

## Nursery School Progression Map: Sand Area

Progression of Skills	Vocabulary	Resources to support
<ul style="list-style-type: none"> <li>• Explore both wet sand and dry sand</li> <li>• Explores moving sand using spade/scoops.</li> <li>• Digs using hands.</li> <li>• Lifts sand in hands and places back down.</li> <li>• Makes impressions using hands, fingers, knees, arms.</li> <li>• Fills containers/buckets with sand.</li> <li>• Pats down sand to make it smooth.</li> <li>• Moulds with hands</li> <li>• Sifts sand through fingers.</li> <li>• Explores and observes the way sand moves through sieve.</li> </ul>	<ul style="list-style-type: none"> <li>• Names of equipment.</li> <li>• Fill, dig, empty, flatten, level off, pile up, sink, smooth out, crumble, and disappear.</li> <li>• Wet, dry, damp, soggy, soaked, squelchy, warm, cold, soft, hard, solid, level, lumpy, crumbly, rough, sharp, spiky, smooth, runny</li> <li>• 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.</li> </ul> <p><b>Adult interaction</b></p> <ul style="list-style-type: none"> <li>• What do you think will happen if:               <ul style="list-style-type: none"> <li>○ We pour the sand onto the sand wheel?</li> <li>○ We pour sand into this tube/funnel/bottle?</li> <li>○ We add a little/lot of water to the sand?</li> </ul> </li> <li>• How could we...?</li> <li>• Why did that happen?</li> </ul>	<ul style="list-style-type: none"> <li>• Buckets</li> <li>• Scoops</li> <li>• Sieves</li> </ul>
<ul style="list-style-type: none"> <li>• Scoops sand up using scoop/spade.</li> <li>• Moves sand from A to B using a spade.</li> <li>• Loses little sand off the spade.</li> <li>• Able to dig a hole or space in sand.</li> <li>• Free play with hands -makes shapes, heaps and tunnels.</li> <li>• Fills moulds and shapes and turns over to make shape.</li> <li>• Build/mould simple shapes using hands (eg, mountain/hill)</li> <li>• Enclose / bury.</li> <li>• Recognises that damp sand holds shape.</li> <li>• Recognises that dry sand falls freely through fingers/sieve.</li> <li>• Explore the effects of adding water to sand</li> </ul>	<p><b>Adult interaction</b></p> <ul style="list-style-type: none"> <li>• What do you think will happen if:               <ul style="list-style-type: none"> <li>○ We pour the sand onto the sand wheel?</li> <li>○ We pour sand into this tube/funnel/bottle?</li> <li>○ We add a little/lot of water to the sand?</li> </ul> </li> <li>• How could we...?</li> <li>• Why did that happen?</li> </ul>	<ul style="list-style-type: none"> <li>• Graduated buckets</li> <li>• Rakes</li> <li>• Spades- long and short handled</li> <li>• Large Spoons/ladles</li> <li>• Different sized sieves/colanders</li> </ul>

## Nursery School Progression Map: Sand Area

- 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