

Unit 12 The beach

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LCP

History

Resource File Foundation Stage

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Introduction

The importance of history

As part of the Foundation Stage's **Knowledge and understanding of the world** area of learning, children must begin to develop a sense of time, becoming aware of past and present events in their own lives, and in the lives of other people they know. This knowledge of their personal histories leads children to develop a curiosity about the world around them. Before studying history, however, children must learn to differentiate between past and present. This can be taught in simple ways, for example, instilling awareness of the difference between 'now' and 'when I was a baby'. Children also need to be aware of chronology – to know that 'a long time ago' was before 'yesterday', for example. Another helpful way in which we can provide a good foundation for learning is to teach children about the seasons.

Teaching young children these very basic skills will prepare them for learning about history at Key Stage 1, as they develop a good sense of the passing of time and what it signifies.

How to use this file

This Foundation Stage file is based on the **Sense of time** early learning goal, as identified in the QCA's *Planning for learning in the Foundation Stage*. It is designed to facilitate the transition between the Foundation Stage and the Key Stage 1 history curriculum. While many of the activity sheets might be best suited for use with Reception children, the activities are suitable, or easily adaptable, for use with any Foundation Stage group.

The file upholds the philosophy of the Foundation Stage. It is underpinned by the principles of the *Curriculum guidance for the Foundation Stage (QCA 2000)* whilst at the same time covering many of the elements of the *QCA Foundation Stage profile*. It also provides links to the National Curriculum Key Stage 1 objectives in history and the QCA Key Stage 1 Scheme of Work for history. The activities in the units reflect how young children learn through active exploratory and practical experiences.

The units covered in this file link to themes often covered during Reception (The topic 'Toys' is covered in *LCP History Resource File KS1*). The activities can be integrated into other activities that the children may be doing on that theme. They are designed specifically to develop the children's sense of time, and they provide an excellent foundation for the Key Stage 1 history curriculum, particularly Key Stage 1, Level 1:

Pupils recognise the distinction between present and past in their own and other people's lives. They show their emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time. They know and recount episodes from stories about the past. They find answers to some simple questions about the past from sources of information.

This file combines planning, assessment, and a range of relevant activities for each unit. The group sizes for the activities will depend on your knowledge of the children. Some of the activities within the file are suitable for use with a smaller number of children and others can be carried out with the whole group.

Each unit contains the following sections:

- Foundation stage profile points;
- stepping stones;
- links to the KS1 history curriculum;
- other KS1 cross-curricular links;
- learning objectives;
- learning outcomes;
- resources;
- vocabulary;
- practical activities;
- plenary;
- role-play opportunities;
- suggestions for working outside;
- suggested additional resources, including ICT links, with a drag-and-drop activity;
- assessment opportunities;
- evaluation.

Each unit ends with a number of photocopiable activities, to be used throughout the unit. These are carefully differentiated for age and ability; 'a' sheets are for younger or less able children, 'b' sheets are for children working at the expected level, and 'c' sheets are for older or more able children.

In order for EAL children to access the materials, it may be necessary to arrange a mother-tongue discussion between them and a native speaker before beginning work on each unit.

Resources

In each unit, resources are listed before the practical activities at the beginning of each one, and additional, optional resources (such as music, books and ICT) are listed at the end.

The list of suggested books at the end of each unit is not exhaustive, and you will no doubt have your own favourites to add. All the recommended books can be found in high-street bookshops, libraries or via the Internet. Most of the rhymes suggested are traditional. You may choose to use your own relevant favourite rhymes.


The suggested works of art and music link with the themes covered; they can be integrated into the teaching in the unit or used to provide an enriched visual and auditory environment for the children. Once again, you may have your own favourite paintings or music. The music suggested could be used as a background to the physical activities, as an introduction to the theme, or could be played to encourage quiet reflection.

Many of the songs and musical rhymes can be found in the following publications:

- *Okki Tokki Unga; Action Songs for Children* (A&C Black)
- *Apusskidu: Songs for Children* (A&C Black)
- *The Tinder Box* (A&C Black)
- *Bobby Shaftoe, Clap your Hands* by Sue Nichols (A&C Black)

Throughout the file, there are suggested links to web-based visual resources, which are ideal for displaying on an interactive whiteboard. It is not unknown for unscrupulous individuals or organisations to place highly unsuitable material on websites to which children might have access. It is therefore essential that teachers check the contents of websites before allowing the children access to them. Although we have tried to suggest reliable sources, websites can sometimes be removed or have their addresses changed. LCP cannot be held responsible for websites that are removed, or change their addresses, nor for the content of websites.

