

The Third Teacher

A

Year Group: Nursery (3-4)

Curriculum: Sprouts

Area: Sand



Bankside
Primary School

Putting down strong roots for success

Sand Area Sprouts Stage 1-2

Date/Notes	Sand Construction (Fine Motor)	Social Development	Mathematical Skills	Imaginative Skills	Continuous Provision
	Fills a small container (less complex shape e,g bucket) with sand and empties it out on repeat	Responds to ready steady go with an adult	Says all gone to indicate empty	Uses people/animals to walk along sand.	Variety of different sized tools and containers. Beakers and small cylinders. Stacking cups Small buckets Animals Diggers
	Turns a container of sand over and taps it and looks under it	Follows an adult tapping the sand cup	Knows when a sand cup is full	Uses diggers to make noises in sand play	
	Makes a sand mound with a simple container such as a bucket. Enjoys squashing it.	Tries again if the sand mound doesn't work with an adult	Knows that toys are still there even when buried	Buries toys in the sand with intention	

Sand Area Sprouts Stage 3-4

Date/Notes	Sand Construction (Fine Motor)	Social Development	Mathematical Skills	Imaginative Skills	Continuous Provision
	Complete and repeat the play sequence of making sand castles with a variety of containers.	Watches the actions of others whilst playing alongside.	Explores size language through play such as big and small when talking about containers	Creates mounds with sand and adds people or animals in them, with some story coming through.	Variety of sand castle making containers Water sprays Large pipettes Access to water Animals People Diggers Plates Cutlery Large utensils
	Combine different types of castles such as moulds or large bucket shapes to represent.	Begins to understand that the sand toys need to be shared and gives one to another child.	Explores size language through the word 'more',	Uses mounds to represent food items such as sand cakes.	
	Adds water to sand to make stable builds.	Engages in a two person build, sharing tools and ideas.	Know when their sand creation is 'bigger' or has 'more' than another child.	Adds water to sand to create different textures to enable role play such as serving food in cafes	

Sand Area Sprouts Stage 5-6

Date/Notes	Sand Construction (Fine Motor)	Social Development	Mathematical Skills	Imaginative Skills	Continuous Provision
	Uses small containers to make small parts for moulds such as glue pots	Invites their peers to join them or gets involved in others play	Make lines of sand castles and use number language to add to play	Sees sand moulds as representing something else e.g a small mould could be a bun	Small containers such as glue pots or bottle lids Loose parts such as shells, sticks, gems. Crates Planks Tubes Lolly sticks Match sticks Plates Cups Utensils Table and chairs Babies Animals People
	Add loose parts to creations made in sand such as shells and sticks	Works with a friend to add parts to creations	Subitises sand castles knowing when there is 1 or 2 in a set together	Uses loose parts alongside new containers to create sand moulds for props for role play e.g lolly sticks for candles in a cake	
	Use large loose parts such as crates, planks or tubes to add to sand creations.	Enjoys others being involved in their play, seeking out others to build with them	Uses number language during focussed sand play such as counting scoops down a shoot when using loose parts.	Engages in a simple 3 character role play using the sand as a prop such as mum and dad cooking breakfast for the baby.	

