



## Key Learning Opportunities

### Personal, Social and Emotional Development

- To build constructive and respectful relationships
- To express their feelings and consider the feelings of others.
- To show resilience and perseverance in the face of challenge.
- To identify and moderate their own feelings socially and emotionally.
- To think about the perspective of others.

### Communication and Language

- To extend vocabulary, by learning and using new vocabulary.
- To understand how to listen carefully and why listening is important
- To ask questions to find out more
- To articulate their ideas and thoughts in well-formed sentences
- To describe events in some detail
- To use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

### Physical Development

- To experiment with different ways of moving
- To develop the overall body strength, co-ordination, balance and agility
- To combine different movements with ease and fluency
- To confidently and safely use a range of large and small apparatus outside, alone and in a group

### Expressive Arts and Design

- To return to and build on their previous learning, refining ideas and developing their ability to represent them
- To create collaboratively, sharing ideas, resources and skills
- To develop storylines in their pretend play

Resources	Intended Experiences	Role of the Adult
<ul style="list-style-type: none"> <li>- Set of graded cylinders, jugs and funnels</li> <li>- Selection of water wheels</li> <li>- Selection of buckets of different sizes and colours, including transparent</li> <li>- A variety of bottles of different sizes including transparent and some with holes</li> <li>- Set of kitchen utensils, some with holes such as tea strainers and small sieves</li> <li>- Transparent tubing of different lengths and widths</li> <li>- Set of pipettes, measuring cups and spoons</li> <li>- A tea set</li> <li>- Natural materials such as pebbles, shells, wood, corks</li> <li>- Small World (sea creatures, people and boats)</li> <li>- Photographs nearby to stimulate ideas</li> </ul> <p><b>Enhancements</b> Change the colour of the water to explore colour and colour mixing and adding bubbles from time to time. Introducing more adult-directed experiments linked to key concepts such as floating and sinking, forces and flow - and using dolls linked to baby clinic or home themes are good extensions.</p>	<ul style="list-style-type: none"> <li>- Make decisions about resources they need</li> <li>- Caring for resources appropriately</li> <li>- Sharing space and resources</li> <li>- Selecting, holding, manipulating resources</li> <li>- Pouring, filling and measuring with increasing accuracy</li> <li>- Actively counting, sorting, matching, comparing, ordering and positioning</li> <li>- Stirring, whisking, mixing water observing how it moves, what it can do</li> <li>- Dropping, sliding, blowing, pushing objects into water, investigating how they move and can be moved</li> <li>- Talking about what they are doing, describing their actions, what they see happening, sharing their ideas</li> <li>- Making up stories, acting out events, pretending to be characters, creating imaginative and real-world scenarios</li> <li>- Narrating their play</li> </ul>	<p>Play alongside</p> <ul style="list-style-type: none"> <li>- Observe children and take note of their interests</li> <li>- Help children with what they are trying to do and comment on their actions</li> <li>- Respond to their requests and ideas</li> <li>- Suggest possibilities to extend their thinking</li> <li>- Encourage children to persist, have another go, repeat their actions/ideas over time</li> <li>- Consider additional stimulus and add this immediately if to hand the following day/week</li> </ul> <p>Role model / direct teach</p> <ul style="list-style-type: none"> <li>- Model how to use resources and experiment</li> <li>- Model looking closely and thinking out loud</li> <li>- Model and manage behaviours, self-regulation and the characteristics of effective learning</li> </ul> <p>Raise questions to stimulate ideas and add challenge</p> <ul style="list-style-type: none"> <li>- What might happen if/when?</li> <li>- Tell me how...?</li> <li>- Can you?</li> <li>- I wonder what would happen if?</li> </ul> <p>Use appropriate language linked to key learning</p> <ul style="list-style-type: none"> <li>- Size (large/medium/small)</li> <li>- Capacity (full/empty)</li> <li>- Direction (up/down)</li> <li>- Forces (fast/slow)</li> <li>- Order (first/next/last)</li> <li>- Comparatives (more/less, faster/slower, bigger/ smaller)</li> </ul>

Continuous Provision

WATER AREA

