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|  | *Week1: Engage**3rd June 2019* | *Week2: Develop****10th June 2019*** | *Week: 3: Develop**17th June 2019* | *Week4: Develop**24th June 2019* | *Week 5 : Develop**1st July 2019* | *Week6: Innovate**8th July 2019* | *Week 7*  *Consolidation and assessment**15th July 2019* |
| ***Personal, Social & Emotional Deve*** |  **ELG 06 PSED****Self-confidence and self-awareness****Enjoys responsibility of carrying out small tasks.****PSED SS 5****Confident to speak to others about own needs, wants, interests and opinions.****PSED SS 9****Try new activities with confidence.****PSED SS 11****Helping hands! Allocate jobs to different children throughout the project. Jobs might include tidying the water tray, cleaning the sand, tidying the investigation table and putting things away in a seashore shop. Encourage older children to improve and add to these areas according to their interests and opinions.****Practitioner note****You could provide very simple checklists for the children to use when carrying out these Display a weekly rota with classroom jobs and who is responsible. Involve children in wiping the board clean at the end of the week and allocating new jobs.****ELG 09; L R 13; L R 24; L R 32; L R 33****responsibilities. If you laminate the checklists, children can use marker pens to tick items off as they go then wipe them clean, ready for the next day.****• SMSC M 3; • SMSC So 1; • SMSC So 3** | ELG 07Managing feelings and behaviour.Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.PSED MFB 10Understand and follow rules.PSED MFB 23Can you find the starfish? Hide small plastic starfish (available online) around the setting for the children to find. Allow them to work in pairs and add a competitive edge by asking ‘Who can find the most?’ Introduce rules for an additional challenge, for example, setting a time limit for each pair’s turn or only using a certain tool to pick them up.Practitioner noteProvide counting strips for the children to place their finds. Using the counting strips will help them total the number of starfish they find. ‘Starfish counting strips’ are available on The Hub. • SMSC M 3 ; • SMSC So 1; • SMSC So 3 | ELG 08Making relationshipsDemonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.PSED MR 8Initiates conversations, attends to and takes account of what others say.PSED MR 9Play co-operatively.PSED MR 12The seashore shop! Play alongside children in the ‘seashore shop’ encouraging them to take on different roles, including the shopkeeper, shopkeeper’s assistant and customers. Talk to the children about how people should speak formal situations, reminding them to use common phrases such as hello, good morning, please and thank you.Practitioner noteWhy not use scenario cards to stimulate creative play? A selection are available on The Hub. • SMSC Sp 3; • SMSC So 1; • SMSC So 3 |  | **ELG** ELG **Making r** | This Innovate stage challenges children to work imaginatively to create a rock pool in a jar. They will use what they know about what lives in a rock pool to help them choose materials and resources. During this Innovate stage children will:choose tools and materials to create their ideasuse their imaginationsuse a range of tools to cut, stick and makewrite a secret message to put in their jarcompare their jar with a friend’s jar and say how it is the same or differentshare their rock pool with a parent or carer and explain how they made it Rock pool in a jar!Place shells, pebbles and a couple of small world sea creaturesand sand in a jar. Label it ‘Rock pool in a jar’. Allow the children time to pass the jar around a sharing circle and look carefully at what you have put inside. Answer any questions the children have about your choices before explaining that they will be making one of their own. **You will need:****a range of jars****natural materials, such as shells, pebbles, coloured sand, driftwood and mermaid’s purses****decorative items (starfish, seahorses, string, card, ribbons, glitter)****tweezers, spoons, funnels, scissors and writing materials****string and card labels****‘Pictures of rock pool jars’ are available on The Hub to inspire the children****You can download the Innovate board straight from The Hub.** |  |
