

SAND				
Resources to support progression through EYFS		Developing Communication and language		Possible learning experiences/ invitations to play
<b><u>To Start with</u></b> Dustpan 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. Paper/pencils; Clipboard Selection of fiction and non-fiction books Natural objects – shells, fir cones, conkers, pebbles, stones, driftwood, pumice, sponge, loofa, wicker baskets etc...; For texture – lentils, pasta, pea gravel etc		<b><u>Sensory Needs</u></b>  Consider how you can support children who want to get in the sand. Maybe consider large sand play outside to allow the children to be immersed in the sand.  <b><u>Schemas.</u></b>  Transporting – consider using washing up bowls to allow the children opportunities to mix water and sand		Playing collaboratively and using the sand area appropriately. making choices, opportunities for talking through shared activities, following instructions, making plans, presenting ideas to others, using story and reference books, writing for different purposes e.g., lists, writing own name and other captions, develop mathematical language e.g., weight, capacity, volume, height, size problem solving opportunities, 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 Opportunities to develop their own ideas over a period of time, Looking at how sand changes what happens when you add water, shingle, pebbles, pasta etc.? Exploring different textures/colours Role play – holidays, beach, deserts, archaeology.
		<b><u>Keys to Communication</u></b> Understanding “what’s in the sand  <b><u>Letter and Sounds.</u></b>  Aspect 5 – Tuning in to Sounds – Digging for Treasure		
		<b><u>EAL</u></b>  Consider using some objects from the children’s own culture for filling, pouring and moulding		
<b>Look, listen, and note.....</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>		<b>Can children use the jugs, buckets etc with growing confidence?</b> <b>Can they talk about what they are doing?</b> <b>Can they play in a group, extend, and elaborate on play ideas?</b> <b>Can they select and use resources with help?</b> <b>Can they take turns and share resources?</b> <b>Do they listen to others in a small group?</b> <b>Do they understand prepositions such as under, on and behind?</b> <b>Do they talk about what is happening and what might happen?</b> <b>Do they question why things happen and are able to explain?</b> <b>Are they beginning to talk about textures?</b>		<b>Are they explaining their own knowledge and asking appropriate questions when playing?</b> <b>Are they able to organise their thinking and talk about their ideas with confidence?</b> <b>Are they able to handle tools and equipment safely and with control?</b> <b>Are they able to order 2 or 3 items by length, height, weight, or capacity?</b> <b>Do they look for and talk about differences and similarities?</b> <b>Are they able to select correct tools and adapt when necessary?</b>