

Sand

	Properties of sand	Dig, pour and Fill	Mould and manipulate	Sieve, Funnels and Sand Wheels	Bury and Enclosing	Resources	Vocabulary
Emerging	<ul style="list-style-type: none"> Explores both wet and dry sand 	<ul style="list-style-type: none"> Explores moving sand uses spade or scoops Digs using hands Lifts sand in hands and places back down Scoops up sand with hands to build mound or transport into container 	<ul style="list-style-type: none"> Makes impressions using hands and fingers and other body parts Fills containers with sand Pats down sand to make it smooth 	<ul style="list-style-type: none"> Sifts sand through fingers. Explores and observes the way sand moves through sand wheels 	<ul style="list-style-type: none"> Covers their hands and fingers in sand 	Different shaped moulds Buckets Spades, scoops - long and short handled Sieves Sand wheels Diggers and trucks	Wet Dry Spade Bucket Pat Sand Fill
Developing	<ul style="list-style-type: none"> Explores the effects of adding water to sand 	<ul style="list-style-type: none"> Selects tools to scoops sand or to build mound or transport into a container Loses little sand off the spade Able to dig a hole or space in sand Uses tools or hands to add patterns or shapes to their build 	<ul style="list-style-type: none"> Free play with hands - makes shapes, heaps and tunnels Fills moulds and shapes and turns over to make shape Recognises that damp sand holds shape 	<ul style="list-style-type: none"> Recognises that dry sand falls freely through sieve, sand wheels and funnels 	<ul style="list-style-type: none"> Free play with hands. Uses hands to cover up objects 	Irregular shaped moulds Different sized sieves, Different sized buckets and containers Short-handled scoops and spades Funnels	Scoop Full Empty Pour Damp Cold Warm Soft Hard
Extended	<ul style="list-style-type: none"> Talks about the effects of properties of wet and dry sand 	<ul style="list-style-type: none"> Selects the most appropriate scoop and or spade for digging Digs with control Digs for a desired purpose 	<ul style="list-style-type: none"> Uses a range of containers and moulds to create intricate sand creations Uses spades, scoops and buckets to make sand into desired shapes 	<ul style="list-style-type: none"> Sieves sand for a desired effect Sieves sand for a desired purpose Sieves sand to filter out larger objects Uses different sized funnels to match the container 	<ul style="list-style-type: none"> Buries and covers up resources Pats sand down to cover up resources Uses spades and scoops to bury objects 	Potato mashers Colander Kitchen utensils Different sized containers Sieves with small holes and large holes Small containers Spoons Different sized funnels	Sieve Half-full Half-empty Mould Bury Mould Heavy Light Funnel

Painting and Crafting

	Cutting	Joining and sticking	Painting	Printing	Vocabulary
Emerging	<ul style="list-style-type: none"> • Uses scissors with two hands to cut a piece of paper • Tears materials to make them the desired size/ shape 	<ul style="list-style-type: none"> • Explores fastening resources together using available resources • Uses glue to attempt to stick but may not be secure • Sticks objects randomly onto paper/ card 	<ul style="list-style-type: none"> • Painting using hands and fingers • Painting on flat surfaces • Painting using one block colour • Meaning attached to marks made 	<ul style="list-style-type: none"> • Printing using hands • Making rubbings to show a range of textures and patterns • Explore printing with a range of objects 	Paint Cut Stick Colour Scissors Brush
Developing	<ul style="list-style-type: none"> • Begin to hold scissors correctly • Makes random snips in the paper 	<ul style="list-style-type: none"> • Fastens paper and card together with success • Beginning to explore techniques to join thicker materials • Sticks carefully selected items together to achieve desired purpose • Uses sticking resources to explore creating different textures 	<ul style="list-style-type: none"> • Painting using large handled chunky paintbrushes • Paint over textures • Painting using a variety of colours • Marks made can be identified 	<ul style="list-style-type: none"> • Printing with fingers • Creates patterns and pictures by printing from objects using more than one colour • Creates simple pictures by printing objects • Takes prints from objects 	Join Print Glue Snip Sellotape Glue stick Mix
Extended	<ul style="list-style-type: none"> • Usually holds scissors correctly • Cuts up and along in a linear fashion • Cuts a range of materials 	<ul style="list-style-type: none"> • Plans how they will fasten things together • Checks that fastening is secure Selects media to achieve desired effect • Make decisions about what they will use to stick - which will be most effective way to stick? • Controls glue spatula to spread glue Make decisions about what they will use to stick - which will be most effective way to stick? 	<ul style="list-style-type: none"> • Marks made are obvious and planned • Paints 3D objects • Can paint outlines of pattern/shapes and fill in with a different colour • Experiment with mixing colours 	<ul style="list-style-type: none"> • Printing using a variety of large objects • Explores and recreates textures and patterns with a range of large materials 	Spatula Pattern Fasten Secure Light Dark Shade

Block Play

Stages	What you might see	Vocabulary
Stage 1: Carrying and Exploration	<ul style="list-style-type: none"> • Explores the texture of the blocks, the smoothness, weight and size • Explores the sound they make when they are dropped or banged together. • Carries, moves, dumps, holds and piles the blocks • Knock over the blocks • Transport blocks in their hands, baskets, boxes, and bags 	Block Brick Wobble Fall Bang Loud Quiet
Stage 2: Stacking Building rows and towers	<ul style="list-style-type: none"> • Lining up blocks in a straight line or in curves along the floor • Stacking blocks vertically • Exploring repetition and simple patterning. • Buildings are becoming representational. • Block used as a car or roads being formed. 	Tower Row Line Stack Build Hard Smooth
Stage 3: Bridging	<ul style="list-style-type: none"> • Lining up two vertical blocks with a space in between and add a third block across the top to form a bridge like structure. • Begins to use trial and error, experimentation, and coordination. • Bridges are becoming more complex • Create passageways. 	Bridge Wide Thin Space Bigger Smaller
Stage 4: Enclosures Stage 5: Patterns and Symmetry.	<ul style="list-style-type: none"> • Encircling and closing up spaces between the blocks. • Start to use problem solving to make enclosures • Building with a direct purpose • Beginning to add storylines, model animals, people and signs. • Understands the meaning of inside, outside, boundary, and perimeter. • Begins to build elaborate structures with efforts towards symmetry, patterning and sometimes decorative features. 	Inside Outside Taller Shorter Enclosure
Stage 6: Early Representation	<ul style="list-style-type: none"> • classifies their structures such as a shop, zoo or farm • This is a good stage to introduce images of international and well-known buildings, houses, towers and other structures and paper for recording storytelling or for the child to record/document their buildings. 	Heavy Light House Window Door Building
Stage 7: Later Representation Planning and building	<ul style="list-style-type: none"> • Works individually or collaboratively to build elaborate structures • Making plans and decisions in advance. Structures becoming more complex Structures include multiple levels. 	Assemble Connect Edge Balance Structure Stable Plan