| ***Communication Language & Literacy*** |  | **ELG 01****Listening and attention****Focusing attention – still listen or do, but can shift own attention.****CL LA 8****Maintains attention, concentrates and sits quietly during appropriate activity.****CL LA 10****Listen attentively in a range of situations.****CL LA 12****Listen to instructions and follow them accurately, asking for clarification if necessary.****CL LA 20****Listening shell. Show a conch shell to a small group of children.****Ask if they know what it is then put it to your ear and listen carefully. Pass the shell to a child in the circle. Let them hold it to their ear, then pass it on. Remind them to be quiet so they can listen carefully. Invite each child to say or write down what they heard. Compare their answers. Were all their ideas the same?****Practitioner note****The rushing sound is the noise of the surrounding environment echoing in the shell. Conch shells are available to buy online.****Display the shell and other smaller shells with a similar shape. Display the question ‘What can you hear?’****ELG 14; UT TW 4; UW TW 8;****UT TW 10****ELG 02****Understanding****Beginning to understand ‘why’ and ‘how’ questions.****CL U 8****Listens and responds to ideas expressed by others in conversation or discussion.****CL U 12****Answer ‘how’ questions about their experiences and in response to stories.****CL U 14****What, who, where and why? Present a ‘lost bag’ to the children. Explain that you found the bag on the seashore and that they need to have a look inside, see who it belongs to and return it to the owner. Reveal a range of items from inside the bag including a child’s flip-flop, a sun hat, broken sunglasses, a notebook, a key, a pair of binoculars, a frisbee, loose change and a book. Allow the children to react to the different items and say what they are. Ask questions such as ‘How do you think the sunglasses broke? Where is the other flip-flop? What do you think is inside the purse?’ Encourage the children to answer your questions using full sentences and suggest what to do next. You can hide a notebook in the bottom of the bag, where the children could find a name and address of the owner of the bag.****Practitioner note****Children could write letters to the owner of the bag. It would be lovely for the children to receive a reply from the ‘owner’.****• SMSC Sp 3; • SMSC So 1****Place the bag and its contents in the writing area. Provide a ‘List template’ so children can list the items in the bag. A ‘List template’ is available on The Hub.****ELG 10; L W 2; L W 11; L W 17;****L W 18** | ELG 02UnderstandingBeginning to understand ‘why’ and ‘how’ questions.CL U 8Listens and responds to ideas expressed by others in conversation or discussion.CL U 12Answer ‘how’ questions about their experiences and in response to stories.CL U 14Answer ‘why’ questions about their experiences and in response to events.CL U 15What a load of rubbish! Display types of litter found on the seashore on a table top. Include items made from different materials including plastic, metal, food stuff, wood, rubber, foam, ceramic and fabric. Ask the children ‘What material is this? How might this litter hurt an animal or the environment? What might happen if people carry on leaving their rubbish on the seashore? How can we stop people leaving their litter?’ Children could sort the ‘rubbish’ into labelled baskets for recycling.Practitioner noteYou could show the children pictures of seashores covered in litter on the IWB and talk about the consequences for wildlife. Take care to choose suitable images, as some can be upsetting. A presentation ‘Seashore litter’ is available on The Hub. • SMSC Sp 2; • SMSC M 1; • SMSC M 3 | ELG 03SpeakingBuilds up vocabulary that reflects the breadth of their experiences.CL S 15Links statements and sticks to a main theme or intention.CL S 19Express themselves effectively.CL S 22Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.CL S 31Feeling crabby! Surprise the children with some whole crabs from the local fishmongers. Allow them time to observe the crabs and provide labelled diagrams for them to identify body parts, using the correct terminology. Challenge the children to make comparisons between the different crabs using language related to size and colour.Practitioner noteWhy not start by watching videos of crabs in their natural habitat? A short video ‘Feeling crabby’ is available on The Hub to show the children.Provide a range of non-fiction books about crabs, for the children to read independently. Add a range of ‘Crab questions’ for children to find the answers.ELG 09; L R 17; L R 27; L R 32;L R 34 | **ELG 03****Speaking****Beginning to use more complex sentences to link thoughts.****CL S 8****Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.****CL S 20****Develop their own explanations by connecting ideas or events.****CL S 28****Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.****CL S 31****Who lives in a rock pool? Working with small groups at a time, lay out the ‘Rock pool floor mat’ available to buy from our online shop. Provide laminated images of seashore animals and allow the children time to become familiar with them. Ask ‘Which of these animals live in the rock pool?’ Encourage the children to discuss their ideas and place their choices in the rock pool. For any animals that the children didn’t add to the rock pool, ask ‘Where do these animals live?’****Practitioner note****‘Seashore animals’ are available on The Hub to cut out and laminate.****• SMSC Sp 2; • SMSC Sp 3; • SMSC So 1; • SMSC So 3****Add small world fish, crabs and other seashore creatures to the ‘Rock pool floor mat’ to encourage children’s imaginative play. Add other props such as pebbles and seaweed.****ELG 17; EAD BI 9; EAD BI 10;****EAD BI 17; EAD BI 18** |  |  **‘** |
