



Area of Provision: Sand
Early Learning Goals
<p>Expressive Arts and Design</p> <p>ELG: Creating with materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials <p>Understanding the World</p> <p>ELG: The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations. <p>Communication and Language</p> <p>ELG: Listening, attention and understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary <p>PSED</p> <p>ELG: Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • Explain the reasons for rules, know right from wrong and try to behave accordingly. <p>ELG: Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. <p>Physical Development</p> <p>ELG: Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing <p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> • Use a range of small tools.
Characteristics of effective learning
<p>Playing and exploring - children investigate and experience things, and 'have a go'</p> <p>Active learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.</p> <p>Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p>
EYFS Development Matters



<p>Communication and Language</p> <ul style="list-style-type: none"> • Learn and use new vocabulary • Ask questions to find out more and to check they understand what has been said to them • Articulate their ideas and thoughts in well-formed sentences • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. <p>PSED</p> <ul style="list-style-type: none"> • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others • Show resilience and perseverance in the face of challenge • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. <p>Physical Development</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently <p>Maths</p> <ul style="list-style-type: none"> • Compare length, weight and capacity. <p>UTW</p> <ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. <p>EAD</p> <ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Explore, use and refine a variety of artistic effects to express their ideas and feelings • Develop storylines in their pretend play.
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Resources	Organisation
Scoops, sieves, spoons, containers, buckets, spades, funnels, brushes, shapes, moulds, numbers, letters, rollers, spray bottles.	TBC

<p>Vocabulary</p> <p>Designing – planning, selecting, choosing, investigating, improving, Building – joining, fixing, balancing, enclosing, stacking, positioning, connecting, secure Positional Language – on top, next to, besides, under, middle, between Describing – rough, smooth, cold, dry, warm, wet, particles, grains, pour, scoop, soggy, squelchy, gritty. Silky, slimy, crumble, disappear Comparing– Biggest, smallest, largest, longer, less than, full, empty, most, least, fuller, heavier, lighter . Size – Big, small, long, tall, short, wide, narrow</p>
<p>Examples of Enhancements</p> <ul style="list-style-type: none"> • Addition of small world resources such as characters and vehicles.



- Using sand to hide phonics and/ or maths resources.

Look, listen and note

- Safely design and build with a purpose in mind and explain the process.
- Evaluate what they have built to improve it.
- Experiment with a range of materials.
- Work and play cooperatively and take turns with others.
- Use the correct vocabulary to give and understand instructions.
- Explore joining, balancing, stacking and fixing materials with co- ordination.
- Hold Conversations, commenting and asking relevant questions.
- Talk about the real world and their experiences.