

### Communication and Language Prime Area

Listening to voice of familiar staff member, parent or responding to specific scent (RFL). Turning head to listen to topic sounds such as splashing water, rain or roar of waves crashing.

Listening to rhythmic patterns and stories such as "Rain Rain Go Away". Joining in with actions or words. Making up own phrases which fit in.

Responding to range of sensory stimuli related to topic such as cold / warm water or changing light patterns under an umbrella (RFL)

Responding to simple words and instructions in context and linking to object eg ("Where is the octopus?"). Following a sequence of instructions such as making a cup of squash.

Understanding basic concepts such as colour, size and positional vocabulary as well as comparatives such as "A big / bigger / biggest sandcastle"

Using crying, sounds, facial expressions, eye pointing, words, simple phrases, objects or symbols to communicate meaning eg "I want a" or "I see a bucket"

Asking questions and begin to use connectives in sentences such as "and" or "because"

### Personal Social and Emotional Development Prime Area

Being close to a favourite adult. Copying facial expressions reflected in water or looking at what an adult is looking at (REACH)

Showing awareness of the activities of other children or supported paired games such as "Row Row the Boat".

Initiating interaction with another child using a gesture, word or symbol (REACH) for example asking to play with water spray.

Awareness of on self as different and separate from others eg putting on a Pirate hat and looking in a mirror!

Making choices through words, facial expressions, vocalisations, objects or symbols such as choosing a flavour of squash, water, ice and straw. Requesting "more" or "no more" of a stimuli (RFL).

Calming when rocked and with help from adult (REACH).

Recognition of different emotions and using gesture, facial expression and verbalisations to express emotions (REACH). Responding to tasks with responsibility such as washing the Little Tikes cars or "painting" walls with water and paint brushes.

Using pretend play to explore themes dealing with emotions such as anger / curiosity / fear etc (REACH).

Awareness of danger and keeping safe. Why is it not safe to jump into water?

Awareness of right and wrong. Responding to boundaries of behaviour

### Physical Development Prime Area

Stilling, smiling, turning head or reaching out in response to topic sounds, sights or textures such as bright colours under an umbrella .

Moving in different ways-splashing, kicking water. Moving arms, legs in water or responding when whole body is lowered in.

Sliding down a water slide "Ready Steady ... Go!" (fill in a turn-REACH).

Travel confidently into/ out of paddling pools and inflatable boats.

Picking up objects in pincer grip between thumb and fingers to drop into puddles. Squeezing sponges with whole hand.

Holding pen or paintbrush in whole hand (palmer grip) or with three fingers (tripod grip) to paint with brush/water .

Communicating thirst or hunger. Discussion about need for water for life. Participating in hygiene routines independently or supported such as a water flush, washing hands and brushing teeth.

Washing clothes – sequencing tasks

### Literacy Specific Area

Sharing topic books with an adult such as "Mrs Wishy Washy" and "Who sank the Boat?" Reading some words independently. Discussing content of story.

Showing interest in rhymes, songs and jingles. Joining in with actions, sounds or words.

**Phonics (Phase 1)** – Listening to environmental sounds (such as taps running), body sounds (stamping in puddles) and instrumental sounds (rain stick). Listening to rhythm and rhymes such as "Dr Foster" or "Row Row". Starting to orally blend sounds "B-oa-t"

**Phase 2** – Learning letter sounds and begin to blend sounds for reading. Making marks in a variety of media such as sand, foam, drops of water. Copying patterns and shapes. Writing name / topic words such as "sea" using phonic / graphic knowledge

## Water

### Expressive Arts and Design Specific Area

Exploring water through senses – cold or warm water sprayed, splashed or squirted on hands, feet and whole bodies.

Responding to topic songs and music with whole bodies. Using Resonance Board / Drum to lie on.

Joining in with songs and creating sounds using instruments or recycled materials such a rainmaker or different coloured water in plastic bottles.

Make a sound story of a storm using voice sounds, percussion or recorded sounds on Big Mac.

Using large cardboard boxes to make a Pirate ship.

Listening and responding to "Raindrop Prelude" by Beethoven or "Fingal's Cave" by Mendelssohn.

Role play – an underwater diver, Pirate or frog

### Mathematics Specific Area

Experience number rhymes such eg "Five Little Frogs Sitting on a Well"

Object Permanence – where has the toy gone even though it is out of sight? (RFL)

Focus on a specific topic toy eg musical fish – if adult makes it disappear, showing brief memory when re-presented (RFL)

Number – fishing objects out of the water. How many? Saying some number names randomly / in sequence. Counting in 2's – pairs of wellies.

Capacity – full and empty. Pour into different shaped containers from different heights.

Finding bottles which show litres or millilitres.

Noticing and naming shapes, colours and patterns – eg umbrellas.

One to one correspondence – give each boat a sail.

Playing simple board games with a dice such as "Insey Winsey Spider"(Orchard Toys).

Sorting balls according to size or colour.

Positional language such as through, on, off or next to

### Understanding the World Specific Area

Responding to a favourite toy such as a soft fish. Following a moving toy with eyes (RFL). Looking at pictures of themselves or familiar people dressed up in rain hats and wellies – who is that?

Talk about different jobs associated with water – Lifeguard, Boat Skipper or Fireman. Imitating everyday actions which they have observed such as making tea.

Small world play – underwater creatures in the sea.

Visit to River Thames and boat trip – responding in individual way.

Looking after plants in Horticultural area – watering and feeding

**Sensory Studio/ICT** – Moving on the water bed side to side. Watching or tracking fish in the bubble tube. Following lights and projector patterns in white area. Following fish shaped light toys in dark area.

Operating simple programs on the computer using touch screen or mouse such as "Dressing Lecky" or "Fish Tank" Crickweb.com or CBeebies "Big and Small Rain Dance"