| ***Physical Development*** |  **ELG 04****Moving and handling****Uses one-handed tools and equipment.****PD MH 18****Handles tools, objects, construction and malleable materials safely and with increasing control.****PD MH 28****Handle equipment and tools effectively.****PD MH 37****Sand builders! Leave out a mountain of damp sand in a Tuff Tub or similar. Begin by encouraging the children to explore the texture of the sand with their hands and feet, then to explore its properties using a range of handheld tools including spades, spoons, cups, ice cube trays and rakes. Ask ‘What can we build with the sand?’ Allow the children time to talk about their ideas before starting building. Offer decorative objects such as shells, pebbles and other found materials for embellishment. Use digital cameras to take photographs of the children as they work to make a fantastic sand art display.****Practitioner note****There are many photographs of impressive sand sculptures available online. You might like to show children some examples before they start, a selection of ‘Sand art images’ are available on The Hub.****• SMSC Sp 3; • SMSC So 1; •SMSC So 3****Offer dry sand as a contrast for free play. Provide tools including sieves, spoons, bowls and jugs.****ELG 04; PD MH 18; PD MH 28;****PD MH 37** | **ELG 04****Moving and handling****Can catch a large ball.****PD MH 16****Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.****PD MH 26****Show good control in large and small movements.****PD MH 33****Bouncing beach balls! Play ball games with inflatable beach balls of different sizes. Can the children throw and catch a ball? Roll it or bounce it? Kick it or pass it? Sit in a circle and pass the ball around without dropping it, then say someone’s name and throw or roll the ball to them. Ask the children if they can think of any games or challenges they can do with a beach ball and challenge them to try them out.****Practitioner note****Beach balls are ideal for outdoor water play! Watch them spin, float and splash in a filled paddling pool. Balls will be harder to hold when wet, so ask the children to explain the difference between a wet and dry ball.****Offer a range of beach play equipment including balls, cricket sets, skipping ropes and boule for independent play. If you have an outdoor sand pit, fill it with a range of different sized buckets and spades.****ELG 04; PD MH 18; PD MH 28;****PD MH 33** | **ELG 04****Moving and handling****Uses one-handed tools and equipment.****PD MH 18****Uses simple tools to effect changes to materials.****PD MH 27****Handle equipment and tools effectively.****PD MH 37****Scrub it! Leave out sand covered shells, pebbles, buckets, spades and other items brought back from the seashore and bowls of warm soapy water. Ask the children to clean the items using a range of tools including, toothbrushes, sponges, scrubbing brushes and towels for drying. When the items are washed and dried, ask the children to tip out the sandy water and clean the bowls ready for the next group.****Practitioner note****To enable all children to have a turn at cleaning the items, wait until the children have gone home and cover them in sand again – ready for the next group of busy cleaners!****• SMSC So 1; • SMSC So 3****Set up a tray with wet or dry sand and small pasta shells mixed in. Provide tweezers and tongs and display the question ‘Can you remove the shells from the sand?’****ELG 04; PD MH 18; PD MH 28;****PD MH 37** | **ELG 04****Moving and handling****Can catch a large ball.****PD MH 16****Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.****PD MH 26****Show good control in large and small movements.****Football with NUFC** |  **ELG 04****Moving and handling****Can catch a large ball.****PD MH 16****Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.****PD MH 26****Show good control in large and small movements.****Football with NUFC** |  **ELG 04****Moving and handling****Can catch a large ball.****PD MH 16****Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.****PD MH 26****Show good control in large and small movements.****Football with NUFC** | **ELG 04****Moving and handling****Can catch a large ball.****PD MH 16****Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.****PD MH 26****Show good control in large and small movements.****Football with NUFC** |
