Topic: Water   **Term: Autumn**

	Sensory Level P1-P3	Access Level P4-P8	National Curriculum Level 1-2
Non-negotiable Learning			
	Suggested Activities	**Suggested Activities**	**Suggested Activities**
1 **Weather**	*Experience different aspects of the weather relating to water.* **Create sensory 'weather bottles' - fill with water and other related items. Pupils make choices about what they are going to put in their bottles. Observe and record responses to different ones.** **Share a sensory story about the weather, including aspects with water, eg rain, storms, snow/ice etc. Use sensory resources so pupils can 'experience' the different weather and explore the water within.** **Experience going outside in different weathers, observe and record responses and likes/dislikes. Allow pupils to experience the contrast between when it is raining and when it is dry.** **Use a range of musical instruments to create weather sounds (rainstick, ocean drum etc). Use other resources to enhance the experience, eg water sprays, etc.** **Watch the effect of the 'rain' on different**	*Explore the different aspects of weather related to water.* **Use stories with appropriate resources to explore and explain about different water related weather phenomenon such as rain, snow and ice.** **Explore different clothing that is appropriate for different weather conditions. Name, recognise, label match these items. Explore the materials they are made from and experiment to see which materials are waterproof and keep them warm.** **Explore different umbrellas and the materials that they are made from – test a range of different ones using water sprays.** **Create own 'umbrella' from a choice of materials and test to see if it would keep them dry.** **Record the daily weather as part of morning routine using symbols.** **Create a 'rain' song with musical instruments – following a simple musical score.**	*Investigate and understand the different aspects of weather related to water and how they occur.* **Investigate the water cycle – create own representations in different ways.** **Compare and contrast different countries that have lots of rain or those that don't and suffer from droughts. – Investigate what it would be like to have floods and droughts.** **Investigate the different seasons of the year and the weather phenomenon that generally occurs in each. When is it the wettest time of year in our country?** **Use simple weather recording devices – collect rainwater over the course of the half term, recording how much it rains each day. Use to plot a simple graph.** **Investigate different materials that are used to protect us from the rain. Why do we use these specific materials?** **Design own umbrella or piece waterproof clothing – test and evaluate what worked,**

	items/surfaces – splashing, running, dripping Experience 'splashing' in puddles. Create a weather mobile with different weather related items (focusing on rain/ice/snow) Explore a range of clothes and props used when it rains – umbrellas, wellingtons, waterproof coats, etc. Dress up and test out to see if different things are waterproof.		what didn't work and why.
2 **Under the Sea**	*Experience different things that live in the sea/activities to do with water and the sea.* Use a sensory story related to under the sea, such as finding Nemo, Little Mermaid, Rainbow Fish, Commotion in the Ocean. Exploratory play in water trays with different fish and sea creature toys. Use nets and scoops to 'catch the fish' in the water tray. Experience being a 'fish' in the swimming pool. Use the sensory studio to create an 'Under the Sea' Immersive environment, using additional resources to help set the scene. Visit to the sea life centre.	*Explore different creatures and animals that live under the sea. Explore different activities to do with the sea – eg fishing, leisure activities.* Link to literacy work based on 'Under the Sea' related texts. Explore what type of creatures live under the sea. Find out some simple facts about them – label them, match pictures, write captions etc. Design your own sea creature. – use a range of creative activities such as painting, marbling etc. Sort animals that live in the sea/live on land. Creatures that live in the sea that have fins/those that don't etc. Match animals to their habitats, including under the sea. Explore an 'under the sea' environment in the sensory studio.	*Investigate the habitat 'Under the Sea', compare with other water based habitats* Link to literacy based work on 'Under the Sea' related texts. Investigate the type of creatures that live under the sea and what the habitat is made up of. Design your own habitat for a fish/sea creature. Design your own sea creature – make using a range of creative materials. Compare the different water based habitats – sea, lake, pond – what lives in each, how are they the same/different? Trip to Sea life centre
3	*Experience the different properties of water*	*Explore the different properties of water through*	*Investigate the properties and science of*

