



Early years

# Making a water wall



## Overview

Water play is a great sensory way to introduce problem solving and allow children to practise scientific enquiry. The hands-on creation of a water wall will encourage active play and promote teamwork.

## Equipment

- A fence, wall, or piece of trellis.
- Containers such as jugs, bottles, or buckets.
- An old hose pipe, tubes, or guttering.
- Scissors.
- String, pipe cleaners or cable ties.

## Activity

1. If you have an existing fence or railing, this will work perfectly to attach your water obstacles to or you could use a piece of trellis as the base of the structure.
2. Use string, pipe cleaners or cable ties to attach a course of pipes, tubes and containers from the top to the bottom of the wall.
3. Remind children that the water needs to be able to travel from one section to the next - this can be done by using bottle necks as funnels or making holes in the base of containers.
4. Old pieces of hosepipe or guttering can work well to direct the water between different sections.
5. Place buckets at the base of the wall to catch the water and use it again.

## Check for understanding

1. Support the children to adjust the water wall to make different routes and features.
2. How can you make sure that the water finishes in the container at the bottom?
3. Ask children how they could make the water flow faster or slower down your water wall.
4. Can your wall and obstacles be used for any materials other than water? Try using a ball or other object and see what happens.

## Learning and play outcomes

Play types	Communication play - working together to create their water wall.
	Exploratory - using their senses to see how they can influence the water.
Motor skills	Fine motor skills are developed by attaching equipment to the fence and together.
	Hand-eye coordination through pouring, carrying, squeezing and splashing.
Literacy and Maths	Count or time how long it takes for the water to pass through the obstacles.
	Talk about the capacity and volume of different containers.
Self - directed learning	Developing language, new vocabulary and definitions.
	Leave out a range of different materials for children to experiment with - this will lead to exploration around properties of materials and floating and sinking etc.



Learning through Landscapes

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