

key learning opportunities			
- To develop self esteem, confidence and the ability to self organise. - To share and use equipment, work co-operatively and with respect. - To make choices, listen, respond and communicate ideas. - To provide opportunities to develop the understanding of what is right, what is wrong, and why. - To develop and extend vocabulary.		- To develop pouring, siphoning and measuring skills. - To explore the properties of water. - To develop sensory and special awareness. - To develop fine, manipulative skills.	
Permanent Resources	Resource Organisation	Intended Experiences	Appropriate Vocabulary
- Water trough, containers of various sizes, shapes, jugs and funnels. - Tubing. - Turkey baster, scoops, ladles - whisk table spoons and tea spoons tea set - small saucpans - Natural materials, sponges, bark, corks, shells pine cones, sticks, acorns, pebbles, stones, driftwoods pumice stone) - Containers with holes (colanders, sieves, tea strainers)	- Distinctive area. - Clearly labelled equipment and resources. - Accessible storage. - Table ledge or shelf to stand equipment whilst being explored. - Images at child height for stimulation.	- To develop a variety of skills and concepts through play. - Exploring properties of water in its many forms. - Developing concepts of more/ less than. - Explore estimation. - Caring for and tidying up resources.	Adult support and challenge children's thinking through observation, participation, role modelling making suggestions encouraging and using appropriate vocabulary: - Language of properties of water. - In all it's form.. - Movement of water. - Quantity.

● Posters, photographs and images			
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