



Long Term Continuous Provision Plan: Water Area

Enabling Environments: what adults could provide	Positive Relationships: what adults could do	Characteristics of Effective Learning
<ul style="list-style-type: none"> • Uncarpeted area with wipe clean floor, shelving and labelled storage. • Water aprons. • Mop and bucket for children to use to clear spills up. • Water tray, washing up bowls and buckets. • Water-sometimes coloured, scented, with or without bubbles (use food colouring, diluted paint, bubble bath/oils...) • Funnels, sieves, slotted spoons, ladles, water wheel, watering cans, siphons, tubes, pumps, drainpipes, gutters, droppers. • Colanders, hose pipes of different lengths. • Graded set of jugs, measuring cylinders, beakers & buckets. • Natural materials e.g. sponges, corks, pebbles, pumice stones, shells, driftwood, fir cones, bark. • Small world items e.g. people/ sea creatures/ divers 	<ul style="list-style-type: none"> • 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 children to help each other put on aprons and roll up sleeves etc. • Encourage appropriate behaviour and use of area. • Support and extend children's learning. • Use appropriate language and questioning. • 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. • Be reflective and develop provision on an on-going basis. <p>Key Vocabulary and Questions</p> <ul style="list-style-type: none"> • Names of equipment. • 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. • Full, empty, big(ger), small(er), order, size, deep, deeper, deepest. • Tip, float, sink. • Vocabulary associated with small world play - people and boats, under sea creatures etc. • How many jugs/cups of water will fill the bucket? • What do you think will happen if: • We pour the water onto the water wheel? • We pour the water from this container into that one? • We pour water into this tube? • We put pebbles into this jug of water? 	<p>Playing and Exploring - engagement</p> <ul style="list-style-type: none"> • Showing curiosity about objects <ul style="list-style-type: none"> • Using senses to explore the world around them • Engaging in open-ended activity • Initiating activities • Taking a risk, engaging in new experiences <p>Active Learning - motivation</p> <ul style="list-style-type: none"> • Maintaining focus on their activities for a period of time <ul style="list-style-type: none"> • Not easily distracted • Paying attention to details • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties <p>Creating and Thinking Critically - thinking</p> <ul style="list-style-type: none"> • Thinking of ideas <ul style="list-style-type: none"> • Finding new ways to do things • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect • Checking how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked



Water Area Sequence of Learning

End of Autumn Term	End of Spring Term	End of Summer Term
<ul style="list-style-type: none">● Fills and pours from containers● Can order items by capacity● Initiates conversations with other children● Can follow instructions and rules (putting resources back in the correct places)● Wears an apron● Knows how many can play● Uses vocabulary related to resources and experiences	<ul style="list-style-type: none">● Begins to compromise with other children when using resources● Takes turns with other children● Has a dominant hand when pouring and filling containers● Learn and use new vocabulary in their play.● Ask questions to find out more and clarify own understanding● Retell familiar stories using available resources.	<ul style="list-style-type: none">● Talks about amounts in containers using standard measures, e.g looking at amounts in millimetres.● Can identify similarities and difference in objects e.g floats or sinks● Talks to other children about their ideas● Use full sentences when speaking● Take into account other children's ideas and opinions in play● Shows good co-ordination when using resources● Can answer how and why questions about their ideas● Create and develop their own storylines