

Context: Wet and dry sand provocation	Nursery Age 3-4	Title: Sandcastles
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Adult-led focus on exploring materials

To extend thinking and discussion about the properties of sand, the practitioner set up a tray of wet sand and a tray of dry sand and a problem to solve:



Adult - K was trying to make a sandcastle but he kept filling the bucket and turning it over and the sand just went pfft (hand action showing spread out).

R – He used the dry sand not the wet sand.

Adult – If we try and build a castle with dry sand...

C – It would just fall about.

Adult – Would you like to try and build a castle with the dry sand.. and you're filling it up to the top... ready steady go. What's happened? Is that a sandcastle? What do we need to do now?

C – Wet sand.

Adult - I wonder why it might work with wet sand?

R – Because it sticks.

Adult – So the water in the sand makes it stick together? Well done R. R remembered that if you are going to make a sandcastle then you need to wet sand, because the wet sand sticks together and it stays up.



<https://youtu.be/ZPyEFNJzGAA>

Possible future provision / next steps

Further exploration of sand, with wet sand building, pouring/running dry sand through 'water' wheel. Exploration of what happens when other materials get wet e.g. mud, flour.

Learning outcomes include (Birth to 5, Technology):

Range 5: *Plays with a range of materials to learn cause and effect.*

Characteristics of effective learning – Thinking creatively & critically: *Visualising and imagining options. Making predictions. Testing their ideas.*

Example from Filton Avenue Nursery School and Children's Centre, Bristol