

The Third Teacher

A PROGRESSION OF PLAY BEHAVIOURS AND SKILLS

Year Group: Reception

Curriculum: Seedlings

Area: Sand



Bankside
Primary School

Putting down strong roots for success

Sand Area Seedlings Stage 1-2

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 and tools .	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
	Explores different structure making through size e.g making a large mound next to a small one.	Begins to understand that the sand toys need to be shared and gives one to another child.	Chooses a specific size of tool to dig and pour e.g using a small tool for a small pot	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 Seedlings Stage 3-4

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.	

Sand Area Seedlings Stage 5-6

Date/Notes	Sand Construction (Fine Motor)	Social Development	Mathematical Skills	Imaginative Skills	Continuous Provision
	Uses mashers to flatten sand whilst making constructions	Listens to others when they have an idea for sand play	Counts out actions accurately e.g completes ten mashers to the sand	Engages in a full role play using a familiar theme such as a café with 3 story steps	Mashers Tongs Tweezers Natural objects Variety of pots Pans Bun trays Lolly sticks Match sticks Table Table cloths Den making kits Tea set Utensils Treasure Treasure baskets Sieves
	Uses tongs and tweezers to pick up small parts from the sand	Chooses a solution when there is a problem in a group build e.g taking turns with the tweezers	Makes predictions when smashing castles using part whole knowledge e.g one fall down I only have 3 now.	Engages in a full role play using a familiar theme such as a café with 5 story steps	
	Uses sieves to find small parts in the sand, uses tweezers to retrieve them	Can plan a group task, being resilient when others have their own ideas in their group play.	Able to use part whole models to add e.g I have three gems and 4 shells that's 7 treasure parts	Changes a role play as a longer story progresses e.g lets pretend that the super hero came and stole the cakes	