

Continuous Provision Planning For

Sand Area

Key Learning Opportunities

Communication and Language . 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.	Physical Development . Show understanding of the need for safety when talking new challenges. . Construct with large materials . Manipulate materials to reach a planned effect. . Use simple tools to effect changes to the materials. . Handle tools, objects, construction materials safely and with increasing control	Personal, Social and Emotional Development . Use resources with help when needed. . Play with one or more of their peers, extending and elaborating play ideas. .Sustain involvement .Respond to experiences	Literacy . Engage in extended conversations about stories learning new vocabulary.	Maths . Make comparisons between objects relating to size, weight and capacity. . Compare quantities using language. . Count in order from 1 to 10.	Understanding the World . Talk about the differences between materials. . Explore and talk about different forces. . Explore how things work. . Talk about what they see.	Expressive Arts and Design . Explore texture . Express & communicate ideas . Use imagination . Explore using senses
Resources . Different sized pots . Moulds . Spades, and rakes. . Colanders. . Plastic cars. . Sieves. . Numicon . Buckets. . 4 aprons . 2 small brooms	Organisation . Pictures/labels to show where items should be stored . Graded cylinders and beakers organised by height or capacity. . Enhancements to be introduced to the children	Intended Experiences . Make comparisons and make new connections . Talk about personal intentions describing what they were trying to do. . Experiment to create different textures. . Work creatively on a large or small scale. . Respond in a variety of ways to what they see, hear, smell, touch and feel. . Express and communicate their ideas thoughts and feelings by using a widening range of materials and suitable tools. . Use simple tools and techniques competently and appropriately. . Show an awareness of change. . Explain own knowledge and understand and ask appropriate questions of others. . Investigate objects and materials by using all of their senses as appropriate. . Ask questions about why things happen and how things work. . Find out about, and identify some features of objects they observe		Role of the Adult . Observe and take note of children's key interests, thinking and learning. . Be alongside them to offer support . Respond to their requests and ideas . Suggest possibilities to extend their thinking. . Model how to do things and think out loud. . Encourage children to persevere and have another go . Consider additional stimulus and add this immediately if possible. Key Vocabulary and Questions Build, pat, squash, fill, touch, pour, wet, dry, damp, smooth, grains, shape, mould, print, pattern, marks, tracks, dig, rake, hide, cover, search, soft, heavy, light		