

Key Learning Opportunities

Personal, Social and Emotional Development

- To build constructive and respectful relationships
- To express their feelings and consider the feelings of others.
- To show resilience and perseverance in the face of challenge.
- To identify and moderate their own feelings socially and emotionally.
- To think about the perspective of others.

Communication and Language

- To extend vocabulary, by learning and using new vocabulary.
- To understand how to listen carefully and why listening is important
- To ask questions to find out more
- To articulate their ideas and thoughts in well-formed sentences
- To describe events in some detail
- To use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

Physical Development

- To experiment with different ways of moving
- To develop the overall body strength, co-ordination, balance and agility
- To combine different movements with ease and fluency
- To confidently and safely use a range of large and small apparatus outside, alone and in a group

Expressive Arts and Design

- To return to and build on their previous learning, refining ideas and developing their ability to represent them
- To create collaboratively, sharing ideas, resources and skills
- To develop storylines in their pretend play

Resources

- Set of graded cylinders, jugs and funnels
 - Selection of water wheels
 - Selection of buckets of different sizes and colours, including transparent
 - A variety of bottles of different sizes including transparent and some with holes
 - Set of kitchen utensils, some with holes such as tea strainers and small sieves
 - Transparent tubing of different lengths and widths
 - Set of pipettes, measuring cups and spoons
 - A tea set
 - Natural materials such as pebbles, shells, wood, corks
 - Small World (sea creatures, people and boats)
 - Photographs nearby to stimulate ideas
- Enhancements** Change the colour of the water to explore colour and colour mixing and adding bubbles from time to time. Introducing more adult-directed experiments linked to key concepts such as floating and sinking, forces and flow - and using dolls linked to baby clinic or home themes are good extensions.

Intended Experiences

- Make decisions about resources they need
- Caring for resources appropriately
- Sharing space and resources
- Selecting, holding, manipulating resources
- Pouring, filling and measuring with increasing accuracy
- Actively counting, sorting, matching, comparing, ordering and positioning
- Stirring, whisking, mixing water observing how it moves, what it can do
- Dropping, sliding, blowing, pushing objects into water, investigating how they move and can be moved
- Talking about what they are doing, describing their actions, what they see happening, sharing their ideas
- Making up stories, acting out events, pretending to be characters, creating imaginative and real-world scenarios
- Narrating their play

Role of the Adult

- Play alongside
- Observe children and take note of their interests
- Help children with what they are trying to do and comment on their actions
- Respond to their requests and ideas
- Suggest possibilities to extend their thinking
- Encourage children to persist, have another go, repeat their actions/ideas over time
- Consider additional stimulus and add this immediately if to hand the following day/week
- Role model / direct teach
- Model how to use resources and experiment
- Model looking closely and thinking out loud
- Model and manage behaviours, self-regulation and the characteristics of effective learning
- Raise questions to stimulate ideas and add challenge
- What might happen if/when?
- Tell me how...?
- Can you?
- I wonder what would happen if?
- Use appropriate language linked to key learning
- Size (large/medium/small)
- Capacity (full/empty)
- Direction (up/down)
- Forces (fast/slow)
- Order (first/next/last)
- Comparatives (more/less, faster/slower, bigger/ smaller)