



Hand Washing Enhanced Provision Tuff Tray Plan



✓ Supplies

- A selection of different colour paints
- Laminated hand prints or rubber gloves
- Hand soap
- Water



Quick Set-up Instructions

1. Lay out laminated hand prints – or alternatively use rubber gloves partially filled with water and tied at the base.
2. Put splodges of paint on the hand prints/gloves.
3. Add a little water to the tuff tray.
4. Lay out hand soap dispensers in the middle of the tray.
5. Allow children to lead the learning, while you observe or get involved in the play yourself, encouraging children to wash the paint splodges off the hands.
6. Look at the key prompts and vocabulary list to see where the learning could go.
7. Don't forget to record Characteristics of Effective Learning too!



Key Prompts and Questions

- "I wonder how we can wash these hands the best?"
- "How much soap do you think we need?"
- "How do you make the soap come out?"
- "It's tricky to get the soap out, what's the best way to do it?"
- "Do you think we should wash all of the hands?"
- "Why is it important for us to wash our hands"
- "What else do you think we could put on the hands to wash off?"
- "Do germs sometimes get on our hands? Can we see them?"
- "What's the best way to wash our own hands?"
- "How much soap do we have left now?"



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? Key Outcomes

? Key Vocab

- wash, wipe, rub, scrub, stroke, clean
- vocabulary related to colour
- mix, stir, pour, grind, squeeze, tip, combine, add, scoop
- positional language: put on, put in, under, next to etc.
- vocabulary related to capacity: full, empty etc.
- healthy, clean, washing, soap, rinse, dry



Laminated hands template

Communication and Language

Speaking

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.

Physical Development

Moving and handling

- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.

Personal, Social and Emotional Development

Making Relationships

- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others.

Moving and Handling

- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health
- Can usually manage washing and drying hands.

Mathematics

Shape, space and measure

- Can describe their relative position such as 'behind' or 'next to'.

Expressive Arts and Design

Exploring and using media and materials .

- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.

Being imaginative

- Chooses particular colours to use for a purpose.
- Introduces a storyline or narrative into their play.
- Plays alongside other children who are engaged in the same theme.
- Plays cooperatively as part of a group to develop and act out a narrative.