

**Example of Continuous Provision for the Foundation Phase
Area - Sand (Year 1 and 2)**

Key Learning Opportunities:			
<p>PSDW-BCD: Talk about choices available and ask for help when needed PSDW-BCD: Feeling confident to play and work co-operatively PSDW-BCD: Promoting independent thinkers and learners PSDW-BCD: Concentrate for lengthening periods when involved in appropriate tasks PSDW-BCD: To value friends and show care and consideration PSDW-BCD: Understanding rules and expectation and to know what is fair and unfair MD: To use a range of vocabulary to describe capacity and to use the vocabulary of addition and subtraction in practical activities MD: To use standard metric units, and to choose and use appropriate measuring equipment</p>		<p>K & U: Use their senses to find out about the world around them K & U: Investigate ways in which some materials have changed. Observe and describe changes K & U: Recognise that some changes can be reversed and some cannot LLC: Talk to different audiences LLC: Express some thoughts and ideas through structured activities LLC: Predict outcomes and discuss possibilities, giving reasons for opinions LLC: Ask and answer questions that clarify their understanding W LD: Develop appropriate vocab and use it in their play W LD: Listen to increasingly complex phrases and instructions and respond appropriately PD: Become more competent in hand-eye co-ord, and in handling materials CD: Use a range of materials and tools</p>	
<p>Permanent Resources</p> <ul style="list-style-type: none"> ▪ Sand pits – both indoors and outdoors ▪ Various sized containers ▪ Spades ▪ Buckets ▪ Sieves ▪ Jugs ▪ Tubes ▪ Funnels ▪ Plastic bottles ▪ Natural materials-shells etc. ▪ Moulds ▪ Small world equipment ▪ Beakers 	<p>Intended Experiences</p> <ul style="list-style-type: none"> ▪ Exploring properties of sand ▪ Sorting, matching, comparing, ordering as part of play and tidying up ▪ Pouring, filling, emptying containers with increasing accuracy ▪ Making up/re-telling stories. ▪ Creating imaginative and real world scenarios ▪ Using language of shape, size and measure ▪ Using and caring for resources appropriately 	<p>Appropriate Vocabulary</p> <ul style="list-style-type: none"> ▪ Empty, full, half-full, more than, less than, heavy, light, fill, pour, tip ▪ Comparative language – as heavy as, heavier than, heaviest ▪ Imaginative and descriptive language ▪ Names of equipment <p>Questions</p> <ul style="list-style-type: none"> ▪ Tell me how...? ▪ Is it full/empty...? ▪ What can you tell me about sand? ▪ How much/many...? ▪ I wonder what will happen if...? ▪ How does that feel? ▪ Which one is heavier? ▪ I wonder what will happen when...? ▪ Tell me if you think...? 	<p>Welsh Language Development</p> <p>Dyma'r/Here is the e.g. Dyma'r bwced/here is the bucket Lliwiau/Colours e.g. Dyma'r rhidyll brown/Here is the brown sieve</p> <p>Ble mae'r..?/Where is the..?e.g. Ble mae'r rhaw/where is the spade?</p> <p>Ga i..?/Can I have a/some..?e.g. Ga i fwced coch?/can I have a red bucket?</p> <p>Dw i'n hoffi../I like..e.g. Dw i'n hoffi'r tywod / I like the sand.</p> <p>Vocabulary-tywod, jwg, bwced, rhaw, rhidyll, potel</p>