



Open ended questions

Think Aloud

### Adult's Role

- Model positive social interactions- e.g. how to take turns.
- Notice what arouses children's curiosity
- Encourage dialogue with child/children to extend learning through shared thinking
- Observe the skills the children are displaying and if they need further support/extension
- Wait, Watch and Wonder - what are the children doing? Why? How could this be extended/supported
- What Es and Os are being explored through this play?

Naming actions/objects

Noticing

Posing Problems

Modelling

Verbalising Feelings

Making Connections

Praise and Attention



# Water Area



Water play provides a rich, hands-on learning experience that supports children's development across multiple areas. It enhances physical skills like coordination and fine motor control, while also fostering cognitive growth through exploration of concepts such as volume, flow, and cause and effect. Additionally, water play encourages creativity, language development, and social interaction, all within a calming and engaging sensory environment.



**Physical Skills** - squeezing, pinching, balancing



**Emotional Skills** - resolving conflicts, resilience, self control, confidence



**Creative Skills** - inventing, building, designing, experimenting, asking questions, curiosity



**Social Skills** - sharing, listening, speaking, taking turns, personal space, teamwork, being gentle



**Cognitive Skills** - Solving Problems, focusing, thinking, reasoning, recognising patterns, risk-taking



### Potential CfE Es & Os

#### Literacy

- Cooperate with other children through sharing resources and developing play (RME 0-02a, LIT 0-02a, 0-03a)
- Share ideas and opinions (LIT 0-09a)
- Use new vocabulary and phrases in different contexts (LIT 0-10a)
- Building stories around props (LIT 0-26a)

#### Numeracy/Maths

- Measurement (MTH 0-11a)
- Sorting and exploring shapes and their properties and use of positional language (MTH 0-16a) (MTH (0-17a)

#### Other Curricular Areas

- Play with other children and form good relationships (HWB 0-05a, HWB 0-44a, HWB 0-44b)
- Explore forces and their affect (SCN 0-07a)
- Explore materials and properties (SCN 0-15a)
- Investigate freezing and melting (SCN 0-05a)
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### Continuous Provision Resources

- Water trough or tray, aprons, mop
- Labelled resources accessible by children - different sized containers, jugs, watering cans, funnels, pipettes, vacuum syringes, connectable pipes or guttering, spray bottles, squeezable bottles, whisks, large spoons, ladles, fishing net, pots, pans, floating objects, milk cartons, measuring cups/spoons, sponges, cloths, brushes
- Water toys like boats, sea creatures, water wheels
- Soap or dishwashing liquid (check allergies), food colouring, shaving foam
- Natural materials like stones, pebbles, twigs,

### Enhanced Provision - Provocations to Play

(These are just suggestions - follow the children's interests and needs. They may do something entirely different with the provocations you put out)

- **Add ice cubes to a tray and some toys frozen inside blocks.** Children can investigate the feel of the ice and see how it changes in their hands and over time. They can use simple tools to chip or scrape the ice to get to the toy. They could use salt shaker to investigate the effect on the ice. Learners will likely use topic vocabulary to describe the feelings etc. Links with science and literacy.
- **Punch holes in the bottom of milk cartons. Create different numbers or sizes of holes for different effects.** The learners will likely explore how the water pours out of the different holes and variations. Links with science.
- **On a snowy day add snow to the tray.**
- **Add washing liquid to the water and provide whisks etc.** The children will likely explore the effect the soap has in the water when agitated. Links with science.
- **Provide a range of objects some which float and some which don't.** Observe how the children explore and predict outcomes. Links with science.
- **Add dolls, towels, hair brushes, soap etc, clothes, washing line and pegs.** Children will likely bath and care for the babies in a nurturing way and show their understanding of care and gentleness. Links with HWB.
- **Provide different tubs of water with food colouring in. Provide beakers, test tubes, jars etc with pipettes, syringes etc.** Learners are likely to enjoy mixing the colours and creating "potions" or recipes. Links with expressive arts and science.
- **Make a sensory "soup" adding things like water beads, flower petals, fruit slices, mini pom poms, twigs etc.** Learners will enjoy exploring the different textures and the affect water has on them. Links with science.
- **Add teapot and cups, or jug and cups to encourage pouring and accuracy.**

These are just some of the Es and Os which could be experienced through the home area. It is important to observe what is happening to understand what other Es and Os may be covered.

### Key Vocabulary

Sink, float, pour, full, empty, half, less than, more than, bubbles, waves, volume, amount, liquid, solid, ice, melting, freezing, measure