

WATER AREA				
Resources to support progression through EYFS		Developing Communication and language		Possible learning experiences/ invitations to play
To Start With 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, Floating and sinking objects – e.g., corks, shells, ping pong balls, foil dishes, leaves, nuts, pieces of wood / bark / twigs, sponges, pebbles. Hosepipe, Transparent plastic tubing of different thicknesses and lengths. Animal sets – ducks and frogs Boats and play people,		<u>Sensory Needs</u> Consider how you can support children who want to splash? Maybe consider water play outside to offer these opportunities in a more appropriate space with hosepipes, water pistols etc <u>Schemas</u> Transporting – consider using washing up bowls to allow the children opportunities to mix water and sand	<u>Asking open questions?</u> “How did you...?” “Why does this?” “What happens next?” “What do you think?” “What would happen if: <u>Using Positive Questioning</u> “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. <u>Words to build vocabulary</u> Adults to introduce vocabulary (use of words, symbols, and signs) e.g.- Fill, pour, empty, heavy, drip, wet Splash, splosh, splish, puddle, Float, sink, Naming of objects and tools	Playing collaboratively and using the water area appropriately. making choices, opportunities for talking through shared activities, following instructions, making plans, presenting ideas to others, develop mathematical language e.g., position, size, shape, comparisons, problem solving opportunities, Exploring basic scientific concepts ordering items by length or height, designing and making their own models manipulate a range of equipment and tools, develop their own ideas over a period of time, 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.
		<u>EAL</u> Consider using some objects from the children’s own culture for filling and pouring.		
Possible things to look listen & note...				
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?		Are they showing you a dominant hand? Can the children use a range of one-handed tools and equipment? Can the children talk about bigger, smaller, heavier etc? Can the children talk through what they see happening? Do the children experiment, have a go and persevere?		Have they decided on a dominant hand and are they using it with control and confidence? Can the children place objects in order of height, weight, length, and capacity? Can the children select the resources they need for a particular job but know how to adapt and change when necessary?