SAND

Resources to support progression through EYFS	Developing Commun		ication and language	Possible learnir
Io Start with 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 Enhancements to support skill development. Consider a range of spoons and ladles with different types of handles to encourage different types of wrist actions A range of smaller receptacles such as thimbles Consider using items from the charity shop, e.g., jugs, bowls, kettles Kilner jars Wider selection of small world e.g., desert, archaeology,	Sensory Needs 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. Schemas. Transporting – consider using washing up bowls to allow the children opportunities to mix water and sand Keys to Communication Understanding "what's in the sand Letter and Sounds.		Asking open questions? "How did you?" "Why does this?" "What happens next?" "What do you think?" "What would happen if: Using Positive Questioning "I don't know"," what do you think", "I hadn't thought of that" "That's an interesting idea" "Have you seen what Ben has done", good thinking maybe you should try it out. I wonder what would happen if? I wonder how we would make that? I wonder how we could make it move? Mords to build vocabulary Adults to introduce vocabulary (use of words, symbols, and signs) e.g Heavy, light, tall, short, full, empty Wet, dry, fine, coarse, hard, soft, mix, pour, fill. Funnel, cylinder, sieve, colander, measure, dig, mould,	 Playing collaboratively and using the sand are making choices, opportunities for talking through shared activit following instructions, making plans, presenting ideas to others, using story and reference books, writing for different purposes e.g., lists, writidevelop mathematical language e.g., weight, problem solving opportunities, Exploring texture Differences in the properties of dry and wet some creating and recreating patterns using differed manipulate a range of equipment and tools, Opportunities to look after equipment and a Opportunities to develop their own ideas ov Looking at how sand changes what happens Exploring different textures/colours Role play – holidays, beach, deserts, archaeo
	Aspect 5 – Tuning in to Sounds – I Treasure <u>EAL</u> Consider using some objects from own culture for filling, pouring an	n the children's		
Look, listen, and note				
Are they interested in the play? Are they able to respond to others feelings and wishes appropriately? Do they understand who, what, where in simple questions? Can they talk about big and little? Are they showing control when using the jugs and buckets? Are they beginning to make comparisons between quantities and using language such as more and a lot?		Can children use the jugs, buckets etc with growing confidence? Can they talk about what they are doing? Can they play in a group, extend, and elaborate on play ideas? Can they select and use resources with help? Can they take turns and share resources? Do they listen to others in a small group? Do they understand prepositions such as under, on and behind?		Are they explaining their of Are they able to organise the Are they able to handle to Are they able to handle to Are they able to order 2 of Do they look for and talk a Are they able to select cor

Do they talk about what is happening and what might happen? Do they question why things happen and are able to explain?

Are they beginning to talk about textures?

Are they using the language of size?

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ning experiences/ invitations to play

area appropriately.

ctivities,

riting own name and other captions, ht, capacity, volume, height, size

et sand erent tools

- ols,
- d area
- over a period of time,
- ens when you add water, shingle, pebbles, pasta etc.?

eology.

ir own knowledge and asking appropriate questions when playing? se their thinking and talk about their ideas with confidence? tools and equipment safely and with control? 2 or 3 items by length, height, weight, or capacity? Ik about differences and similarities? correct tools and adapt when necessary?