| ***Literacy*** | **Phonics/Handwriting** | **Phonics/Handwriting** | **ELG 10****Writing****Sometimes gives meaning to marks as they draw and paint.****L W 2****Attempts to write short sentences in meaningful contexts.****L W 12****Write simple sentences which can be read.****L W 15****Use key features of narrative in their own writing.****L W 19****At the beach! Share the book At the Beach by Roland Harvey. Explain that the story is written on postcards. Ask the children ‘Have you ever sent or received a postcard?’ Enjoy reading the postcards in the story and encourage the children to look carefully at the illustrations, which have lots of things to spot. The children can respond to the story by writing their own ‘postcards’ using A5 cards and a variety of writing and mark making materials.****Practitioner note****The children might want to imagine they are on Crabby Spit or write their postcards about their visit to the seashore. Some children will enjoy looking at the map at the front of the book and be inspired to make maps of their own.****• SMSC Sp 3** | **Phonics/Handwriting** | **Phonics/Handwriting** |  **Phonics/Handwriting** | **Consolidation/Assessment** |
| ***Guided reading*** | **ELG 09****Reading****Enjoys rhyming and rhythmic activities.****L R 4****Continues a rhyming string.****L R 20****Read simple sentences.****L R 28****Read phonically regular words of more than 1 syllable as well as many irregular but high frequency words.****L R 33****Seaside poems! Listen to and join in with poems and rhymes about the seashore. Seaside Poems collected by Jill Bennett has some funny examples that children will love, such as Picnic by Judith Nicholls. The short poem Rocks by Florence Parry Heide is easy enough to learn by heart. Practise saying the poem out loud and ask the children to suggest any actions they could do when performing.****Practitioner note****Why not write a seashore class poem using the children’s ideas? Can they think of any rhymes to include?****A selection of ‘Seaside poem posters’ are available on The Hub to display for children to read.****ELG 09; L R 4; L R 20; L R 28; L R 33** | ELG 09ReadingKnows information can be relayed in the form of print.L R 17Knows that information can be retrieved from books and computers.L R 27Demonstrate understanding when talking with others about what they have read.L R 32Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.Book hunt! Share a good quality non-fiction book with a small group of children. By the Sea (Nature Walks) by Clare Collinson is a good example. Look at features such as the contents page and glossary and enjoy looking at illustrations, labels and captions. Then, give each child a copy of the book, Exploring Rock Pools by Jill McDougall or Welcome to the Rock Pool by Ruth Owen and challenge children to find specific information. For example, ask ‘Where can I find out about limpets?’ or ‘Which page has a picture of a crab?’ Where appropriate, encourage children to read sentences aloud to the rest of the group.Practitioner noteTalk to the children about how non-fiction books are different from storybooks. Ask questions such as ‘How are the pages different?’ and ‘What are non-fiction books used for?’ • SMSC Sp 2; • SMSC So 3 |  |  |  |  |  |
| ***Mathematical Development*** | ELG 11NumbersCompares two groups of objects, saying when they have the same number.M N 14In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.M N 33Count on to find an answer.M N 41Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.M N 47 Wobbly jellyfish! Make 20 colourful jellyfish (using jelly in moulds) in different colours and sizes. Put the jellyfish on saucers so the children can move them around the table top without spoiling the jelly. Use the jellyfish to pose a range of mathematical challenges for the children to solve. Ask ‘How many red jellyfish are there? How many blue? Are there the same number of orange and purple jellyfish? How many more red jellyfish are there than blue? How many jellyfish are there in total? How many jellyfish are left if I take three away? How many jellyfish are left if I take five away?’Practitioner noteThere are many ways that you can use the jellyfish to work on numbers and counting. After using them for maths work put the jellies into the water tray for sensory play • SMSC So 1  | Numbers Solve problems including doubling, halving and sharing  In practical activities and discussion, begin to use the vocabulary involved in doubling, halving and sharing. | **ELG 12**Shape,space and measuresUses positional language.M SSM 8Can describe their relativeposition.M SSM 15Use everyday language to talk about size.M SSM 23Estimate, measure, weigh and compare and order objects Shells and pebbles. Challenge the children to work together to order shells or pebbles, from biggest to smallest. Ask questions such as ‘Which pebble is the biggest?’ then ‘How do you know?’ Encourage the children to place the pebbles in order and use positional words and phrases such as ‘next to’, ‘beside’, ‘after’ and ‘before’.Practitioner note**Paint pebbles in bright colours for pattern making and sorting activities.****• SMSC So 1; • SMSC So 3and talk about properties, position and time.****M SSM 36** |  ELG 12Shape,space and measuresShows an interest in shape and space by playing with shapes or making arrangements with objects.M SSM 6Orders two or three items by length or height.M SSM 16Use everyday language to talk about size.M SSM 23Estimate, measure, weigh and compare and order objects and talk about properties, position and time.M SSM 36 | **.** **Shape, space and measures Children use everyday language to talk about position and distance to compare quantities and objects and to solve problems.**  **Can describe their relative position such as ‘behind’ or ‘next to’.**  | **Consolidation and assessment.** | **Consolidation and Assessment** |
