






Continuous Provision Common Play Behaviours: Sand

Behaviour	Digging	Pouring/Emptying	Moulding	Burying/Enclosing	Sieving
<p>High Level</p> 	<p>Children can select the most appropriate spade/scoop for digging Children dig with control and accuracy Children dig for a desired purpose</p> <p>Resources: Small spoons (dessert spoon, teaspoons), spoons with long handles, slotted spoons, different sized scoops, tools with mechanisms such as ice cream scoops,</p>	<p>Children can pour with increased accuracy and control Children experiment with pouring from different heights</p> <p>Resources: Vessels with side pouring spouts and handles, containers with no spouts, measuring jugs/cylinders, containers, bottles with pouring/shaking openings, different sized containers</p>	<p>Children use a range of moulds/containers to create intricate sand creations Children use spades/scoops/buckets to mould sand into a desired shape</p> <p>Resources: Fingers, self-made moulds, small natural materials, small irregular shape moulds such as jelly moulds/ice cube trays etc,</p>	<p>Children bury and cover up resources Children pat down sand to cover up resources Children use spades/spoons/scoops to bury objects</p> <p>Resources: A variety of items to encouraged burying/enclosing such as loose parts, natural materials etc.</p>	<p>Children sieve sand for a desired effect Children sieve sand for a desired purpose Children sieve sand to filter out larger objects</p> <p>Resources: Fabric, small weave, comb, tea straining spoon, tea strainer, flour sifters</p>
<p>Mid Level</p> 	<p>Children can scoop sand up with tools such as spades and scoops Children can use sand from one area to another using a spade or scoop Children loose little sand off their spade/scoop when digging Children are able to dig a hole or space in sand</p> <p>Resources:</p>	<p>Children can pour slowly to an intended place</p> <p>Resources: Vessels with different sized spouts/handles, different sized vessels, sieves/colanders, wooden spoons, slotted spoons, ladle, containers with different handles/grips</p>	<p>Children free play with their hands making shapes, heaps and tunnels Children fill moulds/shapes and turn these over to make a shape Children begin to recognise that damp sand holds shape</p> <p>Resources: Small irregular shape resources, large irregular shape resources, different sized containers, moulds involving finger ends/pincer grip to hold</p>	<p>Children free play with their hands Children use their hands to cover up objects</p> <p>Resources: A variety of items to encouraged burying/enclosing such as loose parts, natural materials etc.</p>	<p>Children recognise that dry sand falls freely through fingers/sieve</p> <p>Resources: Different sized sieves</p>



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	Spades with short handles, wide spoons and ladles, serving spoons				
Low Level 	<p>Children explore digging and moving sand with spades and scoops, as well as their own hands</p> <p>Children lift sand in their hands and place it back down</p> <p>Resources: Large, small and medium containers, buckets, scoops, hands</p>	<p>Children tip to pour quickly</p> <p>Children observe the way the sand moves</p> <p>Children observe the sand moving from one container to another</p> <p>Resources: Small/large vessels with no handles, large containers with handles, wide opening funnels</p>	<p>Children make impressions using hands, fingers etc.</p> <p>Children fill buckets/containers with sand</p> <p>Children pat down sand to make it smooth</p> <p>Resources: Different sized containers, premade shallow and wide moulds, two handed handles</p>	<p>Children cover their hands and fingers in sand</p> <p>Resources: A variety of items to encouraged burying/enclosing such as loose parts, natural materials etc.</p>	<p>Children begin to sift sand through their fingers</p> <p>Children begin to explore the way sand moves between fingers/sieve</p> <p>Resources: Large sieve, colander, hands/fingers</p>

Throughout the school year staff to add mark making/writing enhancements to the sand area such as paintbrushes, lollipop sticks, feathers, forks, sand writers.