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| **Progression of Skills** | **Vocabulary** | **Resources to support** |
| Explore both wet sand and dry sand  Explores moving sand using spade/scoops.  Digs using hands.  Lifts sand in hands and places back down.  Makes impressions using hands, fingers, knees, arms.  Fills containers/buckets with sand.  Pats down sand to make it smooth.  Moulds with hands  Sifts sand through fingers.  Explores and observes the way sand moves through sieve. | * Names of equipment. * Fill, dig, empty, flatten, level off, pile up, sink, smooth out, crumble, and disappear. * Wet, dry, damp, soggy, soaked, squelchy, warm, cold, soft, hard, solid, level, lumpy, crumbly, rough, sharp, spiky, smooth, runny * Pattern, print, mark, shape, mould, squeeze, pour, scratch, drag, drop, slide.   Big(ger), small(er), tall(er), short(er), wide(er), long(er), thin(ner), higher, full, empty, order, size.  **Adult interaction**   * What do you think will happen if:   + We pour the sand onto the sand wheel?   + We pour sand into this tube/funnel/bottle?   + We add a little/lot of water to the sand? * How could we…? * Why did that happen? | * Buckets * Scoops * Sieves |
| Scoops sand up using scoop/spade.  Moves sand from A to B using a spade.  Loses little sand off the spade.  Able to dig a hole or space in sand.  Free play with hands -makes shapes, heaps and  tunnels.  Fills moulds and shapes and turns over to make  shape.  Build/mould simple shapes using hands (eg, mountain/hill)  Enclose / bury.  Recognises that damp sand holds shape.  Recognises that dry sand falls freely through  fingers/sieve.  Explore the effects of adding water to sand | * Graduated buckets * Rakes * Spades- long and short handled * Large Spoons/ladles * Different sized sieves/colanders |
| Selects the most appropriate scoop/spade  for digging.  Digs with control.  Digs for a desired purpose.  Uses a range of containers/moulds to create intricate sand creations.  Uses spades/scoops/buckets to make sand into desired shapes.  Build more defined shapes (eg castle/house) using hands and tools  Discuss the effects and properties of wet and dry sand. | * Wooden spoon (small) * Small scoop * Teaspoon * Fingers * Resources with different sized spouts |