

St Michael's Nursery and Infant School – Core Provision Planning – WATER

Nursery

Common Play Behaviour	Pouring/Emptying	Filling	Transporting	Stirring/Mixing	Cleaning	
Skill: What could the children do?	Begin to explore how to transport from hand/jug to another container. Use containers with(out) handles or spouts. Observe the speed/appearance of moving water.	Fill containers until they overflow. Randomly fill containers. Enjoy filling the containers.	Develop manipulation and control during transportation. Talk about changes they notice when transporting liquids. Choose the right resources to transport from A to B.	Develop manipulation and control by stirring. Exploring natural materials and their properties. Learn to understand when something is (near) full/empty.	Use one handed tools. Locate the correct resources. Develop oracy and communication skills through collaboration. Observe the effects that water (and soap) have on dirt.	
What could the children use?	<ul style="list-style-type: none"> • Hand • Container (small/regular, 2 handles e.g. beaker) • Container (small/regular) • Jug with handle and lip • Jug with spout(s) • Clear container (to note the 'tipping point') • Large pots and pans 	<ul style="list-style-type: none"> • Large jug • Large funnel • Small jug 	<ul style="list-style-type: none"> • Large jug • Large pipette • Different containers • Ladles 	<ul style="list-style-type: none"> • Teaspoons • Spoons of varying sizes • Whisks • Fingers/hands 	<ul style="list-style-type: none"> • Hand • Cloth • Sponge • Spray bottle 	
Development Matters Links to Long Term Plan						
Objective	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

	Selecting the appropriate resources for what they wish to achieve.	Use all of their senses in hands-on exploration of natural materials.	Explore and talk about different forces they can feel.	Show a preference for a dominant hand.	Make comparisons relating to capacity. Use talk to organise themselves in play.	Match developing physical skills to their task.
Enhancements	Start off with the 'core provision' and observe how the children use the equipment.	<ul style="list-style-type: none"> Natural items that will float e.g. twigs, leaves, water lilies etc. Dense, natural items such as stones or wood. 	<ul style="list-style-type: none"> Submarine toys. Aquatic life toys. Objects that exhibit positive/negative buoyancy. 	<ul style="list-style-type: none"> One-handed tools. Gravel. Tweezers. 	<ul style="list-style-type: none"> Different sized jugs/containers. Limit the number of similar resources so talk/turn-taking is utilised. 	<ul style="list-style-type: none"> Buckets - variety of sizes.

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Reception						
Common Play Behaviour	Pouring/Emptying	Filling	Transporting	Stirring/Mixing	Cleaning	
Skill: What could the children do?	Develop their strength and coordination by pouring from a one-handed container. Use their hands to explore water by	Recognise when a container is full and acknowledge that no more water is required. Develop their motor skills by using intricate resources	Develop their strength, balance and coordination by transporting water from one container to another with little/no spillage. Explore the resources in turn,	Master use of a range of tools. Stir the water and experience first hand the effects this has on the water. Learn to control the speed of stirring and observe the effects.	Learn what resources float/sink when washing in the tray (properties). Develop responsibility by cleaning resources and an awareness of hygiene.	

	using it to empty the container.	to fill a container e.g. pipette. Explore filling using different resources such as the spray bottle and a syringe and discover which is faster/more efficient.	gaining an understanding of which containers (manipulated in a specific way), will reduce spillage.		Understand that certain factors e.g. bubbles can alter the water.	
What could the children use?	<ul style="list-style-type: none"> • Side-handled container • Container with holes • Ladles and serving spoons • Measuring spoons • Small, irregular shaped containers • Large/heavy pots with spouts • Taps for controlling flow 	<ul style="list-style-type: none"> • Syringe • Spray bottle • Small funnel • Plastic piping • Pipettes 	<ul style="list-style-type: none"> • Jugs of different sizes • Funnels • Plastic piping • Large/small pipettes • Range of different sized containers • Waterwheels 	<ul style="list-style-type: none"> • Wooden spoons varying in size 	<ul style="list-style-type: none"> • Nail brush • Tooth brush • Different sized spray bottles 	

Development Matters Links to Long Term Plan

Objective	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Confidently and safely use a range of apparatus alone.	Develop body strength.	Compare capacity.	Develop coordination.	Use talk to help work out problems.	Explore the natural world (water).
Enhancements	Start off with the 'core provision' and observe how the children use the equipment.	<ul style="list-style-type: none"> • Large jugs and buckets. 	<ul style="list-style-type: none"> • Different sized jugs or buckets. 	<ul style="list-style-type: none"> • Different sized/weight fishing nets and fish. 	<ul style="list-style-type: none"> • Reduce the amount of resources. • Pipe/sieves ONLY to 	<ul style="list-style-type: none"> • Aquatic animals. • Spray bottles.

			<ul style="list-style-type: none">• Different sized spoons.		transport water.	<ul style="list-style-type: none">• Aquatic plants.
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