Science of Water	*through sensory play and experiments.* Use water and marbling inks/food colouring/paint to mix different colours. Explore water when it is frozen into ice – feel the difference, compare hard ice and liquid water. Create ice blocks from different things, eg pour into glove to create ice hands, pour into a balloon to create an ice ball etc. Mix water with washing up liquid to make bubbles. Use a bubble machine or bubble blaster. Track bubbles, reach out and pop. Have water tray activities such as filling and empyting – watching water pour and run. Use water wheels and other water toys that have an effect when water is poured on to it. Mix water with a range of items and feel the changes, eg cornflour, soil, gloop etc. Explore the changes in items when mixed with water, eg pasta - explore hard and soft. Gravy granules – small bits or liquid gravy.	*simple play and experiments.* Explore how water can change an item through making it more liquid and spread further – try this with paints or art materials. Explore what happens to water when it has been frozen. How do we change it back to a liquid again? Freeze a small world toy inside different blocks of ice – test different ways of 'freeing' the toy – what are the best methods to melt the ice? Experiment with what happens when water is mixed with washing up liquid. Make own bubble hoops out of pipe cleaners/straws etc and test the mixtures. Experiment with water trays and different objects - transport water from one place to another using containers, tubes etc. Make different items out of liquid and see how well they freeze – make own flavours of ice cream.	*water, showing understanding of the properties.* Investigate how different items change when water is added, eg things that are soluble, make other liquids more spreadable, etc. Explore what happens to water when it is frozen. Investigate the best ways to freeze water and the best ways to turn it back into a liquid – investigate separating liquids. Investigate other things that are liquid, like water. Simple sorting activities for solids, liquids, gases. Investigate how water is good for a range of different living things, eg humans need water to survive, plants need water to grow. Investigate how water can be used to rehydrate different items. Investigate the changing properties of water depending on the temperature, eg ice – water – steam. Investigate what makes up water – H2O.	
4 **Hot/Cold**	*Experience hot and cold in relation to water through sensory play and exploration.* Experience and compare the difference between hot and cold water based items, eg: Make and taste some ice lollies (with different flavouring).*	*Explore temperature in relation to water, showing recognition of different items that are hot and cold.* Link to above items – making ice cream, freezing and melting activities. Explore hot and cold water and its different uses	*Investigate different temperatures of water and the effect that temperature has on water. Investigate and recognise different uses for hot and cold water.* Create a simple investigation for the best way to freeze water.*	

	Make and taste some hot drinks, eg tea, hot chocolate etc.

Link to some of the ice activities above, eg freeze gloves of water, create coloured ice etc.

Explore what happens if you pour hot water over ice – listen to it crackle, watch it melt.

Experience the feel of hot water bottles on different parts of the body (through clothes), eg hand, arms, legs, stomach.   Observe and record responses.

Use a foot spa – compare and experience what it is like with warm water and colder water. Which do children like and dislike.

Compare animals that live in hot water or cold water. Eg animals from cold areas – seals, penguins, polar bears. Animals from hot water – tropical areas- tropical fish, turtles etc. | – drinks, washing, cooling things down etc.

Follow simple instructions to make a cup of tea or another type of hot drink.

Compare animals that live in hot and cold water. Sort into the two different categories.

Trip to the Chill Factore to experience different activities that can be carried out on snow/ice. | Create a simple investigation for the best way to melt ice (freeze an animal or character into the ice – pupils to create a way to set them free)

Investigate uses for hot and cold water to make different types of drinks:
- Likes and dislikes of hot/cold drinks
- Write instructions to make a hot drink.
- Design your own hot/cold drink

Design and create own flavoured ice lollies.

Investigate how to make water hot or cold. | |
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Water in the Environment | *Experience water in the environment through sensory play and exploration activities.*

Explore ice and snow – feeling how it is wet and cold. Exploring the different types of clothes that we need to wear in these conditions.

Put on weatherproof clothes and go out in the rain. Experience it falling on our faces, splash in the puddles. | *Explore sources of water in the environment – both immediate locality and the wider environment.*

Explore around school, both inside and out to find different sources of water – what is it used for – eg bathroom, laundry, kitchens, sources of water outdoors.

