



## Long Term Continuous Provision Plan: Sand Area

<b>Enabling Environments:</b> what adults could provide	<b>Positive Relationships:</b> what adults could do	<b>Characteristics of Effective Learning</b>
<ul style="list-style-type: none"> <li>• Area with wipe clean floor surface.</li> <li>• Sand trays.</li> <li>• Dust pan and brush for children's use.</li> <li>• Buckets, spades, plastic containers with holes, sieves, with holes in different patterns.</li> <li>• Graded sets beakers, bowls, and buckets.</li> <li>• Rakes, scrapers, pattern makers, sticks</li> <li>• Small world equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan for and provide a range of provision.</li> <li>• Ensure provision is good quality and kept clean and tidy throughout the day &amp; on an ongoing basis.</li> <li>• Model use of materials in area to encourage interest.</li> <li>• Encourage appropriate behaviour/use support and extend children's learning.</li> <li>• Use appropriate language and questioning.</li> <li>• Use open-ended questions to promote sustained shared thinking.</li> <li>• Observe children as they learn to identify achievement and to inform planning for extending learning.</li> <li>• Observe use of provision to ensure the area is meeting the needs of the children and the EYFS.</li> <li>• Be reflective and develop provision on an ongoing basis.</li> </ul> <p><b>Key Vocabulary and Questions</b></p> <ul style="list-style-type: none"> <li>• Names of equipment.</li> <li>• Fill, dig, empty, flatten, level off, pile up, sink, smooth out, crumble, and disappear.</li> <li>• Wet, dry, damp, soggy, soaked, squelchy, warm, cold, soft, hard, solid, level, lumpy, crumbly, rough, sharp, spiky, smooth, swampy, runny, gooey, sticky, slimy.</li> <li>• Pattern, print, mark, wave, shape, mould, squeeze, pour, scratch, drag, drop, slide.</li> <li>• Big(ger), small(er), tall(er), short(er), wide(er), long(er), thin(ner), full, empty, order, size.</li> <li>• What do you think will happen if:               <ul style="list-style-type: none"> <li>○ We pour the sand onto the sand wheel?</li> <li>○ We pour sand into this tube/funnel/bottle?</li> <li>○ We add a little/lot of water to the sand?</li> </ul> </li> <li>• How could we...?</li> <li>• Why did that happen?</li> </ul>	<p><b>Playing and Exploring - engagement</b></p> <ul style="list-style-type: none"> <li>• Showing curiosity about objects</li> <li>• Using senses to explore the world around them</li> <li>• Engaging in open-ended activity</li> <li>• Initiating activities</li> <li>• Taking a risk, engaging in new experiences</li> </ul> <p><b>Active Learning - motivation</b></p> <ul style="list-style-type: none"> <li>• Maintaining focus on their activities for a period of time</li> <li>• Not easily distracted</li> <li>• Paying attention to details</li> <li>• Persisting with activity when challenges occur</li> <li>• Showing a belief that more effort or a different approach will pay off</li> <li>• Bouncing back after difficulties</li> </ul> <p><b>Creating and Thinking Critically - thinking</b></p> <ul style="list-style-type: none"> <li>• Thinking of ideas</li> <li>• Finding new ways to do things</li> <li>• Making predictions</li> <li>• Testing their ideas</li> <li>• Developing ideas of grouping, sequences, cause and effect</li> <li>• Checking how well their activities are going</li> <li>• Changing strategy as needed</li> <li>• Reviewing how well the approach worked</li> </ul>



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# Sand Area Sequence of Learning

End Autumn Term	End of Spring Term	End of Summer Term
<ul style="list-style-type: none"><li>● Fills and pours from containers</li><li>● Can order items by capacity</li><li>● Initiates conversations with other children</li><li>● Can follow instructions and rules (putting resources back in the correct places)</li><li>● Knows how many can play</li><li>● Selects resources independently</li></ul>	<ul style="list-style-type: none"><li>● Begins to compromise with other children when using resources</li><li>● Takes turns with other children</li><li>● Has a dominant hand when pouring and filling containers</li><li>● Uses vocabulary related to resources and experiences</li><li>● Uses resources to create different environments</li><li>● Acts out a well known storyline</li></ul>	<ul style="list-style-type: none"><li>● Can identify similarities and difference in objects</li><li>● Talks to other children about their ideas</li><li>● Take into account other children's ideas and opinions in play</li><li>● Shows good co-ordination when using resources</li><li>● Can answer how and why questions about their ideas</li><li>● Uses resources to act out imagined storylines</li></ul>