

WATER TODDLERS

| Resources that should always be available: | Possible learning experiences/ invitations to play | Consider Attention Levels |
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| Water aprons Towels Mop and bucket Storage equipment – easily accessible to all children Containers of differing sizes for pouring - (transparent and opaque)/Graded containers./Jugs/Plastic bottles, Watering cans, water wheels, syphon. Containers with holes/sieves, Boats, fish, ducks | Beginning to play more collaboratively and beginning to use the sand area appropriately. manipulate a range of equipment and tools, Representing own experiences through imaginative play. Opportunities to explore - such as floating & sinking, freezing and melting, filling, pouring & emptying etc. Opportunities for children to observe movement of water stop / start / speed etc. Exploring sounds in water, Adding things to water such as colour, sand, bubbles to observe change. Bubbles. 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 water?" 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 |
| | | Fill, pour, empty, heavy, drip, wet Splash, splosh, splish, puddle, Float, sink, Nursery rhymes to support number and language development eg 5 little ducks, Row row your boat. 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...

| Do the children let you know when they are excited, happy, tired or cross? Do they like to explore things that look interesting to them? Do they copy words that you use when you play with them? | Are they happy to go off and play but come to find you if they need to? Do they like to explore things and see what they can do with them? Are they starting to ask you questions such as "whats that?" and "Why"? | Do children share resources? Are they beginning to show you their dominant hand? Are the children showing control in using the jugs and equipment to pour? Are they beginning to talk about quantity and using language such as" more" and "a lot" Are the children using size language as they play? |
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