

Foundry Lane Primary School – Common Play Behaviours



**AREA: SAND**

**COMMON PLAY BEHAVIOURS**

Behaviour	POURING	FILLING+ EMPTYING	DIGGING	MOULD	BURY/ ENCLOSE	SIEVEING	ENHANCEMENTS
<p><b>RECEPTION:</b>  <b>Physical Development Matters</b>                      Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  <b>Understanding the World:</b>                      Explore the natural world around them. Describe what they see, hear and feel whilst outside.  <b>Expressive Art and Design:</b>                      Return to and build on their previous learning, refining ideas and developing their ability to represent them.                      Create collaboratively, sharing ideas, resources and skills.</p>	Bowls Jugs Soup Ladles Scoops Spoons	Large bucket Large jug	Spades Hands Fingers Diggers - toys	Shape Moulds Buckets Fingers	Cover hands/Tools	Dry Sand Hands Fingers Sieves	Animals Shells Sea creatures Water
	Different size bowls/cups Funnels Measuring cylinders	Small bucket Small jug	Rake Forks Different sized scoops Different sized spoons	Scoop	Pats sand down to cover up resources.	Variety of sieves Sieve sand to get larger object out	
		Small loose parts- shells. Pebbles, corks Diggers - toys	Teaspoon Lollipop sticks	Lollipop stick (carving)	Uses spades/scoops to bury objects. Gems / Jewels	Potato masher Water wheel Sieve for desired purpose Tea strainer	
<p><b>Effective Practice:</b>  <b>Adults to introduce vocabulary (use of words, symbols and signs) eg-</b>                      Shape, texture, sieve, pattern, more, bury, mould, sculpture, excavate,  <b>Adults to ask questions to extend learning (using a range of closed and open questions) e.g-</b>                      Can you make a sand castle? What type of sand works best?                      How does the sand feel?                      Can you make a pattern in the sand?                      Can they work with others to achieve a task?                      Can they build a sandcastle?                      Have they noticed that dry sand doesn't stay firm, while wet sand does?                      Can they create pictures in the sand?                      How can we sieve the sand? What is the best way to find the gems in the sand?</p>	Beginning: Begin to explore how to transport sand from A to B.	Beginning: 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	Beginning: Explore the sand by using their hands. Use large buckets to scoop sand into them. Move sand from A-B using scoops/spoons.	Beginning: Makes own impressions using hands and fingers. Fills buckets/moulds with sand. Pats down sand to make in smooth. Begin to recognise that damp sand holds sand better.	Beginning: Free play with sand. Cover hands with sand. Begin to cover objects with sand using hands.	Beginning: Explore the way sand moves in the sieve. Shift hands through the sand. Start to understand that dry sand moves quicker through a sieve.	
	Secure: Use hands to pour sand from one container to another.	Secure: Know when the bucket is full and needs turning over. Turn the buckets/moulds upside down to empty.	Secure: Select the appropriate resources for digging. Dig with control.	Secure: Make tunnels using sand. Use a range of containers/muds /buckets to	Secure: Buries and covers resources using spoons/spade/ scoops.	Secure: Sieves sand for desired affect and purpose. Know that wet sand is harder to sieve.	

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		Use language such as full/empty/heavy/light.	Dig with desired purpose.	make sand in desired shape.			
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