

Continuous Provision Planning for Water

Key Learning Opportunities

Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
- Uses talk to organise themselves, work out problems and organise thinking and activities, explaining how things work and why things might happen - Holds conversation when engaged in back-and-forth exchanges with adults and peers - To be able to express a point of view and debate when they disagree using words as well as actions.	- Choose the right resource to carry out their own plan. - Develop his/her small motor skills so that he/she can use a range of tools competently, safely and confidently	- Expresses his/her feelings and considers the feelings of others - Works and plays cooperatively and takes turns with others - Is confident to try new activities and shows independence, resilience and perseverance in the face of challenge	- Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play - Create stories and narratives	- Can compare length, weight and capacity - Can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity - Count in order to 5/10 and beyond - Subitize up to groups of 5 - Problem-solving	- Explores the natural world around him/her - Ask questions about why things happen and how things work - Find out about and identify some features of living things, objects and events they observe - Talk about the differences between materials. - Explore and talk about different forces - Explore floating and sinking - Talk about what they see	- Develop their own ideas and then decide which resources they need to express them. - Respond to what they have heard, expressing their thoughts and feelings. - Shares his/her creations, explaining the process he/she has used - Is able to return to and build on his/her previous learning, refining ideas and developing his/her ability to represent them
Resources	Organisation		Intended experiences		Role of the adult	
- Jugs - Bottles - Tubes - Pipes - Whisks - Shells - Pebbles - Foliage - basters	Organisation - Washable floor area - Resources labelled - Graded cylinders and beakers organised by height or capacity - Similar objects grouped together - Resources at child's height for self selection		Intended experiences - Developing improved fine motor skills - Playing together and cooperating with children of different ages - Strengthening muscles and hand-eye coordination - Providing opportunities for vocabulary extension and modelling, which is foundational for communication and language as well as early literacy - Experimenting with stories and narrative ideas in play - Exploring space and measures - Comparing ice and water, along with the properties of other liquids - Understanding opposing ideas like floating and sinking, heavy and light, shallow and deep - Exploring how liquid flows - Performing small world play - Engaging with problems and working out how to solve them		Role of the adult - Model use of materials in area to encourage interest. - Support and extend children's learning. - Use open-ended questions to promote sustained shared thinking. - Observe children's learning to identify achievement and to inform planning for extending learning. - Observe use of provision to ensure the area is meeting the needs of the children and the EYFS. Key Vocabulary and Questions - Drop, drip, puddle, thick, thin, change - Wet, dry, soggy, soaked, squelchy, warm, cold, hot, freezing, lumpy, smooth. - Splash, spray, bubble, wave, squeeze, trickle, pour, fast, slow, slip, slide, soak, leak, squeeze, squirt, fountain. - Can you find something that you think will sink? - How many jugs/cups of water will fill the bucket? - What do you think will happen if.....?	