools and techniques competently and appropriately Selects appropriate resources and adapts work where necessary Manipulates materials to achieve a planned effect Plays alongside other children who are engaged in the same theme Plays cooperatively as part of a group to develop and act out a narrative Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there</p>

Sand Play - A Unique Child - Observing what a child is learning 0-36 months

<p>Personal, Social and Emotional Development Interested in other's play and starting to join in Seeks out others to share experiences Expresses own preferences and interests Can express their own feelings such as sad, happy, cross, scared, and worried Responds to the wishes and feelings of others Aware that some actions can hurt or harm others Shows understanding and cooperates with some boundaries and routines Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't</p>	<p>Communication and Language Single channelled attention. Can shift to a different task if attention fully obtained - using child's name to focus Understands more complex sentences, e.g. 'Put yours toys away and we'll read a book.' Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is it?) Developing understanding of simple concepts (e.g. big/little) Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts Learns new words very rapidly and is able to use them in communicating Uses gestures, sometimes with limited talk, e.g. reaches toward toy saying 'I have it' Uses a variety of questions (e.g. what, where, who) Uses simple sentences (e.g. 'Mummy gonna work.' Beginning to use word endings (e.g. going, cats)</p>	<p>Physical Development Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors Handles tools, objects, construction and malleable materials safely and with increasing control Understands that equipment and tools have to be used safely Squats with steadiness to rest or play with object on the ground, rises to feet without using hands Shows control in holding and using jugs to pour, hammers, books and mark-making tools May be beginning to show preference for dominant hand Beginning to recognise danger and seeks support of significant adults for help</p>	
<p style="text-align: center;">Literacy</p> <p>Distinguishes between the different marks they make</p>	<p style="text-align: center;">Mathematics</p> <p>Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two' Recites some number names in sequence Creates and experiments with symbols and marks representing ideas of number Begins to make comparisons between quantities Uses some language of quantities, such as 'more' and 'a lot' Knows that a group of things changes in quantity when everything is added or taken away Beginning to categorise objects according to properties such as shape or size Begins to use the language of size Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'</p>	<p style="text-align: center;">Understanding the World</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea Beginning to have their own friends Learns that they have similarities and differences that connect them to, and distinguish them from, others Notices detailed features of objects in their environment</p>	<p style="text-align: center;">Expressive Arts and Design</p> <p>Experiments with blocks, colours and marks Beginning to use representation to communicate, e.g. drawing a line and saying that's me' Beginning to make-believe by pretending</p>
<p>Revised October 2013</p>			