



Progression in: Water 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 water!'</p>  <p><u>Indoor water</u></p> <ul style="list-style-type: none"> ● Picking it up, allowing it to run through fingers ● Pouring and emptying from one container to another or through the use of a funnel ● Making and popping bubbles and foam. ● Making marks with water ● Mixing and transporting ● Hiding objects 	<ul style="list-style-type: none"> ● Model narrative when children are playing in the water i.e. "I am squeezing the sponge and the water is dripping from the end." ● Observe the properties of water and provide narrative to the children based on this, i.e. "The water has waves when I splash but it has bubbles on the surface when I stir it with a whisk." <p><u>Resources</u></p> <ul style="list-style-type: none"> ● Use of tools i.e. buckets, jugs, spoons, ladles, squeeze bottles, sponges, water toys e.g. boats, ducks, fishing nets, bubbles, water wheel, sieves, and vehicles. 	<p><i>Scrunch, squeeze, pour, flow, fall, drop, full, empty, wet, dry, cold, warm, splash.</i></p>
Ages 3-4 Years	<p><u>Planning stage:</u> 'I am a master planner of the water'</p>  <ul style="list-style-type: none"> ● Use imagination to 'create' ● Pouring and emptying from one container to another ● Make intentional marks which represent meaning ● Select tools for a purpose 	<ul style="list-style-type: none"> ● Practitioner drawing similarities and differences between the movement of water ● Practitioner drawing comparisons on capacity i.e. "This bucket is half-full, this bucket is nearly empty and my last bucket is completely empty." ● Practitioners modelling the planning process i.e. "I am going to make tea party. I wonder which containers will be best?" I think I am going to need a large tea pot and 4 small cups." <p><u>Resources</u></p> <p>Use of tools i.e. spatulas, pipettes, sieves, brushes, cloths, water pistols.</p> <p>Additional equipment to develop imaginative play i.e. tea pots, watering cans, sprays, jugs, sensory changers e.g. food colouring, essential oils, glitter, ice, thickeners (e.g. cornflower) natural materials (e.g. stones, petals, corks, etc).</p>	<p><i>Movement of water language, including: run, drip, stir, squeeze, ripple, wave.</i></p> <p><i>Capacity language including: more, less, half full/empty.</i></p>

Ages 4-5 Years

Planner, designer and implementer stage:

'I am a master designer and problem-solver in the water



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

- Pose problems i.e. How many of these cups will it take to fill this container? Write your **estimate** down and let's investigate.
- Challenge and deepen thinking with open-ended questions; "How could you...?" "

Resources

A variety of different sized/shaped containers, containers with measuring markers, guttering, funnels, tubing.
Possible recording sheets.

*Comparative language, estimate, problem-solve, measure
Changes of state, for example, melt, freeze.
Float, sink, deep, shallow, submerge*