On the CD-ROM, there is one simple sorting activity for each of the 12 units. These activities are designed to reinforce the differences between now and then, and would be best undertaken by children at the end of each unit as a consolidation of work undertaken. The activities are designed to be suitable for independent use, but some children will require further support.

It would be helpful, in many of the activities, for children to have access to a digital camera – this will reinforce their sense of chronology, and create useful mementos of the activities. Where you will need a digital camera, this icon is used: 


LCP History Resource File Foundation Stage CDs

A CD-ROM contains the 12 sorting activities, which are designed to consolidate children's learning. The units and medium-term plans, and the Foundation stage profile, are also available on the CD in Microsoft® Word format, as well as the Flipbook, perfect for projection on to an interactive whiteboard. Units and medium-term plans can be customised according to the way you use the *LCP History Resource File Foundation Stage* in your own setting. On a second CD, The Foundation Stage Audio CD, there are 24 simple songs and rhymes. Some are traditional, and others have been specially written for this resource.

Flipbook

A 20-page, full-colour flipbook accompanies the file, and is also available on the CD-ROM. This is an ideal resource for teaching your whole group.

Health and safety

Health and safety may sometimes be an issue – during food preparation, visits out and so on. In these instances, this icon is used as an indicator: 

Where visits out are suggested, it is essential that a full risk assessment is completed prior to each visit. A template for risk assessments has been provided among the Appendices. However, it is important that you follow the health and safety policy of your own setting, since it is the responsibility of all practitioners working with children to ensure their safety at all times.

It is obviously essential to gain permission every time you wish to take children on a visit out of your school setting. It is also important to ensure that you have some basic information about all of the children in your setting, particularly if you intend to take them on visits. When any child enters your setting, ensure that you have contact details for a parent or carer, and that you have an alternative emergency contact. Make sure that you know the name and address of the family doctor, and that you have obtained parental consent for medical treatment to be given in the case of an emergency. Be aware of any existing medical conditions or allergies, and ascertain whether children have received tetanus injections. Once you have this information, it should be acceptable to send out a simple request for permission for individual visits, such as the one provided in the Appendices.

Foundation stage profile

Throughout the *LCP History Resource File Foundation Stage*, we refer to the Foundation stage profile's key scale points by abbreviations. The abbreviations used are as follows:

DA – Dispositions and attitudes (*Personal, social and emotional development*)

SD – Social development (*Personal, social and emotional development*)

ED – Emotional development (*Personal, social and emotional development*)

LCT – Language for communication and thinking (*Communication, language and literacy*)

LSL – Linking sounds and letters (*Communication, language and literacy*)

R – Reading (*Communication, language and literacy*)

W – Writing (*Communication, language and literacy*)

NLC – Numbers as labels and for counting (*Mathematical development*)

C – Calculating (*Mathematical development*)

SSM – Shape, space and measures (*Mathematical development*)

KUW – Knowledge and understanding of the world

PD – Physical development

CD – Creative development

The beach Medium-term plan

Expectations

<p>At the end of the unit, most children will:</p> <ul style="list-style-type: none"> find out about past and present events in their own lives and in those of their families and other people they know. 	<p>Some children will not have made so much progress and will:</p> <ul style="list-style-type: none"> find out about past and present events in their own lives. 	<p>Some children will have progressed further and will:</p> <ul style="list-style-type: none"> place events, people and changes into correct periods of time; use dates and vocabulary relating to the passing of time; ask and answer questions and select and record information relevant to the focus of enquiry; recall, select and organise historical information.
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Key question What are the differences between beach holidays in the past and those today?

