

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

**Nursery**

Common Play Behaviour	Pouring	Filling and Emptying	Digging	Mould	Bury/Enclose	Sieving
Skill: What could the children do?	Begin to explore how to transport sand from A to B.	Use hands/spades/scoops to fill buckets and moulds. Begin to know when it is full or empty. Begin to use the full/empty/heavy	Explore the sand by using their hands. Use large buckets to scoop sand into them. Move sand from A-B using scoops/spoons.	Makes own impressions using hands and fingers. Fills buckets/moulds with sand. Pats down sand to make it smooth. Begin to recognise that damp sand holds sand better.	Free play with sand. Cover hands with sand. Begin to cover objects with sand using hands.	Explore the way sand moves in the sieve. Shift hands through the sand. Start to understand that dry sand moves quicker through a sieve.
What could the children use?	Cups Buckets Small bowls Jug with handle	Large bucket Large jug	Hands Spade Large Spoon Large Scoop	Hand Shape Moulds	Cover hands/fingers in sand. Use hands to cover up objects	Hands Dry sand Large sieve Fingers Potato masher Water wheel
Development Matters Links to Long Term Plan						
Objective	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Develop social phrases – turn taking Select and use activities Explore different materials	Use one – handed tools and equipment	Choose the right resources to carry out their plan Talk about the differences between materials and changes they notice.	Collaborate with others Talk about and explore 2D and 3D shapes	Compare quantities. Make comparisons between weight and capacity.	Help to find solutions to conflicts suggesting other ideas.
Enhancements	start off with 'core provision', observe how children use the equipment	One handed tools – spades, rakes, scoops, potato masher	Water spray bottles to dampen sand.	Different shaped moulds	Weighing scales. Range of containers.	Have only 1 or 2 of each tool/bucket etc. Adult support the discussion about solving conflict – sharing, using other tools etc.

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**Reception**

Common Play Behaviour	Pouring	Filling and Emptying	Digging	Mould	Bury/Enclose	Sieving
Skill: What could the children do?	Use hands to pour sand from one container to another.	Know when the bucket is full and needs turning over. Turn the buckets/moulds upside down to empty. Use language such as full/empty/heavy/light.	Select the appropriate resources for digging. Dig with control. Dig with desired purpose.	Make tunnels using sand. Use a range of containers/muds/buckets to make sand in desired shape.	Buries and covers resources using spoons/spade/scoops.	Sieves sand for desired affect and purpose. Know that wet sand is harder to sieve.
What could the children use?	Jug Different sized scoops Different size bowls/cups Measuring cylinders Funnels	Small bucket Small jug Small loose parts-shells. Pebbles, corks	Different sized scoops Teaspoon Fingers Lollipop sticks Different sized spoons	Scoop Lollipop stick(carving) Something they have created Fingers	Buries and covers up resources. Pats sand down to cover up resources. Uses spades/scoops to bury objects.	Variety of sieves Sieve sand to get larger object out Sieve for desired purpose Tea strainer
<b>Development Matters Links to Long Term Plan</b>						
Objective	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Compare size, mass and capacity	Develop their small motor skills to use a range of tools.	Compare length and Height	Develop their small motor skills to use a range of tools.	Create collaboratively, sharing ideas, resources and skills.	Explore the natural world around them.
Enhancements	Equipment in two distinctive sizes.	Different size spoons.	Large pebbles for building towers/walls/divides.	Ice cream scoop Lolly sticks and card to make flags.	Images of large sand models – encourage children to work together to build their own.	Seasonal resources-pebbles, shells, rocks,