

West Ashton C of E Primary School : Nursery Long Term Planning for *Water Play*



Long Term Plans celebrate the learning opportunities that we offer children on a continuous basis. They form the foundation for the daily learning opportunities of our Early Years Foundation Stage curriculum. We observe children in order to understand and consider their current interests, development and learning. We then



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respond by adding additional enhanced provision and focussed experiences, to enrich the learning experiences on offer for children.

Key learning opportunities offered in this area of provision The characteristics of effective learning and EYFS aspects of learning and development	
<p>Playing and Exploring: demonstrate curiosity, interest, enjoyment and enthusiasm as they play and experiment with what they know.</p> <p>Active Learning: being involved and concentrating, persevering and taking pride in achieving what they set out to do.</p> <p>Creating and Thinking Critically: having their own ideas, making links and choosing ways to do things, planning, thinking ahead and using their own methods to solve problems.</p> <p>Prime Areas: Personal, Social and Emotional Development, Physical Development, Communication and Language</p> <p>Specific Areas: Literacy, Mathematics, Understanding the World, Expressive Arts and Design</p> <p>Key aspects promoted: Mathematics, UTW: exploration and investigation, EAD: exploring and using materials</p>	
Learning experiences. Some of the things that children may do...	Adult response to support children's learning...

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PSED:

Children may develop their confidence, co-operation and independence

Children may demonstrate curiosity, interest, enjoyment, enthusiasm, selecting resources and making choices. Select equipment and look after it, including putting on an apron.

Turn taking, sharing and co-operating and developing awareness of others. Negotiate and learn to co-operate with each other while using the space and equipment.

Children are encouraged to tidy up equipment and get the area ready for others e.g. with adult supervision to transport and empty the water.

Physical Development:

Enjoy sensory play and the physical sensation of water against their skin, trickling, splashing, pouring.

Use gestures, expressions and words to describe these sensations.

Explore properties of water through filling and pouring from a variety of containers.

Observe what the children are doing and interact sensitively

Recognise that this is an area that children may return to frequently during the settling phase as it is a comfortable, quiet zone and enable children to build their sense of security from this base.

Observe, assess and plan tuning into children (OAP cycle.)

Ask open ended questions; why, how, where, what and which?

Ensure that children have time and space to problem solve and find things out for themselves.

Play alongside the child following their interests.

Provide a range of resources which are attractive and easily accessible for children.

Demonstrate use of materials, tools and equipment and share enjoyment. Make time and space for children to express their

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Communication and Language:

Talk about what they are doing, explain their intentions/ actions, share experiences with others
Make up stories using their imaginations when playing with small world and natural materials in the water- e.g. pirate ships
Using language and conversation to: develop story lines, sequence ideas and events and discuss.

UTW:

Exploring water using all of their senses; watching, listening, touching, feeling and smelling
Learn about living things for example sea creatures, using a range of vocabulary; for example tusks, fins, tail, words to describe movement.
Begin to find out and learn about the properties of water.
Explore the resources and investigate materials; develop concepts such as floating/ sinking, heavy/ light, rough/smooth, having holes for water to escape/ staying contained.

curiosity and explore the environment using all their senses.

Justify and explain why safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow-e.g. wet floors- what might happen?

Model and support the children with turn-taking , waiting and sharing.

Feed appropriate language, offering comments, suggestions and questions when appropriate e.g. what does it feel like? Can you hear the sound it makes? How did you work that out? What could we try next?

Respond to children's interest-e.g. by adding additional resources, sharing a book to find out more

Celebrate children's personal experiences linking it to their imaginative play e.g. a trip to the sea side, the park, paddling pools.
Display children's family photographs and provide relevant resources

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Begin to develop scientific language and skills; to compare, sort, talk about similarities and differences.

Mathematics:

Learn watery number rhymes and songs: once I caught a fish alive, when I was 1 etc.

Begin to develop mathematical skills and vocabulary; to count, match, sort, measure and sequence.

Begin to compare quantities/ capacity.

Hands on exploratory learning of size, weight, volume, shape, colour, quantity using a range of equipment

Count, notice quantities and make estimations

Make systems of tubes, funnels, pipes in which the water will flow.

Develop the use of descriptive words; soft, hard smooth rough, sloppy and slimy.

Introduce children to the use of mathematical vocabulary to describe quantity, capacity, and the mathematical term to describe shapes.

Talk to children about what they have been doing and help them to reflect upon and explain events.

Talk to children about hand washing and the importance of personal hygiene.

Refer to the Carex don't be dirty wash your hands messages and planned focus time.

Talk about the importance of clean, running water and the issue of water shortage in some other communities. Water Aid resources.

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