Learning objectives	FS profile	KS1 PoS	Stepping stones	Teaching & learning suggestions	Learning outcome	KS1 cross-curricular links	Assessment opportunities
<p>Children learn to:</p> <ul style="list-style-type: none"> use the vocabulary of time in discussions; name and talk about things that you would find at the beach; sequence a day at the beach; recognise the differences between a beach today and one in the past. 	<p>DA 6, 7, 8 ED 4, 5, 6 LCT 4, 5, 6, 7, 8 W 4, 5, 6, 7, 8 NLC 4, 5, 6, 7 KUW 4, 6, 7, 8 PD 4, 5, 6, 7. CD 6, 7, 8</p>	<p>1a 1b 2b 4a 4b 5a</p>	<p>Step 1 Talks about any time that they have been to the beach. Step 2 Shows interest in other children's experiences of going to the beach. Step 3 Shows some evidence of emerging sense of chronology relating to going to the beach and seaside artefacts. Step 4 (goal) Shows evidence of emerging sense of chronology, can sequence pictures of the beach 'now' and 'then,' and uses everyday terms for the passing of time.</p>	<p>Children:</p> <ul style="list-style-type: none"> discuss their experiences of going to the beach; sequence the events of a story; visit a suitable location; create art work based on a seaside theme; use songs, rhyme and movement to explore the beach theme; contribute to a class book on their visit; recreate experiences through role-play; use simple ICT activities to consolidate learning. 	<p>Children:</p> <ul style="list-style-type: none"> understand the differences between going to the beach today and in the past. 	<p>English En1: Speaking and listening, 1, 2 Geography Geographical enquiry and skills, 1a, 2d; Knowledge and understanding of places, 3a Pupils should be taught to identify and describe what places are like. ICT Finding things out 1a, b, Sharing information, 3 Mathematics Ma1: Using and applying number, 1e, g Science Sc2 Life processes, 1b</p>	<p>Can the children:</p> <ul style="list-style-type: none"> use the vocabulary of time in discussions? sequence the events in a day at the beach? ask questions about the seaside in the past? recognise the differences between the beach today and the beach in the past? use their knowledge in a role-play situation? listen with enjoyment to relevant stories, songs, rhymes and poems? communicate through phrases and simple sentences? consolidate their learning with a simple ICT activity?

The beach

Unit overview

In this unit, children discuss seaside holidays and the differences between holidays now and holidays in the past. If possible, this unit should be covered during the summer term, and should include a visit to a beach.

Foundation Stage profile

DA 6, 7, 8 ED 4, 5, 6 LCT 4, 5, 6, 7, 8 W 4, 5, 6, 7, 8 NLC 4, 5, 6, 7 KUW 4, 6, 7, 8 PD 4, 5, 6, 7 CD 6, 7, 8

Stepping stones

Step 1

Remember and talk about significant things that have happened to them

Talks about any time that they have been to the beach.

Step 2

Show interest in lives of people familiar to them

Shows interest in others children's experiences of going to the beach.

Step 3

Begin to differentiate between past and present

Shows some evidence of emerging sense of chronology relating to going to the beach and seaside artefacts.

Step 4 (goal)

Find out about the past and present events in their own lives and those of their families and other people they know

Shows evidence of emerging sense of chronology, can sequence pictures of the beach 'now' and 'then', and uses everyday terms for the passing of time.

Links to KS1 History

Children should be taught to:

1a place events, and objects in chronological order

1b use common words and phrases relating to the passing of time (for example, before after, a long time ago, past)

2b identify differences between ways of life at different times

4a find out about the past from a range of sources of information (for example, stories, eyewitness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources)

4b ask and answer questions about the past

5a select from their knowledge of history and communicate it in a variety of ways (for example, talking, writing, using ICT)

KS1 cross-curricular links

English: En1: Speaking and listening, 1, 2

Geography: Geographical enquiry and skills, 1a, 2d; Knowledge and understanding of places, 3a. Pupils should be taught to identify and describe what places are like

ICT: Finding things out 1a, b, Sharing information, 3

Maths: Ma1: Using and applying number, 1e, g

Science: Sc2 Life processes, 1b

Learning objectives

Children learn to:

- use the vocabulary of time in discussions;
- name and talk about things that you would find at the beach;
- sequence a day at the beach;
- recognise the differences between a beach today and one in the past.

Learning outcome

Children:

- understand the differences between going to the beach today and in the past.

Resources

- **Activity sheet AS 12.1** *Going to the seaside*
- **Activity sheet AS 12.2** *Seaside buckets*
- **Activity sheet AS 12.3** *Postcard*
- card
- CD player
- crab shell from a local fishmonger, or picture of a crab
- crayons
- flashcards of relevant vocabulary
- **Flipbook, pages 18, 19 and 20**
- glue
- **History Foundation Stage Audio CD**, tracks 23 and 24
- two large, flat trays, suitable for children to stand in
- metal seaside bucket and spade
- paint
- plastic seaside bucket and spade

continued...

