

# SAND TODDLERS

Resources that should always be available:	Possible learning experiences/ invitations to play	Consider Attention Levels
<b>Indoor- Permanent Resources:</b> Dust pan and brush; Sand wheels; Funnels, variety of sizes; Sieves and colanders; Various graded plastic bottles and plastic/metal bowls; Pattern making equipment – patterned rolling pins; Natural objects – shells, fir cones, conkers, pebbles, stones, drift wood, pumice, sponge, loofer wicker baskets etc...; For texture – lentils, pasta, pea gravel etc Consider using small scale sand with small tools Use cement tray to present sand in a different way	Beginning to play more collaboratively and beginning to use the sand area appropriately. making choices, develop basic mathematical language counting and size Exploring texture Differences in the properties of dry and wet sand creating and recreating patterns using different tools manipulate a range of equipment and tools, Opportunities to look after equipment and area Looking at how sand changes what happens when you add water, shingle, pebbles, pasta etc..? Exploring different textures/colours Consider having trays next to each other to encourage and support children who are not ready to share space and resources yet Include Toddler talk eg What’s in the Sand?” Observe schemas and include them in your planning.	Fleeting attention- Is the child easily distracted and flits from one activity to another- Reduce distractions, let the child lead, use appropriate child adult interaction Rigid Attention- Can the children concentrate on a task of their own choice, but really don’t like to be interrupted. They are not being naughty, they are absorbed and concentrating, Choose activities that motivate the child, restrict the number of toys but still give choice, reduce distractions and work 1-1 Single Channelled- Do the children struggle to follow an instruction when they are doing something else? Remember to gain a child’s attention, call their name, stop them doing the activity and then start talking
		Words to build vocabulary
		Heavy, light, full, empty Wet, dry, hard, soft, mix, pour, fill. Bucket, spade, dig, Concentrate on Blank Level 1- naming things and Blank Level 2- Describing things, Answering who, what and where questions. 60% of 3 year olds understand level 1 and 2 questions.

Possible things to look listen & note...

<b>Have they got opportunities to explore the sand with their whole bodies?</b> <b>Do they watch you as you show them how to use equipment?</b> <b>Do they like to explore toys and other things that look interesting to them?</b>	<b>Do they like to play next to other children?</b> <b>Do they know how to use the equipment appropriately?</b> <b>Are they beginning to ask questions such as “what’s that” and “Why”?</b> <b>Have they got opportunities to explore what happens when they use their hands and feet?</b>	<b>Are they interested in the play?</b> <b>Are they able to respond to others feelings and wishes appropriately?</b> <b>Do they understand who, what, where in simple questions?</b> <b>Can they talk about big and little?</b> <b>Are they showing control when using the jugs and buckets?</b> <b>Are they beginning to make comparisons between quantities and using language such as more and a lot?</b> <b>Are they using the language of size?</b>
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