| ***Forest School*** | **Nursery to lead.** | **Nursery to lead.** | **Nursery to lead.** | **. Nursery to lead** | **Nursery to lead** | **Nursery to lead** | **Nursery to lead** |
| ***Knowledge & Understanding of the World*** | Seashore combingDisplay a range of natural and man-made seashore objects, including driftwood, shells, pebbles, sand, seaweed, seawater, bottles, rope and netting. Make sure there are no sharp objects.ObserveCan the children name the objects?Do the children sort things in different ways according to appropriate criteria?Do the children explore the objects using their senses of touch and smell?ELG 14; UW TW 4; UW TW 8; UW TW 10; UW TW 21• SMSC Sp 2Something fishy!Ask your local fishmonger to donate seafood, such as crab, fish, prawns or mussels. Provide aprons, plastic gloves and hand lenses, then let the children investigate.ObserveWhat are the children’s reactions to the seafood?Do they notice any similarities or differences?Can the children name common features, such as eyes, mouth, shell, fins, scales and tail?ELG 14; UW TW 4; UT TW 8; UW TW 12 | **ELG 14****The world****Can talk about some of the things they have observed.****UW TW 4****Looks closely a similarities, differences, patterns and change.****UW TW 8****Make observations about animals.****UW TW 16** Sally’s limpet. Read the story, Sally and the Limpet by Simon James. Remind the children about rock pools at the seashore. Did anybody see a limpet? Did anybody try to move one? Use information books and the internet to find out about creatures that grip rocks, such as sea anemones, starfish, limpets and sea urchins. Talk about their findings then use toys and objects with suckers to demonstrate how these creatures stick to rock. Children could also compare the common garden snail with a limpet. Ask the question ‘How are they the same or different?’ Practitioner noteA limpet is a small sea snail. Unlike the common garden snail, its shell is cone-shaped. It clings to a hard surface, using its muscular foot to apply suction when it needs to resist strong waves or other disturbances. It is difficult to remove a limpet from a rock without injuring or killing it.  | **Comments and asks questions about aspects of their familiar world.****UW TW 3****Looks closely at similarities, differences, patterns and change.****UW TW 8****Make observations about animals.****UW TW 16****Be familiar with basic scientific concepts.****UW TW 22****Shell investigators! Place a range of shells collected on the seashore on a table top. Encourage the children to explore the shells using their senses and describe what they can see, smell and feel. Offer the ‘Shell word mat’ to help the children use the appropriate vocabulary. Challenge the children to match the shells to the ‘Shell identification sheet’ and to respond to the shells by drawing or writing about them.****Practitioner note****Both resources are available on The Hub. Common varieties of shell found on British coastlines include the whelk, limpet, mussel, cockleshell, razor shell and the otter shell.****Put out a selection of shells for children to observe. Offer hand lenses and digital microscopes for closer observation.****ELG 14; UW TW 4; UW TW 8;****UW TW 10** | . |  |  Memorable experienceTravel to the coast to explore the unique and fascinating world of the British seashore. Encourage the children to explore rock pools and collect ‘treasures’ from the shore using tools such as nets, scoops, tweezers and buckets. Provide ‘Seashore spotting sheets’ for children to record their observations and findings. Highlight the importance of being safe at the seashore, giving clear instructions and rules for children to follow. A video ‘At the seashore’ is available on The Hub to support this activity. Things the children could doCollect seashore ‘treasures’.Count and sort what they find.Investigate a rock pool.Build sandcastles and stone stacks with pebbles and other found materials.Make marks, letters and patterns in the sand.Observe the effects of human activity on the environment. For example, littering or building along the coastline. ELG skills and Typical behavioursELG 14; UW TW 4; UW TW 7; UW TW 8; UW TW 13; UW TW 19• SMSC Sp 2; • SMSC Sp 3; • SMSC So 1; • SMSC So 2; • SMSC So 3 You will needbags for collectingbuckets and spadesnetssimple scientific keys or books to help children identify living thingsspare clothingtowels and wipesclipboards and writing/drawing materialsdigital cameras‘Seashore spotting sheets’ available on The Hub Questions to ask the childrenWhich animals live on the seashore?What plants live on the seashore?How does sand feel between your toes?What is seaweed?How do you think rock pools are made?Who lives in a rock pool?  |    |
