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| **Class One**  **Long Term Planning For The Sand Area** | |
| **Key Concepts – Skills – Attitudes – Knowledge**   * Observe and describe the properties of sand, discovering that it behaves in several ways.   For example dry sand can behave like a liquid in that it pours, adding water makes it behave more like soil, holding a shape/impression. Adding more water makes it behave like a liquid again, it finds its own level.   * Developing mathematical language, such as number, size, capacity, measurement. * Conservation of volume, developing ideas, thinking and vocabulary   **SKILLS:**  Co-ordinating and sharing, Experimenting and investigating, Problem solving, Observation and  discovering, Questioning, Communicating  **ATTITUDES:**  Curiosity, Self-motivation, Enjoyment, Concentration/Perseverance, Independence/responsibility  Co-operation | |
| **RESOURCES** | **ORGANISATION** |
| 1 wooden Sand pit for the damp/wet/dry sand.  Range of storage boxes holding:  Sea animals  Jungle and farm animals  Dinosaurs  Insects  Moulds  Buckets and spades  Scoops and rakes  Transport vehicles  Pebbles  Shells  Duplo, play people and vehicles.  Sand wheel  Natural items e.g. cones, sticks  Story books and artefacts  Letters  Numbers  Pictures and key vocabulary on display to  inspire. | The open access shelving has open storage  boxes.  Children can access and return resources independently.  The sand is always at various stages  between very wet to almost dry.  The children are encouraged to work  carefully to prevent sand going into  faces/eyes.  Sand is regularly sieved and disinfected. |