

Seaside Adventures



During this topic the children will visit the seaside and explore first hand the sea and sand on a large scale. The children will share stories and adventures and will be encouraged to create their very own adventures. The children will also find out about the importance of safety around water.

Intended learning:

- To talk about own experiences and memories.
- To explore and manipulate resources to create planned effect.
- To name and describe some animals that live in the sea.
- To talk about some stories about the sea.
- To develop imagination when in role.
- To understand how to stay safe around water.
- To explore sand on a larger scale.
- To observe and explore life by the sea.

Key Vocabulary:

sculpt	float
collect	sink
mould	heavy/heavier
press	light/lighter
dig	big/bigger
swim	small/smaller
flow	lifeguard
wave	flags
tide	safety
splash	warning
memory	rescue

Key skills:

- Retell
- Recreate
- Imagine
- Recall
- Explore
- Investigate



Water safety

WATER SAFETY -
Flags you need to know

RED FLAG - no swimming at all

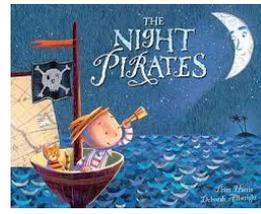
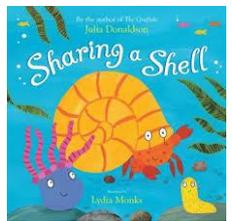
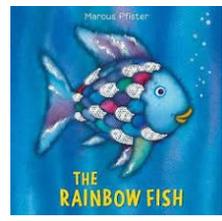
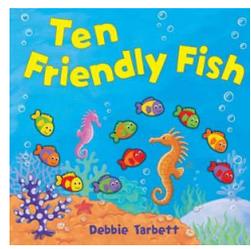
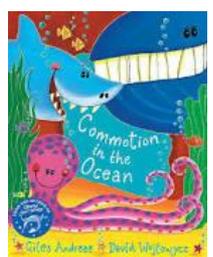
BETWEEN TWO RED AND YELLOW FLAGS
safe to swim and belly board

BETWEEN TWO BLACK AND WHITE FLAGS
NO SWIMMING
area used by surfers and windsurfers

HAVE FUN STAY SAFE
The water is great fun! But remember to stay SAFE.

- S** Spot the dangers
- A** take Advice
- F** go with a Friend or Family member
- E** learn what to do in an Emergency

Find fun activities and more ideas up at PML.org.uk/shoreflag



The children will also explore a range of non-fiction books, songs and rhymes linked to this topic.

Focus author or this term:
Nick Sharratt



Seaside Adventures!

Communication and Language:

Uses talk to share own experiences and memories.
Names and describe some animals that live in the sea.
Talks about some stories they have heard about the sea.
Uses language to explore how to stay safe around water.
Beginning to maintain attention and concentrates during appropriate activity.
Beginning to listen and respond to ideas expressed by others in conversation and discussion.
Questions why things happen and gives explanations.
Uses who, what, when and how questions.
Beginning to link statements and sticks to a main theme.
Beginning to use talk to organise, sequence and clarify thinking, ideas, feelings and events.

Literacy:

Explore Oral Blending and Segmenting- Phase 1 Letters and Sounds with use of focus author stories- Nick Sharratt.
Gives meaning to the marks they make as they draw, write and paint.
Beginning to break the flow of speech into words.
Beginning to hear and say initial sounds in words.
Writes own name and is beginning to represent sounds correctly in writing.
Enjoys an increasing range of books.
Beginning to know that information can be retrieved from books.
Uses vocabulary that is influenced by their experiences of books.

PSED:

Initiates conversations and is beginning to attend to and take into account what others are saying.
Beginning to explain own knowledge and understanding and asks appropriate questions of others.
Enjoys responsibility of carrying out small tasks.
Is more outgoing towards unfamiliar people and more confident in new social situations e.g. visitors to school, trip to local beach.
Developing confidence to speak to others about own interests and opinions.
Can adapt behaviour to different events, social situations and changes in routine.

Understanding of the World:

Recalls own experiences and memories and special times/events for family or friends.
Comments and asks questions about aspects of their world e.g. beach, under the sea.
Can talk about some of the things they have observed.
Observes and explores life by the sea and is able to talk about why things happen and how things work.
Shows care and concern for living things and the environment.
Explores what it means to keep our beaches safe and clean.
Understands how to stay safe around water.

Physical Development:

Understands why we need to stay safe around water and can talk about how we can keep safe.
Shows increasing control over objects.
Handles tools, objects, construction and malleable materials safely and with increasing control.
Understands that equipment and tools have to be used safely.
Shows understanding of the need for safety when tackling new challenges and is beginning to consider and manage some risks.

Mathematical Development: see separate maths plans.

Exploring Media and Materials:

Explores and manipulates resources and materials to create planned effect.
Creates with a purpose in mind.
Uses simple tools and techniques.
Creates simple representations of events, people and objects.
Chooses particular colours to use for a purpose.
Explores what happens when they mix colours.
Beginning to introduce a storyline/narrative into their play.
Develops imagination when in role.
Plays alongside other children who are engaged in the same theme.