

Continuous Provision Planning For Water Area

Key Learning Opportunities

Communication and Language • Uses talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen • Holds conversation when engaged in back-and-forth exchanges with his/her teacher and peers (ELG)	Physical Development • Is developing his/her small motor skills so that he/she can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons	Personal, Social and Emotional Development • Expresses his/her feelings and considers the feelings of others • Works and plays cooperatively and takes turns with others (ELG) • Is confident to try new activities and shows independence, resilience and perseverance in the face of challenge (ELG)	Literacy • Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)	Maths • Can compare length, weight and capacity • Can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG) • Problem-solving (floating and sinking)	Understanding the World • Explores the natural world around him/her • Ask questions about why things happen and how things work • Find out about and identify some features of living things, objects and events they observe	Expressive Arts and Design • Shares his/her creations, explaining the process he/she has used (ELG) • Is able to return to and build on his/her previous learning, refining ideas and developing his/her ability to represent them
Resources • Water aprons. • Water tray, • Water • 2 blue aprons • 1 large measuring cylinder, 1 medium cylinder, 1 small cylinder • 2 large funnels, 2 small funnels • 1 tall cylinder, 1 short cylinder • 6 Pipettes • 1 large syringe, 1 medium syringe, 1 small syringe • Extendable pipes • Numicon • 6 different sized measuring cups • 2 red baskets for enhancements • 2 watering cans • 1 large jug, 1 medium jug, 1 small jug • 1 colander	Organisation • Set up near a nearby tap • Washable floor area • Resources labelled for ease of use and displayed in washable plastic container • Graded cylinders and beakers organised by height or capacity • Labels with pictures	Intended Experiences • 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 • Comparing ice and water, along with 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	Role of the Adult • 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.....?			