


Sand Box with Lids

KPL510

Item no. KPL510-0401

General Product Information

Dimensions LxWxH	470x120x38 cm
Age group	6m+
Play capacity (users)	12
Colour options	



This appealing Sand Box With Lids invites children to play for long periods of time. Thanks to the two lids, the sand box can be covered and protected. The lids also function as play tables and seats for parents or carers. Carers have seats, and more parents can be seated facing the sandbox to observe. This is well-known to facilitate longer stays in the

playground. The lids also create a space for the children where they can store toys or create their home, their shop, their workshop etc. Sand invites deep play. The changeable character of sand from when dry to when wet fascinates children. It additionally trains their tactile sense and understanding of material character and nature phenomena. These are

important life skills that help the child understand their surrounding world. In short, sand play helps to shape motor skills and cognition.



Data is subject to change without prior notice.

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Boards are made of pine wood post pressure impregnated class AB with Tanalith E3475 according to EN335.

Lids are made of 22 mm thick plywood made from alder and pine wood. Both sides are covered by 2 layers of phenolic film with anti slip net pattern. All cutting edges are sealed with paint to ensure long lifetime

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Installation Information	
Max. fall height	38 cm
Safety surfacing area	30,4 m ²
Numbers of installers (persons)	2
Total installation time	4.0
Excavation volume	0,10 m ³
Concrete volume	0,00 m ³
Footing depth (standard)	40 cm
Shipment weight	140 kg
Anchoring options	In-ground ✓
Warranty Information	
Pinewood	10 years
Plywood	5 years
Spare parts guaranteed	10 years

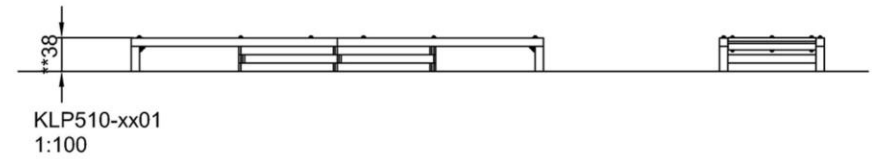
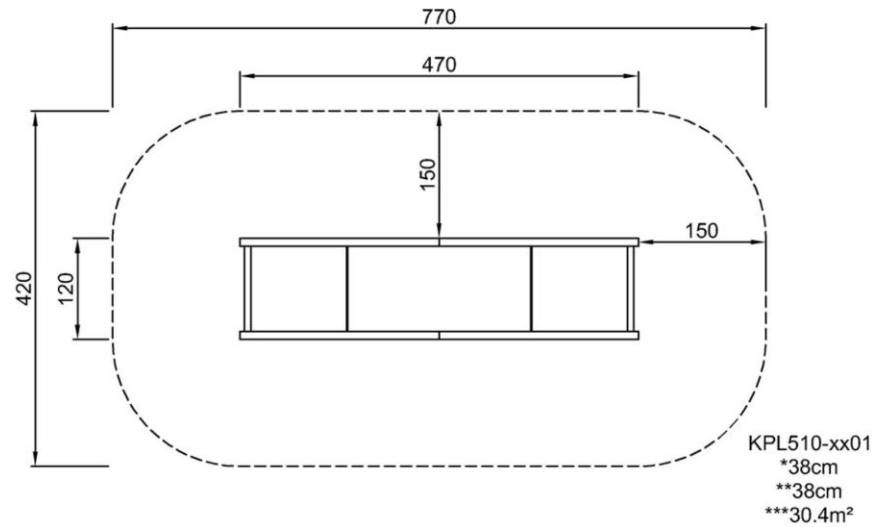


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* Max fall height | ** Total height | *** Safety surfacing area