Resources (continued)

- sand
- scissors
- seaside postcards
- shells (these can be purchased from www.ebay.co.uk, or www.quaytraders.com)
- small cardboard boxes
- towels

Vocabulary

ball; beach; beach hut; breeze; bucket; caravan; cliff; cold; costume; crab; deck chair; ice cream; paddle; picnic; pincers; sand; sandcastle; sea; seashells; spade; splash; sun lotion; sunbathe; swim; swimming; towel; water; waves; windbreak

Practical activities

Introductory activity

Resources: CD player; **History Foundation Stage Audio CD**, track 23

Start by playing the children 'Oh, I do like to be beside the seaside' (track 23 of the **History Foundation Stage Audio CD**) and sing along.

Oh, I do like to be beside the seaside

Oh I do like to be beside the seaside!
Oh, I do like to be beside the sea!
Oh, I do like to walk upon the prom, prom, prom,
Where the brass band plays, tiddly-om-pom-pom!

Ask the children to listen and to tell you what they think of when they hear the music. Explain that this is a tune from long ago. Ask the children who has been to the seaside. Give the children the opportunity to share their experiences. Tell the children that long ago, people did not go abroad for their holidays, but many people went to the seaside.

Going to the seaside

Resources: **Activity sheet AS 12.1** *Going to the seaside*, **Flipbook**, page 18; glue; scissors

Show the children **Flipbook**, page 18 and discuss the picture with the children.

Give out **Activity sheet AS 12.1** *Going to the seaside* to the children. Ask the children to cut out the pictures and arrange them into the correct order.

When the children have done this, choose one child to tell the story.

Meet the crab

Resources: crab shell; digital camera; picture of a crab

Show the children the crab picture. Ask if anyone has ever found a crab on the beach. Explain to the children that crabs are caught at the seaside, and sometimes you can find them in the little rock pools on the beach. Encourage the children to talk about the crab, its legs, its eyes, its hard shell and its pincers. Encourage the children to take some photographs of the crab shell.

 **Singing and moving**

Resources: CD player; **History Foundation Stage Audio CD**, track 24; timer; fast music, such as *The Flight of the Bumblebee* by Rimsky-Korsakov; space for moving

Teach the children the song 'One, two, three, four, five, (track 23 of the **History Foundation Stage Audio CD**)

One, two, three, four, five

One, two, three, four, five,
Once I caught a crab alive.
Six, seven, eight, nine, ten,
Then I let it go again.

Why did you let it go?
Because it bit my finger so.
Which finger did it bite?
This little finger on the right.

When the children have sung the song, tell them that they are going to try and move like a crab. Explain that crabs can only move sideways. If appropriate, show a video clip of a crab moving, for example, from www.oceanfootage.com – search for 'crab'. Get the children to crouch down with their hands and feet on the floor and to try to move sideways. After a while, get them to sit down and use their hands like the crab's pincers.

Now put on the fast music, and time how long it takes a group of children to scuttle like a crab across a designated space. The children who gets across first must sit up and move their hands like the crab's pincers.

 **Seaside buckets**

Resources: **Activity sheet AS 12.2 Seaside buckets**, **Flipbook**, page 19; plastic bucket and metal bucket

Using **Flipbook page 19** or original objects, show the children the different types of bucket. Explain that if we go to the beach today, seaside buckets are made out of plastic. Long ago, the buckets were made out of metal, and decorated with pictures and patterns. Give out **Activity sheet AS 12.2 Seaside buckets**, and encourage the children to design their own seaside bucket from long ago. Enlarge the sheet to A3 if you wish to make a large display.

 **Seashell box** 

Resources: **Flipbook page 19**; collection of seashells, small cardboard boxes, glue

Prior to this activity, ask the children to bring in any shells they may have at home. Alternatively, bags of seashells can be purchased from educational suppliers. Please note that broken seashells' edges can be very sharp.

Show the children the seashells. Talk about the shapes and get them to feel the textures. Tell them that children long ago would walk along the beach and collect shells. When they had collected enough, they would make special little boxes covered in shells. Show the children **Flipbook**, page 19.

Get the children to try to say the tongue twister 'She sells seashells on the seashore'.

Sing 'Mary Mary quite contrary'.

Using the small boxes, glue and shells, get the children to make their own shell boxes.

 **Postcards**

Resources: **Flipbook**, page 20; collection of postcards; **Activity sheet AS 12.3 Postcard**, one copy for each child

Show the children the seaside postcards you have collected. Tell them that often people will send postcards to their family and friends when they are away on holiday. Tell the children that people did this long ago too. Show the children **Flipbook**, page 20.