| ***Creative Development*** | SeaweedPut seaweed in a Tuff Tub for children to handle and explore. Offer hand lenses for close observation. Keep damp with misters.ObserveDo the children use their senses to explore the seaweed?Can they describe what they can see, touch and smell?Can the children describe how the samples of seaweed are the same or different?ELG 17; UW TW 4; UT TW 8; UW TW 15Display stuffed seabirds and feathers loaned from a local museum service for children to draw.ObserveDo the children show an interest in the birds?Do the children begin to represent what they see using the materials available?Do the children attempt to show texture in their drawings?ELG 16; EAD EUMM 13; EAD EUMM 21; EAD EUMM 37; EAD EUMM 40• SMSC Sp 2; • SMSC Cd 4 | Come away from the water, ShirleyRead the story Come away from the water, Shirley by John Burningham. Display the book next to a treasure chest filled with props such as gold coins, trophies, beads, decorated plates and other glittering items. You could also include unusual items, such as an old shoe, a fossil, a message in a bottle or a key.ObserveDo the children choose to read the story independently or with others?Do the children act out the story or create narrative when playing with the treasure chest?Do the children create imaginative responses to the props?ELG 17; EAD BI 10; EAD BI 16; EAD BI 23 |  **Seashore art****Display pictures of beach art made with pebbles, and baskets of pebbles for children to respond.****Observe****Do the children show an interest in how the art was made?****Do they respond to the images using the materials provided?****Do the children enjoy experimenting with form?****ELG 16; EAD EUMM 14; EAD EUMM 24; EAD EUMM 38; EAD EUMM 40****• SMSC Sp 3; • SMSC Cd 4** | **ELG 16****Exploring and using media and materials****Beginning to be interested in and describe the texture of things.****EAD EUMM 13****Experiments to create different textures.****EAD EUMM 21****Experiments with textures.****EAD EUMM 37****Develop their own ideas through selecting and using materials and working on processes that interest them.****Seashell art. Offer a range of seashells for the children to observe and handle. Ask them to look carefully and to draw what they can see including any shapes, patterns and textures. Provide clay slabs and balls for imprinting shells and observing their textures.****Practitioner note****You can buy bags of ethically-sourced, decorative seashells, dried starfish and seahorses from art and craft suppliers.****To enable children to explore textures independently, offer a range of shells and pebbles with play dough for imprinting.****ELG 16; EAD EUMM 13;****EAD EUMM 21; EAD EUMM 37;****EAD EUMM 40** |  ELG 16Exploring and using media and materialsSelects appropriate resources and adapts work where necessary.EAD EUMM 26Experiment with designs.EAD EUMM 36Develop their own ideas through selecting and using materials and working on processes that interest them.EAD EUMM 40Brightly-coloured shells! Challenge children to decorate flat white seashells using ultra-fine permanent marker pens in a range of different colours. Encourage them to think about making different types of patterns including spots, stripes and zig-zags.Practitioner noteA ‘Decorated shell poster’ is available on The Hub for inspiration. • SMSC Sp 3, • SMSC Cd 4Offer marker pens for the children to practise their pattern making and pencil control. ‘Seashore pattern cards’ for tracing and copying are available on The Hub. ELG 04; PD MH 19; PD MH 20;PD MH 29 | ELG 17Being imaginativeCreates movement in response to music.EAD BI 5Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.EADBI 14Represent their own ideas, thoughts and feelings through dance.EAD BI 22Let’s get moving! Play the children sounds of the seashore or music you think reflects a seashore’s atmosphere. Ask the children to lie still with their eyes closed, listen to the music and think about what they can hear. Once the sounds or music has finished, ask the children to open their eyes and say what they have been thinking. Maybe it was a seabird flying overhead? Or a crab scurrying across the sand? Ask the children to move to the music using the space around them.Practitioner note‘Sounds of the seashore’ audio files are available on The Hub. • SMSC Sp 3; • SMSC Cd 4 |  |
| ***Religious Education*** | JO PPA | .JO PPA | **JO PPA** | **JO PPA** | JO PPA | .JO PPA | JO PPA |

