

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

Common Play Behaviour	Pouring	Filling	Transporting	Mixing
Skill: What could the children do? Nursery Developing	Tips to pour quickly Drops objects into the water Observes as they pour water from container to container Observes the way water moves	Fills containers until they overflow Randomly fills different containers Fills containers with increasing control	Carries water from A to B but spills water along the way Explores the way water moves and is transported Tries to catch water as it is transported	Explores the way water moves as they mix and stir it
Skill: What could the children do? Reception Extending	Pours an amount of water into a chosen container Pours with increased accuracy with less spilling	Fills a container to their intended point of fill Starting to read scales when filling	Explores using a range of resources and techniques to transfer water for example pipets Spills little or no water when transporting Shows an awareness of how much they can carry without spilling Plans and uses the most effective ways to transport water to avoid spillages	Understands what will happen to the water when they mix it Mix water slowly to not spill Mixes with a goal in mind e.g to make a potion.
What could the children use indoors?	Spoons with slots and holes in Measuring spoons Different sized spoons Jugs with spouts, Jugs with handles Piping Pipettes, basters	Different sized containers and beakers Pots and pans, colanders, kitchen utensils Funnels, whisks	Irregular shaped containers Buckets Water wheel	
What could the children use outdoors?	Guttering, drainpipes, watering cans, large buckets, pots and pans, spray bottles,	Water wheels, jugs, containers – various sizes, scoops,	Large sponges and brushes, long handled broom, washing up bowls.	

Development Matters Links to Long Term Plan						
Nursery Objective	Autumn 1 Selecting the appropriate resources with support.	Autumn 2 Uses on handed tools and equipment.	Spring 1 Explore and talk about different forces they can feel	Spring 2 Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	Summer 1 Make comparisons between objects relating to capacity.	Summer 2 Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
Indoor Enhancements	Core Provision – modelling how to use equipment.	Whisks, ladles, pipettes, large spoons.	Objects that float – can they submerge items.	Pirate boats, treasure and gold coins.	Different shape and sized containers.	Fishing matching game
Objective	Selecting the appropriate resources with support.	Explore natural materials	Choose the right resources to carry out their own plan.	Do not always need an adult to remind them of a rule.	Make comparisons between objects relating to capacity.	Match their developing physical skills to tasks and activities in the setting.
Outdoor Enhancements	Core Provision – modelling how to use equipment.	Seasonal resources that will float or sink – leaves, twigs, conkers etc.	Obvious opposites – large and small containers, ladles).	Apron, wellies, filling water containers.	Different shape and sized containers.	Large buckets and containers.

Development Matters Links to Long Term Plan						
Reception Objective	Autumn 1 Follow classroom routines and select and use resources independently	Autumn 2 Develop small motor skills to use a range of tools	Spring 1 Compare capacity.	Spring 2 Develop coordination.	Summer 1 Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	Summer 2 Show resilience and perseverance in the face of challenge.
Indoor Enhancements	Core Provision – modelling how to use equipment.	Funnels, pipettes, whisks, Archimedes tools.	Range of different size containers	Fishing nets and fish.	Water wheels and whisks	Water challenge cards.
Objectives	Follow classroom routines and select	Develop body strength.	Compare capacity.	Develop coordination.	Use talk to help work out problems and organise thinking and	Develop the overall body strength, co-ordination

	and use resources independently				activities, and to explain how things work and why they might happen.	
Outdoor Enhancements	Core Provision – modelling how to use equipment.	Large containers.	Obvious opposites – large and small containers, ladles).	Apron, wellies, filling water containers.	Water tubing set with pump.	Large buckets and containers