

Sand				
Link to Development Matters	Birth to Three Years	Three to Four Years	Reception	Early Learning Goal
	Develop friendships with other children Use large and small motor skills to do things independently Develop manipulation and control. Explore different materials and tools. Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Compare sizes, weights etc. Explore materials with different properties. Explore natural materials, indoors and outside. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials.	Select and use activities and resources, with help when needed. Choose the right resources to carry out their own plan. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Say one number for each item in order: 1,2,3,4,5. Understand position through words alone Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight Extend and create ABAB patterns Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Count objects, actions and sounds. Continue, copy and create repeating patterns. Compare length, weight and capacity. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Develop storylines in their pretend play.	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs. Use a range of small tools, including scissors, paint brushes and cutlery; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Invent, adapt and recount narratives and stories with peers and their teacher.

			Talk about the differences between materials and changes they notice. Explore different materials freely, to develop their ideas about how to use them and what to make.					
Skills Developed	Exploring different textures of sand.	Understanding the use of tools and how to use them appropriately when working around others,	Developing gross motor skills using a range of tools independently and effectively.	Using mathematical skills to reflect on what they have constructed (counting / subitising / comparing sizes)	Working together to build, taking turns and sharing.	Using language to plan what they will create and independently selecting appropriate resources to execute the plan.	To begin to develop a narrative using small world characters , building an environment which is in contrast to their own.	Combing materials to execute a large scale plan, working with others to share and negotiate.
Enabling Environments	Wet and dry sand, deep sand, range of different sized buckets, large spades, small spades, wheelbarrows, sieves, funnels, scoops/ ladles, sand moulds, dump trucks, diggers,				Wet and dry sand, deep sand, range of different sized buckets, large spades, small spades, wheelbarrows, sieves, funnels, scoops/ ladles, sand moulds, dump trucks, diggers, small world related to the desert, sticks, stones, pebbles, sticks, images of different settings, map, world, Sahara			
Specific Vocabulary	Sand, Bucket, Spade, Truck, Ball, Water, Dig, Scoop, Pour, Fill, Empty, Build, Smash, Wet Dry, Hot, Cold, Soft, Sloppy. Hard		Sandcastle, Tunnel, Hole, Mould, Rake, Funnel, Wheelbarrow, Measure, Carry, Mix, Heavy, Light, Full, Empty, Rough, Smooth, Big, Small, Round, Flat		Foundation, Structure, Excavator, Sieve, Dune, Particles, Mixture, Construct, Erode, Support, Measure, Investigate, Stable, Unstable, Damp, Granular, Balanced, Symmetrical, Slowly, Quickly,		Design, Landscape, Sand Pyramid, Sun, Cactus, Camel, Rock, Snake, Lizard, Oasis, Spiky	

			Volume, Absorb, Flow, Prediction	
Potential Questioning	Level 1 – Naming (Understanding the Here and Now) <i>Focus: Matching perception – what the child can see or touch.</i> • What is this? • Can you find the spade? • Show me the bucket. • Who is playing with you? • Where is the sand? • What are you holding?		Level 3 – Reasoning (Reordering and Predicting Information) <i>Focus: Understanding events, predicting, explaining.</i> • Why did your sandcastle fall down? • What could you use if you didn't have a spade? • How can we stop the sandcastle from breaking? • What will happen if we add more water? • How do you know this bucket is heavier? • Why is the sand wet/dry?	
	Level 2 – Describing (Understanding the Context) <i>Focus: Describing, sorting, and simple reasoning about things happening now.</i> • What are you doing with the sand? • Which one is full/empty? • What do we need to make a sandcastle? • How does the sand feel? • Where do we put the sand to make a cake? • What will happen if you pour water on the sand?		Level 4 – Justifying (Abstract Reasoning and Problem-Solving) <i>Focus: Inference, explaining cause and effect, reasoning beyond the immediate situation.</i> • Why do we use wet sand to build with instead of dry sand? • What would happen if we tried to build with stones instead of sand? • How could we make the sandcastle stronger? • Why do we need different tools in the sand area? • How is playing with sand different from playing with water? • What might happen if we left the sand outside in the rain?	