Continuous Provision

Construction and small world area

Create a rock pool in a Tuff Tub. Include sand, water, seashore items, buckets, nets and small world sea creatures for imaginative play.

EAD BI 9; EAD BI 13

Let the children use pebbles, sand, toy boats including a life boat, a lighthouse, model beach huts and houses to build a harbour.

EAD EUMM 14; EAD EUMM 24

Make half-sand and half-water mixtures. Drip the mixture through a funnel or drizzle it by hand to create ‘drip sandcastles’. Online photos will provide inspiration!

EAD EUMM 14; EAD EUMM 23

Offer buckets, moulds and spades of different shapes and sizes for sandcastle making. Who can make the best sandcastle?

Creative area

Provide a variety of pebbles and stones for building. Display the question, ‘How tall can you make your tower without it falling over?’ Look at pictures of stone stacks for inspiration!

EAD EUMM 16; EAD EUMM 24

Provide ready-mixed paint and cotton tips for painting and decorating shells and pebbles.

EAD EUMM 17; EAD EUMM 25

Display the question, ‘What do you do at the seaside?’ Provide paints and paper for the children to respond.

UW PC 7; EAD BI 12; UW PC 10; EAD BI 13

Provide a CD or MP3 player, blue and green streamers, and percussion instruments including homemade shakers filled with shells. Play Under the Sea from The Little Mermaid for children to respond with music and movement.

Mathematics area

rovide buckets, pipes, watering cans and containers of different shapes and sizes for capacity play. Display the question, ‘Which container holds the most water?’

M SSM 7; M SSM 17

Provide photos of repeating patterns and arrangements made with seashells for the children to copy or complete. Can they make their own pattern?

M SSM 9; M SSM 18

Provide buckets and baskets with number cards inside for children to fill with the right number of shells and pebbles.

M N 12; M N 24

Display laminated cut-out crabs of different sizes on a piece of fishing net. Ask the children to spend time ordering.

M SSM 9; M SSM 16

Put shells, pebbles, blue glass beads and small world sea creatures in a wide-necked plastic bottle. Display questions such as, ‘How many shells are in the bottle?’ Children could record their guesses and then count the objects.

Malleable area

Pour blue and green liquid jelly into a washing-up bowl or water tray. Add pebbles, shells and small world creatures and leave to cool. Offer scoops, spoons and tweezers for plucking the objects from the jelly.

