

Rose³ Learning Experience **Scoop, Cup and Bucket—Sand** Date: *18/3/10*

Objective: For children to develop their understanding of volume and mathematical language.

Materials

Scoops (recycled laundry powder scoops)
 Cups (recycled yogurt containers)
 Buckets (recycled ice-cream containers)
 Sand
 (a sand pit is ideal but a large storage container with sand in it will do just as well! Remember to cover your sand after use to limit "contamination")

*when working with very young children watch carefully as they may find the sand tasty! Beware of choking hazard.

Instructions

1. Put scoops, cups and buckets into sandpit.
 2. Allow children time for free play.
 3. Watch what they do. Discuss their actions.
 4. Encourage children to estimate and count how many scoops, cups and buckets it takes to fill each of the different containers.*
- *Refer vocabulary list for key vocabulary and phrases

Key Learning Areas Skills and Knowledge

Pre Numeracy (Mathematics)

Measurement—Volume
 Counting—How many scoops filled a cup?
 Estimate/predict: "How many cups fill a bucket?"
Daniel, Kim and Olivia

Mathematical Language—Many, more, "Add one more scoop"

Literacy/Vocabulary (English)

Sand, scoop, dig, pour, fill, full, half, empty, top, gritty, rough. *Kerry developed vocabulary.*
 "Is the cup full?" "How many more cups to fill a bucket?" *Daniel, Kerry, Olivia discussing , working well together.*

Health and Physical Education

Fine Motor Skill - pouring sand into containers,
 - tactile experience

Gross Motor Skill— digging, scooping, pouring

The Arts

Medium and texture—discuss feel of sand.
Isaiah and Ceil interested in feel and texture of sand 18/3/10 . Sand Painting planned 19/3/10

Extension Ideas

- Use different size containers.
- Use water
- Use Seed *21/3/10*

(large quantities available from produce stores, best stored in large plastic storage box)

Early Years Learning Framework Outcomes*

Outcome 1: Children develop

- knowledge and self-confidence through practice of measuring skills and increasing vocabulary. *Kerry*

Outcome 2: Children develop

- sense of belonging to a group through shared activity, discussing investigations with others.

Kerry really involved in group discussion

Outcome 3: Children develop

- social and emotional wellbeing through shared goals and taking turns.

Outcome 4: Children develop

- cooperation, confidence and curiosity through working with others and exploring sand. *Ceil and Isaiah*

- skills and processes such as problem solving, hypothesising and investigating volume.
- ability to transfer and adapt learning through the use of different media such as sand, seeds and water.
- ability to resource their learning, connecting with natural materials.

Outcome 5: Children

- interact verbally and non-verbally with others by discussing investigations and results. *Kerry, Olivia, Daniel*

Linking Activities

Tubes, funnels and bottles **Sand painting 19/3/10**
 Pipes and tubes Floating and sinking