



# Progression in: Sand play

Stage	Progression in learning and development - knowledge, understanding and skills demonstrated by the child		Progression in provision – the role of the adult in extending experiences and resources	Vocabulary
Age 1-2 Years	<p><u>Explorer stage:</u> 'I am a master explorer of the sand!'</p> 	<p><u>Dry sand</u></p> <ul style="list-style-type: none"> <li>• Picking it up, allowing it to run through fingers</li> <li>• Pouring and emptying from one container to another or through the use of a funnel</li> <li>• Digging holes</li> <li>• Making marks in the sand</li> <li>• Mixing and transporting</li> </ul> <p><u>Wet sand</u></p> <ul style="list-style-type: none"> <li>• Squeezing, moulding</li> <li>• Making tracks i.e. from vehicles</li> <li>• Making impressions in the sand i.e. Prodding it with an instrument</li> <li>• Mixing and transporting</li> <li>• Hiding/burying objects</li> <li>• Cause and effect i.e. knocking down structures that are created</li> </ul>	<ul style="list-style-type: none"> <li>• Model narrative when children are playing in the sand i.e. "I am <b>pouring</b> the <b>dry</b> sand through the funnel and it is quickly falling out the other end."</li> <li>• Observe the differences between the dry and wet sand and provide narrative to the children based on this, i.e. "The <b>dry</b> sand runs <b>through</b> my fingers, but the <b>wet</b> sand doesn't. I am able to <b>scrunch</b> the <b>wet</b> sand."</li> </ul> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>• Use of tools i.e. buckets, spades, rakes, moulds, scoops, sand wheel, sieves, and vehicles.</li> </ul>	<p><i>Scrunch, squeeze, prod, dig, pour, flow, fall, drop, full, empty.</i></p>
Ages 3-4 Years	<p><u>Planning stage:</u> 'I am a master planner of the sand!'</p> 	<p><u>Dry sand</u></p> <ul style="list-style-type: none"> <li>• Use imagination to 'create'</li> <li>• Pouring and emptying from one container to another</li> <li>• Make intentional imprints which represent meaning</li> <li>• Select tools for a purpose</li> </ul> <p><u>Wet sand</u></p> <ul style="list-style-type: none"> <li>• Create structures using sand i.e. sandcastles</li> <li>• Make intentional imprints which represent meaning</li> <li>• Pouring and emptying from one container to another</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing similarities and differences between the wet and dry sand.</li> <li>• Drawing comparisons on capacity i.e. "This bucket is <b>half-full</b>, this bucket is <b>nearly empty</b> and my last bucket is completely <b>empty</b>."</li> <li>• Modelling the planning process i.e. "I am going to <b>build</b> a sandcastle. I wonder which type of sand will be best?" I think I am going to need <b>wet sand</b> and a bucket and spade.</li> </ul> <p><u>Resources</u></p> <p>Use of tools i.e. buckets, spades, rakes, scoops, sand wheel, sieves, vehicles, measuring cups, saucepans, spoons, combs, sticks</p>	<p><i>Imprint, castle, mould, create, capacity language.</i></p>

Ages 4-5 Years

Planner, designer and implementer stage:  
'I am a master designer and problem-solver in the sand'



#### Dry sand

- Estimating with capacity
- Transporting of sand to fulfil a purpose i.e. with the use of large guttering
- Fine motor movements to represent meaning
- Problem-solving

#### Wet sand

- Creating quarries
- Creating structures (exploring and representing familiar objects in a 3D form)
- Make improvements with creative and critical thinking
- Problem-solving

- Posing problems i.e. How many of these cups will it take to fill this container? Write your **estimate** down and let's investigate.
- Encouraging creative and critical thinking using open ended questions such as "I wonder how you could...?"
- Challenging and deepen thinking with open-ended questions; "How could you...?" "
- Encouraging the children to choose the most suitable tool for the job.

#### Resources

A variety of different sized containers, measuring jugs/cups/spoons, Tupperware, bottles. Recording sheets, guttering, funnels, paintbrushes

*Comparative language, estimate, problem-solve, structure, quarry,*