Give out **Activity Sheet AS 12.3** for the children to complete.

Plenary

Ask questions such as: *What have we have learned about the beach? What do we know about the seaside long ago? Do you think you would have liked to go to the seaside long ago? What is better/worse about the holidays?*

Role-play opportunities

Role-play 'Going on a journey' (using small-world toys, suitcase and clothes), or a picnic at the seaside (using a picnic basket, plates, cups, food and a bucket and spade).

Working outside

Show the children how it would feel to be at the seaside, using a large, flat tray full of sand, a large, flat tray full of water, and towels to dry feet. Invite children to stand barefoot in both trays, and discuss what it feels like. Encourage use of descriptive and comparative language.

Allow children to mix the sand and water and make sand shapes, using buckets and spades.

Provide large paintbrushes and water so that children can make water paintings of waves.

Additional resources

Books

Kipper's Beach Ball by Mick Inkpen, (Hodder Children's Books)

Lucy and Tom at the Seaside by Shirley Hughes (Puffin Books)

Miffy at the Seaside by Dick Bruna (Egmont Books Ltd)

Sharing a Shell by Julia Donaldson and Lydia Monks (Macmillan Children's Books)

The Boy on the Beach by Niki Daly (Bloomsbury)

Works of art

Children on the beach by Mary Cassatt can be viewed at www.abcgallery.com/C/cassatt/cassatt37.html

Crab on its Back by Vincent Van Gogh can be viewed by searching www.vangoghmuseum.nl/search/en/ using 'Crab on its back' as the search terms. Click on *Permanent collection* and then *Alphabetical list*.

Knucklebones, Walberswick by Philip Wilson Steer can be viewed at www.liverpoolmuseums.org.uk/ladylever/exhibitions/besidetheseaside/knucklebones.asp

Tahitian women on the beach by Paul Gauguin can be viewed at www.abcgallery.com/G/gauguin/gauguin101.html

Music

Fingal's Cave by Felix Mendelssohn

ICT links

An online story about the sea with rhyming words is available from the CBeebies website www.bbc.co.uk/cbeebies/rolymo/library/stories/littlejoe.shtml

<http://ngfl.northumberland.gov.uk/ict/mouseskills/barnaby.html> has a dress up Barnaby bear game.

<http://home.freeuk.net/elloughton13/seaside.htm> is a site from Snaith primary school called 'Beside the sea', which includes a slide show of old photos.

Carry out the Unit 12 sorting activity from the CD-ROM.

Assessment opportunities

Can the children:

- use the vocabulary of time in discussions?
- sequence the events in a day at the beach?
- ask questions about going to the seaside in the past?
- recognise the differences between the beach today and the beach in the past?
- take simple photographs using the digital cameras?
- use their knowledge in a role-play situation?
- listen with enjoyment to relevant stories, songs, rhymes and poems?
- communicate through phrases and simple sentences?
- consolidate their learning with a simple ICT activity?

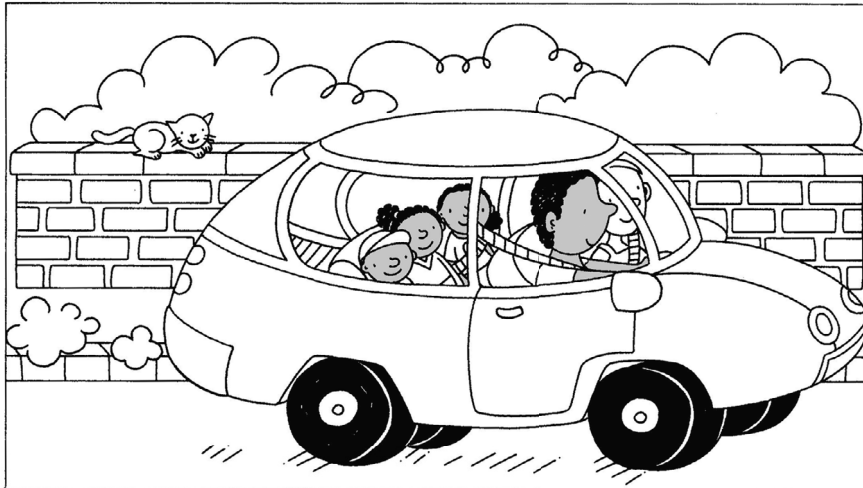
Evaluation

- What evidence of children's learning have you collected?
- How did the activity go?
- Have the children achieved their learning objectives? If not, why not?
- Is consolidation needed?
- Was there enough challenge for each group?
- Did I get the timing right? What went well? What could have been better?
- How did the children rate it? (thumbs up, down, sideways)

