

Sand / Water Progression		
Skills Level	Resources	What will the children show at this level?
1 EMERGENT Elbow Shoulder Whole Body Large work space	Cups, Buckets, Small bowls Jug with handle, Large bucket Large jug Spade, Large spoon Large scoop. Spatula Rake, Forks Shape moulds Free play with hands. Large sieve Potato masher Water wheel Cardboard boxes	● Begin to explore how to transport sand from A to B. ● Use hands/spades/scoops to fill buckets and moulds. ● Begin to know when it is full or empty. ● Begin to use the full/empty/heavy ● Explore the sand by using their hands. ● Use large buckets to scoop sand into them. ● Move sand from A-B using scoops/spoons. ● Makes own impressions using hands and fingers. ● Fills buckets/moulds with sand. ● Pats down sand to make it smooth. ● Begin to recognise that damp sand holds sand better. ● Free play with sand. ● Cover hands with sand. ● Begin to cover objects with sand using hands. ● Explore the way sand moves in the sieve. ● Shift hands through the sand. ● Start to understand that dry sand moves quicker through a sieve.
2 MID LEVEL Wrist Hand Medium work space	Different sized jugs Different sized scoops Different size bowls/cups Variety of sieves Measuring cylinders Funnels Small bucket Small loose parts- shells. Pebbles, corks Lollipop sticks Different sized spoons Tea strainer	● Use hands to pour sand from one container to another. ● Know when the bucket is full and needs turning over. ● Turn the buckets/moulds upside down to empty. ● Use language such as full/empty/heavy/light. ● Select the appropriate resources for digging. ● Dig with control and desired purpose. ● Make tunnels using sand. ● Use a range of containers/moulds/buckets to make sand in desired shape. ● Buries and covers resources using spoons/spade/scoops. ● Sieves sand for desired effect and purpose. ● Know that wet sand is harder to sieve. ● Demonstrate strength, balance and coordination ● Explore natural world ● Understand some important processes and changes in the natural world around them

3 HIGH LEVEL

Fingers
Hand
Small work space

Examples of patterns for mark making

Develop their small motor skills so that they can use a range of tools competently
Mark making
Use a range of small tools