Explore different sources of water in the wider environment – eg water at the beach. Create a role play beach area. | *Investigate the sources and uses of water in both the local and wider environment.*

Link to work on the water cycle (see above)

Investigate the local environment, use maps, photos, google maps to pin point local rivers, canals etc.

Investigate the use of canals, rivers, waterways underground (sewage). | |

	Use a range of umbrellas - if not raining outside- use water spray to simulate the rain. Listen to the sounds of the rain. Use the swimming pool to explore deeper water in our school environment. Use the sensory studio to create a sensory seaside environment. Create a 'beach' in the playground (or class depending on weather) Experience pouring water through different pipes to emulate water through the drains – watch it splash on different surfaces.	Explore the outdoor environment when it is raining to see the effects the rain has on different surfaces/activities.	
6 Uses of water	*Experience the different uses of water through play and exploration activities.* Role play washing ourselves – hands, face (link to PSHE work) Wash some clothes – sing related songs with this. Sensory story – 'Messy Martin' - washing clothes. Mix and drink different flavoured waters or try already mixed ones and record responses. What do we cook using water – help to make and explore a range of different things that we can mix and cook with water – eg packet mashed potato, pasta, gravy granules etc. Outdoor play – create a 'car wash'.	*Explore the different uses of water.* Explore why we use water and how we use it to keep ourselves clean – washing ourselves, washing our clothes, for dishwasher, washing machine etc. Name, label, recognise, match the different uses. Role play washing a baby or different clothes. Link to story 'Messy Martin'. How can water be used to keep cleaning Martin's clothes. Explore how water is used in our food and drink. Make own drinks – mix own drinks and taste the flavours. Explore likes and dislikes. Explore how we use water for cooking – eg boiling items, mixing with powdered items – use as a basis for simple cooking things. Explore how we use water to keep other objects	*Investigate the different uses of water.* Investigate the uses of water in order to keep things clean – why do we have water in the bathroom and in the kitchen? (Role play activities) Investigate how water is used to help prepare our food – eg things that we boil, how water is added to mix different food items. Investigate how water is used for a range of purposes in home and at school. Link to previous work on drinks. Investigate how water is used by other people for other uses – eg Firefighters. Investigate how we use water to produce electricity (hydroelectric) Investigate how water and waterways have

		clean such as our windows, cars. Role play cleaning these different objects.	been used to transport goods and people across the years. Compare and contrast a country that has a lot of water (UK) with a country that has less, eg Africa.
7 **Capacity**	*Experience simple capacity activities using sensory play and exploration* **Have a water tray with different materials and sponges. Squeeze each one to find out which has soaked up the water.** **Have a range of different containers and items in the water tray to explore pouring, emptying, filling, pouring from one container to another. Experience when things are full and empty.** **Fill different sized and shaped balloons with water so that children can see them getting bigger and feel the weight of the water. Freeze water in different containers and items – compare the different shapes and sizes through feeling them.**	*Explore capacity through a range of practical activities.* **Explore a range of containers and water – which would hold more/less.** **Carry out simple measuring activities for different containers.** **Fill a range of different objects to see the effects of water on them – eg fill balloons to see them expand.**	*Investigate a range of containers to show understanding of capacity through different practical activities.* **Investigate different containers – estimate and find out how much water they would hold. Which holds more/less.** **Investigations – 'how much water would it take to…' Fill a large bucket, make 20 cups of tea etc.** **Take measurements of different containers- introduce ml and litres.** **Games to do with capacity – eg capacity bingo.**
8 **Where does it come from**	*Experience where water comes from through practical sensory experiences.* **Explore the water that comes from the taps – use it to fill items such as a cup, kettle, and basin.** **Feel rain falling from the sky – watch it splash and fall onto different items including coloured papers.**	*Explore and show understanding of where water comes from.* **Explore a simplified and practical version of the water cycle.** **Explore where we source water from in our daily lives – eg from the tap.**	*Investigate and show understanding of where water comes.* **Investigate and show understanding of the water cycle.**