Going to the seaside



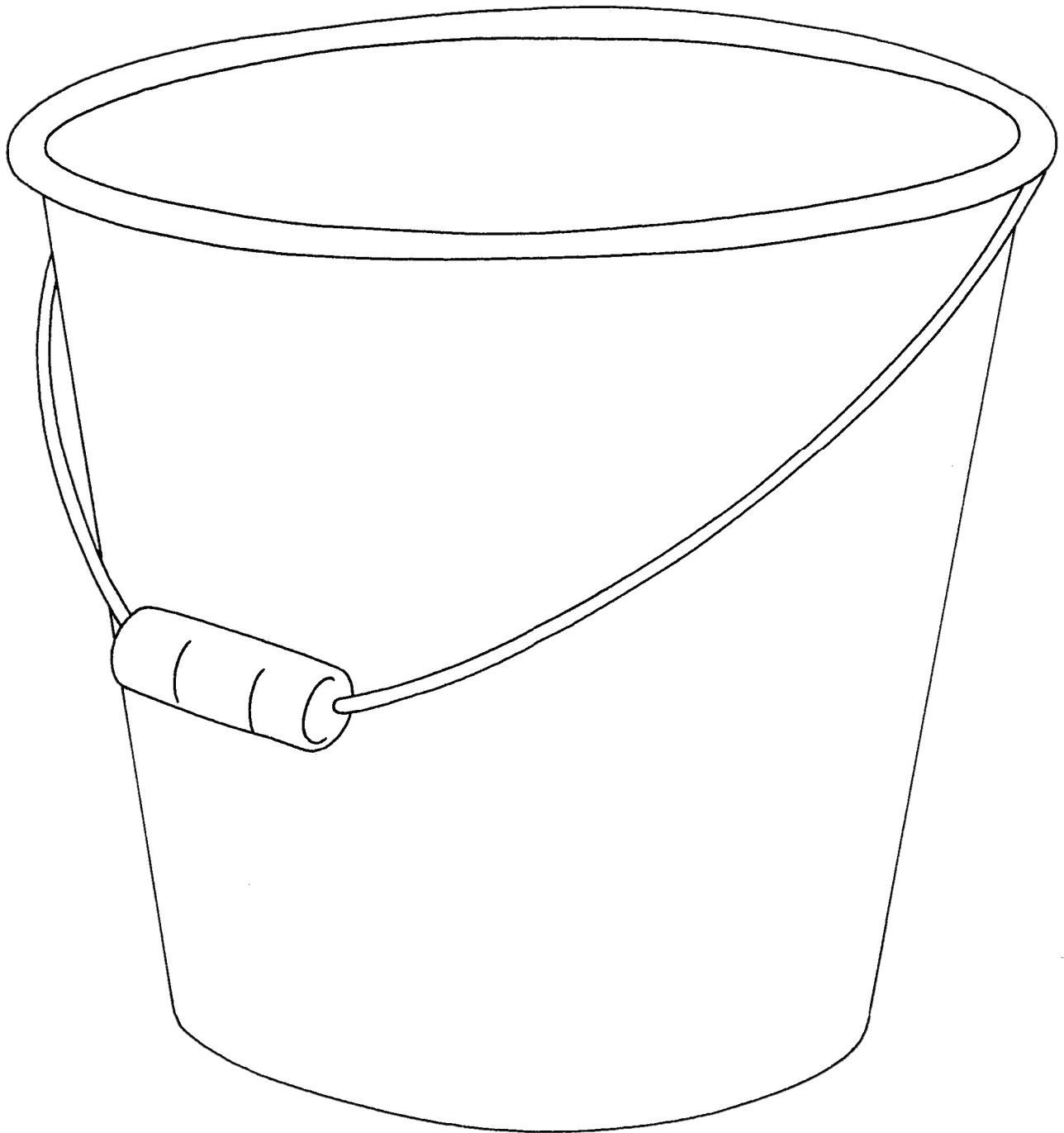
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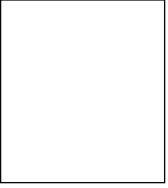


Seaside buckets



name:





o g o l o n g s i d e t h e s e a f r o m t h e l l o

