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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 anddiscovering, Questioning, Communicating**ATTITUDES:**Curiosity, Self-motivation, Enjoyment, Concentration/Perseverance, Independence/responsibilityCo-operation |
| **RESOURCES** | **ORGANISATION** |
| 1 wooden Sand pit for the damp/wet/dry sand.Range of storage boxes holding:Sea animalsJungle and farm animalsDinosaursInsectsMouldsBuckets and spadesScoops and rakesTransport vehiclesPebblesShellsDuplo, play people and vehicles.Sand wheelNatural items e.g. cones, sticksStory books and artefactsLettersNumbersPictures and key vocabulary on display toinspire. | The open access shelving has open storageboxes.Children can access and return resources independently. The sand is always at various stagesbetween very wet to almost dry.The children are encouraged to workcarefully to prevent sand going intofaces/eyes.Sand is regularly sieved and disinfected. |