At the seaside

Using the poster
Display the poster on the wall. Talk with the children about the scene and ask questions to inspire their observational skills, for example, ‘How many children are in the water?’, ‘What is the man selling from the van?’, ‘What is the lady selling from the kiosk?’ and so on. Encourage the children to discuss how this scene would look if the weather was wet or windy, or even snowy! Invite the children to bring in photographs of seaside holidays to display around the poster and help them to write simple labels naming or describing the places shown. Be sensitive to individual circumstances.

Personal, social and emotional development
- Look at the children helping each other to build a big sandcastle on the poster. Invite pairs of children to work as a team to build a large sand structure in the sand tray.
- Encourage the children to notice how the children are dressed on the poster and discuss why the saying ‘slip, slop, slap’ is so important, for example, ‘slip on a T-shirt, slop on some suncream and slap on a hat’.

Communication, language and literacy
- Point to the lady reading a book on the poster. Encourage the children to talk about their favourite books. Which book would they take on holiday? Make a display of ‘Favourite books’ or ‘Holiday reads’ bought in by the children.
- Draw the children’s attention to the traditional seaside activities on the poster, for example, the boy with a fishing net, the ships and boats and the two people sitting on the promenade eating fish and chips. Encourage the children to join in singing traditional seaside, fishing or sailing themed songs, for example, ‘Oh I Do Like to be Beside the Seaside’, ‘I Saw Three Ships Come Sailing By’ and ‘One, Two, Three, Four Five, Once I Caught a Fish Alive’.

Mathematical development
- Encourage observation and counting skills by asking the children to look carefully at the toys on the beach on the poster. Ask, ‘How many spades can you see?’; ‘Are there more than two beach balls?’; ‘How many windmills and flags are there altogether?’ and so on.
- Look for five seaside items on the poster, for example, sandcastles, ice-creams, buckets, seagulls and boats. Help the children to make a counting frieze by painting and labelling 1 to 5 pictures with words such as, ‘1 white ice-cream’, ‘2 red buckets’ and so on.

Knowledge and understanding of the world
- Look at the variety of different objects, toys, shells and small creatures on the poster. Discuss which items are natural to the environment and which are made or brought to the seaside by the visitors.
- Point out that the children in the water are wearing armbands or have a rubber-ring and notice the rubber ring hanging on the wall. Encourage the children to consider what these items are used for and why they are important.

Physical development
- Look at the children playing ‘catch’ on the poster. Encourage the children to work in pairs or small groups to play throwing and catching games using different-sized balls, for example, ping-pong balls, tennis balls, footballs and beach balls. Which are the easiest to throw? Which are the easiest to catch?
- Provide the children with some clay, salt dough or Plasticine to make ten model ice-lollies. Place the models in a row and invite the children to sing new words to the tune of ‘Ten Green Bottles’, for example, ‘Ten lovely lollies dripping in the sun, ten lovely lollies dripping in the sun, but if one lovely lolly completely drips away, there’ll be nine lovely lollies dripping in the sun’ and so on.

Creative development
- Look at the stripy lighthouse on the poster. Provide the children with a wide range of recyclable materials such as tubs, tubes, pots and boxes. Encourage them to design and make a 3D model of a lighthouse. Display the models near to the poster or seaside scenes that the children have painted.
- Point out the calm blue sea. Talk about how it might look in different conditions or places. Encourage the children to mix different quantities of blue, black and white paint to create an abstract sea scene representing shallow waters, deep sea, shimmering water, splashing waves, crystal clear water or dirty/polluted water and so on.

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