PD MH 18; PD MH 28

Fill a Tuff Tub with homemade ‘moon’ sand (recipes available online). Provide cookie cookers, cups, sand moulds and spoons for sensory play.

EAD EUMM 17; EAD EUMM 25

Fill a bowl with hydrated blue and green jelly marbles for sorting, scooping and slippery play.

EAD EUMM 13

Provide air-drying clay, a starfish cookie cutter, clay tools, photographs of starfish and ethically-sourced dried starfish for model making. Children can paint them when they dry.

Copy

EAD EUMM 13; EAD EUMM 21

Provide scented ‘ice cream’ doughs (recipe available online), for children to scoop, mix and serve in plastic cones. Add ‘sprinkles’ of beads and sequins.

Writing area

rovide clipboards, writing materials, labelled photographs of sea creatures and lab coats. The children can become scientists as they write and draw.

L W 2; L W 4

Write graphemes on flat white stones that the children can fit together to make seashore words. Place pictures on the table to match with the words.

L W 7; L W 8

Write project words on pictures of starfish to encourage independent reading and writing. Provide blank starfish shapes for writing opportunities.

Role play area

Set up an ice cream stall with scoops, paper cones and a menu board. Use the ‘ice cream’ dough created in the malleable area.

EAD BI 9; EAD BI 18

Provide a range of dressing-up clothes and accessories including colourful summer shorts, t-shirts, sunglasses, life jackets, wakeboards, swim flippers, rubber rings and hats.

PD HS 12; EAD BI 9; EAD BI 11

Create a seashore area outside with a shop selling fishing nets, buckets and spades, inflatables, deck chairs and sticks of rock! Provide price lists, money and a till.

Outdoor area

Can the children fill a bucket using only egg cups, ladles and pipettes? Put a hole in the bucket or move it away from the water source to add challenge.

PSED MR 5; PSED MR 10

Provide a paddling pool with beach balls, boats, pool noodles and swimming floats for paddling and floating play.

UW TW 3; UW TW 8

Play beach games. Try boules, noughts and crosses in a sand tray, or beach ball throw and catch.

PD MH 16; PD MH 26

Create mini pathways using stepping stones. Ask questions such as, ‘Can you cross the water without falling in?’

PD MH 11; PD MH 22; PD

Reading area

Write letters on pebbles for word-building play. Provide multiple copies of common letters, such as vowels. Try this with digraphs and numbers too!

L R 22; L R 23

Display a rich range of fiction and non-fiction books with a seashore theme for children to read independently. Provide deckchairs or seashore mats to sit on!

L R 15; L R 18; L R 26; L R 27

Record a selection of rhyming seaside poems. Provide a listening station, the original poetry books and mark-making materials for children to write poems of their own.

Investigation area

Display natural and man-made seashore finds. Provide hand lenses and a digital microscope for close observation of items, such as shells and sand. They are fascinating magnified!

UW TW 4; UW TW 8

Take photographs of seaside objects, such as shells, stones, sea glass, natural sponge and dried seaweed. Put the objects into a feely bag for children to guess what they are then match them to the photographs.

UW TW 4; UW TW 8

Provide dried seaweed, hand lenses and a bowl of water. You can collect seaweed from the coast or buy it online. Display the question, ‘Is wet seaweed different to dry seaweed?’

Sand and water area

Create a frozen ocean! Freeze pebbles and small world sea creatures in a bowl of ice then turn it out and into a water tray for children to observe over time.

UW TW 4; UW TW 8

Create a coloured, glittery water tray packed with items to fill, empty, pour and squirt!

PD MH 18; PD MH 28

Provide a Tuff Tub of sand mousse (sand, water and bubble bath) and large pictures of sea shells and sea creatures for messy play and mark-making.

PD MH 17; PD MH 28

Hide 10 pirate treasures, such as gold nuggets, coins and jewels in sand trays! Use sieves and scoops to find the treasures and ask, ‘Have you found all the treasure yet?’