Sand Common Play Behaviours Progression

Pouring

Pouring is closely linked with other play behaviours, particularly moving and digging. You may notice some children seem more interested in watching the movement of sand as they pour, while others may show a greater interest in pouring between containers. When combined with observations of children's play in other areas, you may notice interests in exploring particular schema.

Emerging

- I can move my whole arm to scoop the sand and then let it pour through my fingers
- I can hold and tip sand from containers

Developing

- I can hold handles on containers and use these to tip and pour
- I pour purposefully. I fill a container then pour this into other containers or a particular part of the sand tray

Extending

- I can pour between different size containers with few spills demonstrating good grasp and coordination
- I combine pouring skills. I have clear intenton of how and where I pour linked to capacity and how materials move

Typical age expectations

- = N1
- = N2
- = Reception
- = Y1

Sand Common Play Behaviours Progression

Moving

Moving may look like other play behaviours at first. As you observe closely, you will notice that children's interest is focused on either watching sand move or taking it from one place to another. You may notice children are exploring transporting and trajectory schemas when you consider children's play in different areas.

Emerging

I can use my strength to do whole arm movements to throw sand.

I can balance and control my movements to lift and carry containers holding sand from one place to another

Developing

I can can use coordination and motor planning to fill a wheel barrow or wheeled truck and use this to move sand

Extending

I can work together with others to problem solve and move sand by communicating with each other about what to do

I can decide what to do and then move sand with a specific plan in mind.

Typical age expectations

- = N1
- = N2
- = Reception
- = Y1

Sand Common Play Behaviours Progression

Sifting

Sifting may at first be connected to children's sensory experience of sand, as they hold sand in their hands and notice if it falls through gaps between their fingers; as children explore using the resources you provide, they will experiment with how sand travels through holes.

Emerging

I can notice and explore sand falling between my fingers

I lift containers with holes and watch sand fall through them

Developing

I can hold and shake a sieve and adjust my movements to make sure the sand falls through

Extending

I can use equipment to sift sand and separate sand from other objects

I can predict which equipment will be the best to sift sand to separate sand from other objects and test this out

Typical age expectations

= N1

= N2

= Reception

= Y1

Sand Common Play Behaviours Progression

Digging and scooping

Scooping is also likely to begin with exploration of the sensation of holding sand: as children's physical and cognitive skills develop, digging will become more purposeful and often linked to other behaviours such as filling, covering or moving.

Emerging

I can use my hands to scoop, dig and move sand

→

I can use whole arm movement to push large scoops through the sand to fill them

→

Developing

I can use available tools to dig a hole

→

I can use tools to fill a container and keep going until it is full

→

Extending

I can think about why I am digging and choose an appropriate tool

→

I can plan how I dig and scoop to make specific holes or spaces to achieve a specific goal

Typical age expectations

- = N1
- = N2
- = Reception
- = Y1

Sand Common Play Behaviours Progression

Filling and emptying

At first, children may be interested in watching sand move as they fill and empty containers; as their skills develop, they will become more aware of the shape and size of containers and may choose to fill a container to the top or keep filling so they can see it overflow.

Emerging

- I can attempt to scoop sand into containers, although I may spill some
- I can use both hands to pick up containers to tip them to empty them

Developing

- I can fill containers of different sizes including ones with different openings using available tools
- I can empty one container into another

Extending

- I can select a tool that is the best size and shape to fill the container they have
- I can use a large container to fill several small containers

Typical age expectations

- = N1
- = N2
- = Reception
- = Y1

Sand Common Play Behaviours Progression

Burying and covering

Children may begin by covering objects almost accidentally as they dig or scoop; then they may cover things intentionally, which may be linked to the exploration of enclosure or containment schemas that you may notice in other areas of play.

Emerging

I can uncover objects that I notice are covered in sand

I cover my hands in sand by pushing them into the sand or scoop sand onto them until they are covered

Developing

I can use a spade or a container to scoop sand onto objects to cover them

I can put an object into a container and fill it with sand to cover it

Extending

I invite other children to help me to bury items with sand or to help me find them in the sand

I bury or cover objects in sand linked to a storyline in my play

Typical age expectations

= N1

= N2

= Reception

= Y1

Sand Common Play Behaviours Progression

Representing

Representing includes using words, signs, or other communication to name objects and describe them and what is happening. It also includes using sand to represent a thing or idea, whether through building or as children develop by making marks and giving them meaning. It provides multiple ways to communicate, including using signs, visuals, and communication boards as well as speech. Words may be spoken or communicated using signing or communication boards.

Emerging

I can communicate what I am doing and what I can see

Developing

I can use moulds spades and my hands to make shapes

I can use tools and my fingers to make marks in the sand

Extending

I can use sand to make objects linked to my play for example a castle. I may also make patterns, shapes or marks

I can make recognisable marks such as familiar letters and give meaning to the marks I have made

I can share my ideas with others and communicate about what they have made

Typical age expectations

= N1

= N2

= Reception

= Y1