

Sand



A Unique Child + **Positive Relationships** + **Enabling Environments with**
teaching and support from adults
= Learning and Development

Aspects:
Personal, Social and Emotional Development – Self Regulation – 1, Managing Self – 2, Building Relationships - 3
Communication and Language – Listening, Attention and Understanding – 1, Speaking - 2
Physical Development – Gross Motor Skills – 1, Fine Motor Skills - 2
Mathematics – Numbers – 1, Numerical Patterns - 2
Understanding the World – The Natural World - 3
Expressive Arts and Design – Creating with Materials - 1
Characteristics of Effective Learning:
 Playing and Exploring (engagement) – Finding out and exploring, Playing with what they know, Being willing to ‘have a go’
 Active Learning (motivation) – Being involved and concentrating, Keeping on trying, Enjoying achieving what they set out to do
 Creating and Thinking Critically (thinking) – Having their own ideas, Making links, Choosing ways to do things

Key Resources	Points to Consider	Effective Practice	Vocabulary / key questions
Buckets / containers of different sizes. Sieves & funnels Scoops / spades / spoons / trowels Sand wheel Natural materials – shells, driftwood, pebbles, corks, fir cones etc. Small world play – dinosaurs, mini-beasts, animals. Trucks and diggers. Moulds / shapes.	<ul style="list-style-type: none"> Four children to play in the sand tray at any one time. Equipment clearly labelled in baskets, which are easily accessible to children. Appropriate books and pictures displayed when appropriate. <p>Adult Role To ensure children are playing safely and co-operatively at all times. To encourage children to explore, investigate and talk about their experiences. To work alongside children and model appropriate play. To encourage children to get dustpan and brush to sweep up any spills.</p>	<p>Provide opportunities for :</p> <ul style="list-style-type: none"> Observe and explore the properties of wet / dry sand. To play alongside or to work co-operatively as part of a group. To pour and fill containers – counting, estimating. Moulding shapes. Discussing ideas with peers and adults. Engage in imaginative play. To select and choose appropriate equipment for a purpose. To use appropriate vocabulary and name equipment. Using stories / books or pictures as a stimulus 	Wet / Dry. Empty / full. Big / small Tall / short Pour Warm / cold. Heavy / light. Equipment and resource names.

Key: aspects underlined are a particular focus of this area, resources located outside are in green