

EYFS OUTSIDE LEARNING PROJECT FACT SHEET

WATER AND SAND PLAY – links also to the mud kitchen (3 – 5 age range)



Photograph courtesy of James Lee Nursery School, part of the Thames Federation

Key activities:

- Water play outside that includes buckets, guttering, transporting water, etc.,
- Sand play outside with buckets, construction, pulleys, etc.
- Play that moves between each resource, e.g. mixing sand with water, etc.
- Mud kitchen play
- Adults using sustained shared thinking as they interact with children

Suggested learning and development links:

Note: Sand and water play easily cover all the EYFS areas of learning and development. Sand and water play also enables children to intrinsically develop all the Characteristics of Effective Learning.

- Use talk to organize themselves and their play.
- Develop their sense of responsibility and membership of a community.
- Find solutions to conflicts and rivalries.
- Choose the right resources to carry out their own plans.
- Collaborate with others to manage large items.
- Develop fast recognition of up to three objects.
- Compare quantities using language – more than, fewer than.
- Understand position through words alone.
- Discuss routes and locations.
- Make comparisons between objects.

- Begin to describe a sequence of events.
- Use all their senses in hands-on exploration of natural materials.
- Articulate their ideas and thoughts in well-formed sentences.
- Describe events in some detail.
- Use talk to help work out problems and organize thinking and activities.
- Use new vocabulary in different contexts.
- Engage in non-fiction books.
- Show resilience and perseverance in the face of challenge.
- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently.
- Count objects, actions and sounds.
- Subitise.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.
- Use all their senses in hands-on exploration of natural materials.
- Explore the natural world around them.
- Create collaboratively, sharing ideas, resources and skills.

(Taken from the new Development Matters (Non-statutory curriculum guidance for the EYFS 2020))

Characteristics of effective teaching and learning:

- Plan and think ahead about how they will explore or play with objects.
- Guide their own thinking and actions by talking to themselves whilst playing.
- Use a range of strategies to reach a goal they have set themselves.
- Begin to correct their mistakes themselves.
- Know more so feel confident about coming up with their own ideas.
- Make more links between those ideas.

(Taken from the new Development Matters (Non-statutory curriculum guidance for the EYFS 2020))

Books:

Dig, Dig, Digging, by M Mayo

Dinosaur Dig by P Dale

Hey, Water! By A Portis

Useful websites:

Range of articles on sand and water play:

<https://www.communityplaythings.co.uk/learning-library/articles/sand-and-water-play?topic=395784C0DF194AB198F09B59D6ECC6D8>

The benefits of sand and water play:

<https://content.pentagonplay.co.uk/article-pdfs/5/The-Benefits-of-Sand-and-Water-Play.pdf>

Videos:

Outlast cascade:

<https://www.communityplaythings.co.uk/learning-library/videos/outlast-water-play-system>

Sand play outside with adult interactions:

<https://www.youtube.com/watch?v=KX6KRm3Bugg>

Mud kitchen

https://www.youtube.com/watch?v=puv_f-NFXEo

Local community provision:

Local LBHF parks with large sand pits:

- Bishop's Park
- Ravenscourt Park

Keep hats for children with thicker hair so that their scalps are protected from the gritty sand



Photograph courtesy of Masbro Brook Green Nursery

Water play



Photograph courtesy of Masbro Nursery, Brook Green

Mud kitchen play



Photograph courtesy of Masbro Nursery, Brook Green