

Water Area				
Link to Development Matters	Birth to Three Years Use large and small motor skills to do things independently Develop play around favourite stories using props. Take part in finger rhymes with numbers. Make comparisons between objects relating to size, length, weight and capacity. Explore materials with different properties.	Three to Four Years Select and use activities and resources, with help when needed. Choose the right resources to carry out their own plan. Use one-handed tools and equipment. Engage in extended conversations about stories, learning new vocabulary. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc	Reception Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Compare length, weight and capacity. Develop storylines in their pretend play.	Early Learning Goal 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.

Skills Developed	Exploring, slashing and sensory seeking.	Exploring capacity – tipping and filling.	Developing fine motor control, using resources accurately.	Develops an understanding of scientific concepts.	Develops an understanding of water flow and speed.	Develops further understanding of scientific concepts, solving problems and testing theories.	Begins to introduce a story line into play.	Acts out a narrative as part of a group working collaboratively with others.
Enabling Environments	Different sized buckets, pipettes, small scoops, funnels, and small sieves, precision tools like pipettes, turkey basters, and spoons, small bottles, corks, shells, sponges, bottle caps.				Boats, small world characters, tubes and levels, mermaids, caves, rocks, shells, water funnels, measuring cups/spoons, fishing nets, ocean animals,			
Specific Vocabulary	Heavy, light, full, half full, empty, nearly empty Float, sink, wet, dry, clean, dirty, spray, big, small				buoyant, surface, bottom, Liquid, watery, damp, pourable, icy, stream, splash, drip, current, force, push, pull, clear, cloudy, foamy, bubbly, more, less, a lot, a little bit, most, least, the same, different, tiny, huge, deep, shallow, , scoop, transfer, funnel, drop, filter, strain, drip, soak, submerge			
Potential Questioning	 Level 1 – Naming (Matching perception) <i>Focus: Identifying visible, familiar objects or actions.</i> 1. What is this? 2. Who is pouring the water? 3. Can you find the cup/bucket/funnel? 4. What are you doing? 5. Where is the boat?  Level 2 – Describing (Selective analysis of perception) <i>Focus: Describing features, functions, and simple uses.</i> 1. What are you using the funnel for? 2. What is happening to the water?				 Level 3 – Reordering (Reordering and reasoning about perception) <i>Focus: Comparing, sequencing, and understanding cause and effect.</i> 1. bottle over? 2. How is this container different from that one? 3. What will happen if you keep pouring? 4. Which container holds more water? 5. What would happen if we added soap?  Level 4 – Reasoning (Reasoning about perception) <i>Focus: Predicting, problem-solving, and giving explanations.</i> 1. Why does the water spill out? 2. How could you make the boat float better?			

	3. Which one holds more water? 4. Why is the boat floating? 5. How does the water feel?	3. Why do you think the sponge soaks up water? 4. What could we do if we wanted to move the water to another tray? 5. If we wanted to make the water change colour, what would we need?
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