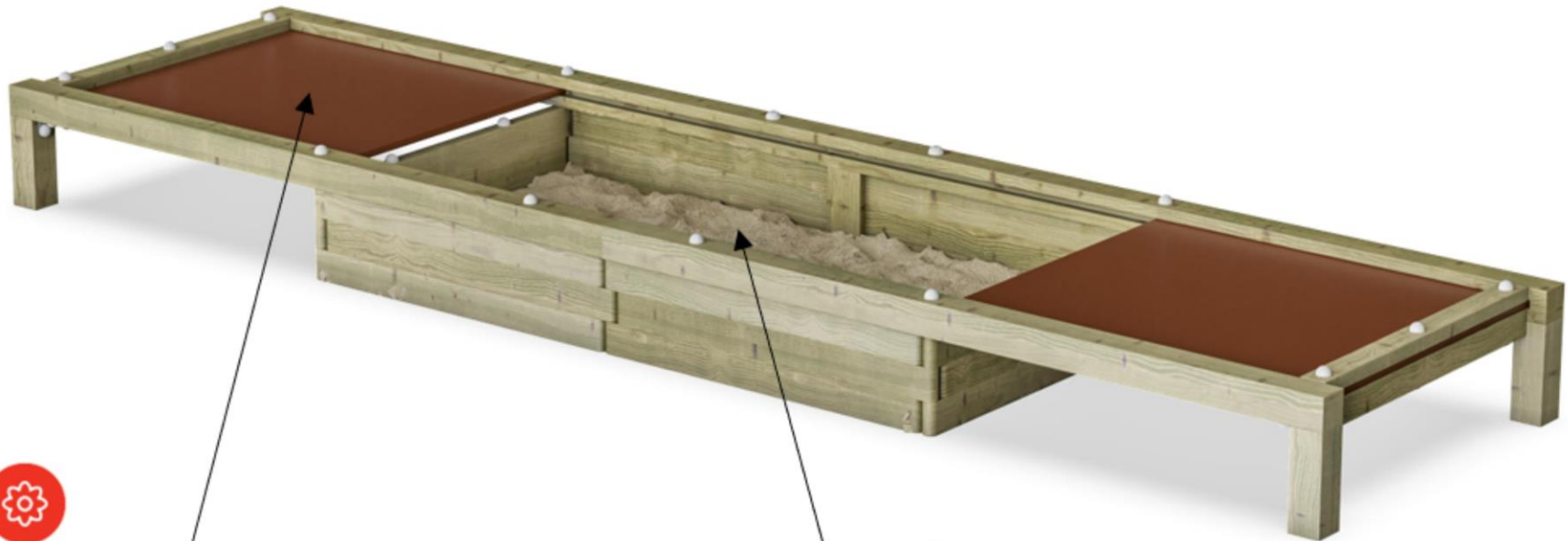
* Max fall height | ** Total height



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Lid

Physical: pushing and pulling lids train cross-coordination and muscles.

Social-Emotional: meeting on the lids support social interaction.

Cognitive: training of cause-and-effect. understanding when closing and opening lids.

Creative: leaving lids in different positions and thus leaving a mark trains the child's understanding that it can change and create.



Sandpit

Cognitive: sand play trains the sense of touch and helps children to understand the characteristics of different materials and their uses. Sand can be sieved when dry and shaped when wet.

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PHYSICAL
Joy of movement:
motor skills, muscle, cardio
and bone density



SOCIAL-EMOTIONAL
Joy of being together:
teamwork, tolerance and
sense of belonging



COGNITIVE
Joy of learning:
curiosity, understanding of causal
relationships and knowledge of the world



CREATIVE
Joy of creating:
co-creation and experimenting
with materials



BALANCE
To balance is to stay upright when walking or standing on a surface that makes this challenging (e.g. a wobbly, inclined, or narrow surface).



HANG IN ARMS
To hang in arms is the act of carrying the body with the hands or arms, possibly to traverse to another platform or play item.



SENSORY
To sense is the act of taking in information with the sensory system: seeing, feeling, hearing or sensing with the body.



BOUNCE
To bounce is the act of bouncing on a responsive, flexible, elastic or tensile surface.



JUMP
To jump is the act of jumping up or down on a hard surface.



SLIDE
To slide is the act of moving fast downwards seated on a slide.



CLIMB
To climb is the act of moving upwards, cross-coordinating arms and legs, on a vertical or inclined surface or net.



PULL
To pull is the act of pulling an item towards you or you towards an item with one or both hands, or possibly using the entire body.



SOCIALIZE
To socialize is the act of meeting, communicating or cooperating in an activity that stimulates and facilitates social interaction.



CONSTRUCT
To construct is the act of creating new patterns, shifting items or materials to new positions or constructing with materials that can be transformed or manipulated.



PUSH
To push is the act of pushing an item away from you with one or both hands, possibly with the entire body.



SPIN
To spin involves a fast, repeated horizontal or vertical turn of the body on a piece of equipment that facilitates the movement.



CRAWL
To crawl is the movement of moving forwards or backwards, cross-coordinating arms and legs, on a horizontal or slightly inclined surface.



ROCK
To rock is the action of rocking back and forth, or sideways, on e.g. a piece of spring equipment.



SWAY
To sway is the movement of swaying back and forth, or around, lying, seated or possibly standing, in a pendulant or circular movement, e.g. on a hammock or on a rope.



DRAMATIC PLAY
Dramatic play is motivated through play items that stage a frame, place or environment for acting out make believe or role play scenarios.



ROTATE
To rotate involves a vertical or horizontal slower paced turn of the body, facilitated by a piece of equipment.



SWING
To swing is the movement of swinging back and forth, or in circular movement, seated, standing or lying, in an unhindered arc.



GLIDE
To glide is the act of moving from one point to another without shifting the feet, in a horizontal or vertical movement, in a seated, lying or standing position, letting gravity do the work.



RULES PLAY
Rules play is motivated through play items that suggest games-with-rules, cooperation and team work, e.g. tic-tac-toe, timers or ball games.



WONDER
To wonder is motivated through play items that make children need and use their logical, abstract or creative thinking skills, as well as their memory.