

Continuous Provision Planning For

Water Area

Key Learning Opportunities

Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
. Use talk to organise themselves and their play. . Can start a conversation with an adult or peers and continue it for many turns. . To be able to express a point of view and debate when they disagree using words as well as actions.	. Choose the right resource to carry out their own plan. . To use one handed tools and equipment. . Show preference for dominant hand.	. Use resources with help when needed. . Play with one or more of their peers, extending and elaborating play ideas.	. Engage in extended conversations about stories learning new vocabulary.	. Make comparisons between objects relating to size, weight and capacity. . Compare quantities using language. . Count in order from 1 to 5. . Fast recognition of up to 3 objects.	. Talk about the differences between materials. . Explore and talk about different forces. . Explore how things work. . Talk about what they see.	. Begin to develop stories using small world equipment. . Develop their own ideas and then decide which resources they need to express them. . Respond to what they have heard, expressing their thoughts and feelings.

Resources	Organisation	Intended Experiences	Role of the Adult
. Water aprons. . Water-sometimes coloured, scented, with or without bubbles (use food colouring, diluted paint, bubble bath/oils...) . 2x Watering cans. . 3x Measuring cylinders. . 3x Measuring bottles. . 2x Buckets. . 2x Spray bottles. . 4x Pipettes. . 2x Whisks. . 2x Ladles . 2x Water wheels. . 3x Jugs. . 3x Colanders.	. Set up near a nearby tap. . Washable floor area. . Resources placed in blue/white baskets. . Pictures/labels to show where items should be stored . Graded cylinders and beakers organised by height or capacity. . Some labels showing quantity of items Eg 10 fish, 15 rubber ducks. . Enhancements to be placed in different coloured tray to differentiate.	. Developing improved fine motor skills . Playing together and cooperating with children of different ages . Strengthening muscles and hand-eye coordination . Providing opportunities for vocabulary extension and modelling, which is foundational for communication and language as well as early literacy . Experimenting with stories and narrative ideas in play . Exploring space and measures . Exploring the properties of other liquids . Understanding opposing ideas like floating and sinking, heavy and light, shallow and deep . Exploring how liquid flows . Performing role play or small world play . Engaging with problems and working out how to solve them . Gaining mastery and control over their bodies and what they can do	. Plan for and provide a range of provision. . Ensure provision is good quality and kept clean and tidy throughout the day and on an ongoing basis. . Model use of materials in area to encourage interest. . Encourage appropriate behaviour and use of area. . Support and extend children's learning. . Use open-ended questions to promote sustained shared thinking. . Observe children's learning to identify achievement and to inform planning for extending learning. . Observe use of provision to ensure the area is meeting the needs of the children and the EYFS. Key Vocabulary and Questions . Drop, drip, puddle, thick, thin, change . Wet, dry, soggy, soaked, squelchy, warm, cold, hot, freezing, lumpy, smooth. . Splash, spray, bubble, wave, squeeze, trickle, pour, fast, slow, slip, slide, soak, leak, squeeze, squirt, fountain. . Can you find something that you think will sink? . How many jugs/cups of water will fill the bucket? . What do you think will happen if: