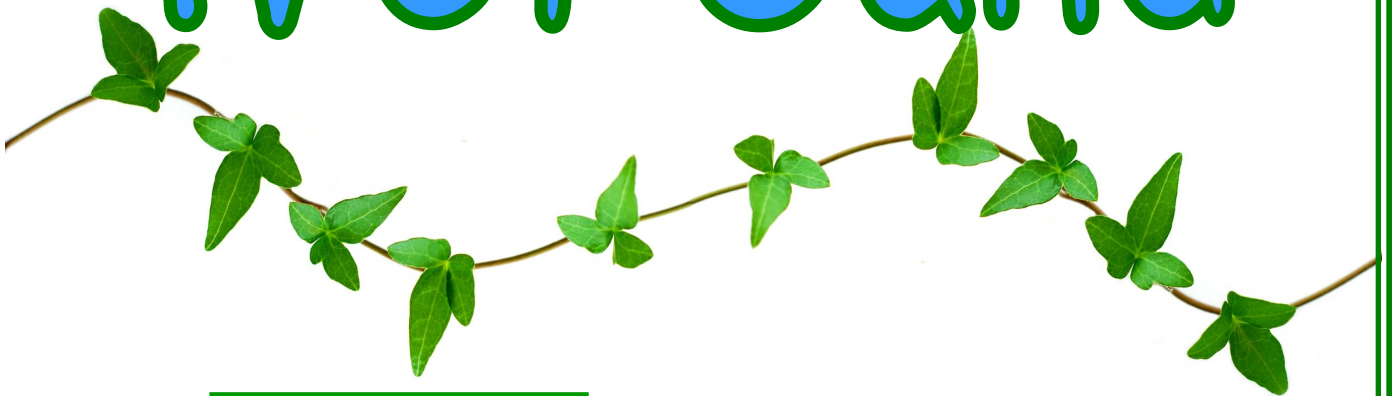




# Wet Sand



# Wet Sand

## STAGES OF DEVELOPMENT IN FILLING AND EMPTYING

### DESCRIPTION OF STAGE

### ADULT SUPPORT AND RESOURCES

Explores wet sand with hands and fingers.

**Adult** - Provides opportunities to explore sand by scraping and scooping etc.

**Resources** - Wet sand.



Fills containers with wet sand using hands.

**Adult** - Models alongside child. Uses appropriate vocabulary e.g. 'fill', 'full', 'empty'.

**Resources** - Wet sand. Small and medium sized plastic containers.



Fills containers using scoops.

**Adult** - Provides suitably sized scoops for containers. Models alongside child. Uses appropriate vocabulary.

**Resources** - Wet sand. Variety of containers and scoops.



Fills and empties different sizes of containers using a choice of tools.

**Adult** - Provides at least two different sized containers and tools of appropriate sizes. Discusses choice of container and tool.

**Resources** - Wet sand. Different sized containers and tools e.g. buckets, wheelbarrows, moulds, spoons, scoops and spades.





## STAGES OF DEVELOPMENT IN SHAPING AND MOULDING (1)

To progress through these stages, ensure child is involved in mixing the appropriate consistency of sand and water.

### DESCRIPTION OF STAGE

### ADULT SUPPORT AND RESOURCES

Explores wet sand with hands and fingers.

**Adult** - Provides opportunities to explore sand by pressing, prodding, poking, pushing and squeezing. Uses appropriate vocabulary relating to actions e.g. 'press', 'prod', 'poke'.

**Resources** - Wet sand.



Uses hands and fingers to shape wet sand.

**Adult** - Models and supports child in shaping sand.

**Resources** - Wet sand.



Presses containers/moulds into wet sand to form their shape.

**Adult** - Provides a selection of containers and moulds. Allows opportunities for exploration.

**Resources** - Wet sand and variety of containers/moulds.



Fills containers/moulds with wet sand. Compacts and levels sand. Turns container/mould over, taps gently and lifts to reveal shaped sand.

**Adult** - Provides a selection of small containers and moulds. Models alongside child.

**Resources** - Wet sand. A variety of small containers/moulds, scoops and/or spades.



Fills containers/moulds with wet sand to make sandcastles, showing control and co-ordination.

**Adult** - Supports and encourages child to think about next step in the process of making the sandcastle.

**Resources** - Wet sand. Buckets/plant pots, spades/scoops.



# Wet Sand

## STAGES OF DEVELOPMENT IN SHAPING AND MOULDING (2)

To progress through these stages, ensure child is involved in mixing the appropriate consistency of sand and water.

### DESCRIPTION OF STAGE

Uses acquired skills and techniques to create a sand structure/sculpture.

Creates a plan in advance and then shapes sand to make desired structure/sculpture.

### ADULT SUPPORT AND RESOURCES

**Adult** - Discusses structure/sculpture with child and gives support if needed.  
**Resources** - Wet sand. Variety of tools and containers. Objects for decorating.

**Adult** - Discusses design/model and provides encouragement.  
**Resources** - Wet sand. Variety of tools and containers. Objects for decorating.



# Wet Sand

## STAGES OF DEVELOPMENT IN MAKING MARKS

### DESCRIPTION OF STAGE

### ADULT SUPPORT AND RESOURCES

Explores making marks in wet sand.

**Adult** - Provides opportunities for child to freely explore and draws attention to the marks made with fingers and hands.  
**Resources** - Wet sand.



Explores using tools and objects to make marks in wet sand.

**Adult** - Provides wet sand and allows child to freely explore. Encourages child to observe marks made.  
**Resources** - Wet sand. Natural resources - shells, sticks, pine cones etc. Manufactured resources - cars, scrapers, combs, rakes, trowels etc.



Chooses a resource for the mark it makes.

N.B. At this stage, child may plan to use marks as part of a decorative design. See 'Stages of Development in Decorating'.

**Adult** - Provides a range of mark making resources. Discusses/ comments on which resource makes particular marks.  
**Resources** - Wet sand, various resources (tools and objects).





## STAGES OF DEVELOPMENT IN DECORATING

### DESCRIPTION OF STAGE

### ADULT SUPPORT AND RESOURCES

Randomly places objects on/in wet sand and leaves in position.

**Adult** - Offers child large objects, progressing to smaller ones, to place in the wet sand.

**Resources** - Wet sand, various objects for decorating - shells, feathers, twigs, pebbles, bottle tops, flags, seaweed etc.



Uses objects to decorate the wet sand which may involve placing objects in different positions before deciding on the final position.

**Adult** - Plays alongside child, encouraging him/her to make considered choices.

**Resources** - Wet sand, various objects for decorating.



Verbally plans, chooses and positions objects to make a design.

**Adult** - Discusses intention with child and gives support if needed. (Take a photograph of finished design, if desired).

**Resources** - Wet sand, various objects for decorating, camera, a place for children to display their photographed work.



Plans, draws and implements a decorative design.

**Adult** - Discusses design and provides encouragement. (Child may choose to make marks in sand as part of his/her decorative design.)

**Resources** - Mark-making resources, wet sand, various objects for decorating.



Plans a design, implements, evaluates and adapts if necessary.

**Adult** - Supports and encourages child to evaluate and - if necessary - adapt his/her original design. (Child may choose to make marks in sand as part of his/her decorative design.)

**Resources** - Mark-making resources, wet sand, various objects for decorating.



## STAGES OF DEVELOPMENT IN IMAGINATIVE PLAY

### DESCRIPTION OF STAGE

### ADULT SUPPORT AND RESOURCES

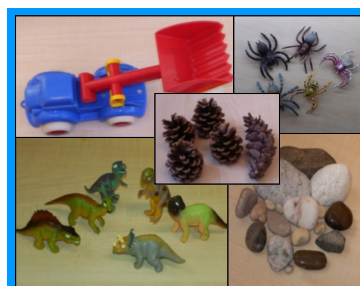
Explores a range of small world/role play resources.

**Adult** - Provides an appropriate range of resources. Plays alongside child.  
**Resources** - Wet sand, small world/role play resources e.g. duplo people, lizards, snakes, dinosaurs, diggers, pebbles, shells, tabards, hard hats, dumper trucks.



Begins to use a range of small world/role play resources appropriately.

**Adult** - Encourages and supports child in using resources appropriately.  
**Resources** - Wet sand and a variety of small world/role play resources.



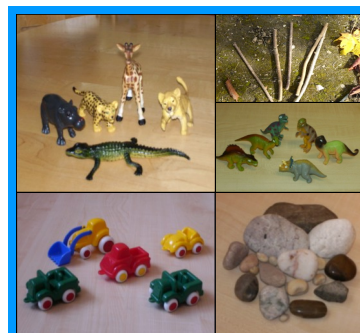
Uses own experiences or other stimuli to play imaginatively with small world/role play resources.

**Adult** - Encourages and supports child in using resources appropriately and imaginatively.  
**Resources** - Wet sand and a variety of small world/role play resources. Stimuli - stories, songs/rhymes, photographs, postcards etc.



Uses a combination of forming, shaping and decorating skills to create a scene in wet sand and plays imaginatively with small world/role play resources.

**Adult** - Encourages the use of previously acquired skills to create a sand scene. Supports the child to tell a story using this scene. If appropriate, scribes the child's own words and takes a photograph of the scene created.  
**Resources** - Wet sand, role play resources, stimuli, camera, paper and writing implements.



Creates a scene and uses resources to act out a story. Shares/records the story.

**Adult** - Listens to the story. Encourages child to record it and takes photographs of the story.  
**Resources** - Wet sand, small world/role play resources, stimuli, camera, paper/hand made book/ clip board and writing implements.

