

Teacher resources:

At the seaside



Trinity Stars

YOUNG PERFORMERS AWARDS



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Introduction

Topic: Seaside

Suitable for: Primary school

Language used:

Farm animal names, sounds and actions: Donkey, sheep, duck, hen, cow, horse; sounds (eg bray, cluck, moo).

Verbs: Sleep, trot, waddle, graze, peck, dive, chew, flap, stomp.

Directional and descriptive terms: Up, down, round, backwards, slow, fast.

Useful materials: Flashcards, seaside objects/pictures (sea, beach, seaweed etc), small shells, sand, tray, cloth, colouring pens, coloured card, PVA glue, scissors.

Here are some flexible and engaging activities for all Trinity Stars levels. They are designed to encourage five key skill areas that match with primary education curriculums:



Communication



Teamwork



Understanding



Creativity



Movement

Teachers can choose and adapt activities based on the needs and learning goals of the children they are working with.





Activity 1:

Seaside flashcard fun

Aim: To encourage children to learn and use words about the seaside.

Skills developed:



Communication: Learning and using words about the seaside.



Understanding: Show understanding of words about the seaside.



Movement: Using the space to show understanding by moving.



Creativity: Using imagination to create pictures of the seaside.

Materials needed: Flashcards (see [pages 14-15](#)).

How to play:

- 1 Show flashcards of images of the seaside say each word and ask the children repeat after you.
- 2 Show the flashcards and ask the children to recall the words.
- 3 Divide children into small groups. Hand them one of the flashcards. Ask them to create their own flashcard based on the image.
- 4 Place their flashcards on different walls around the room.
- 5 Choose an image and say the word. Children move to the correct flashcard. Repeat with all flashcards.
- 6 Give children the opportunity to take the role of the teacher and say out loud the words on the flashcards.





Activity 2:

Activities at the seaside

Aim: To encourage children to explore activities through creative artwork.

Skills developed:



Communication: Expressing ideas about seaside activities through voice and artwork.



Understanding: Showing understanding of seaside activities through discussions and artwork.



Movement: Using fine motor skills to create artwork and imitating ways of playing at the seaside through actions.



Creativity: Creating a picture of a seaside activity.



Teamwork: Working together to act and speak about seaside activities.

Materials needed: Space pictures (see [pages 13-14](#)).

How to play:

- 1 Ask the children to draw a picture of their favourite seaside activity.
- 2 Each child shows their picture and says what it is. Write the words for the activity on the board.
- 3 Match the pictures to the words, either by having children physically place their drawing under the correct word or by drawing a line on the board.
- 4 Say each word together and act out the activity as a class.





Activity 3:

Watch and see, then copy me

Aim: To encourage children to explore seaside activities through movement and interaction.

Skills developed:



Communication: Using voice and acting to show seaside activities.



Understanding: Recognising and associating seaside activities with words and actions.



Movement: Using the body to act out seaside activities.



Creativity: Using imagination to act out and personalise seaside activities.



Teamwork: Working together as a class to learn and take turns in the game.

How to play:

- 1 Get into a circle with the children.
- 2 Act out an activity that you might do at the seaside and then say what you are doing ('I'm eating an ice cream'; 'I'm flying a kite').
- 3 Point to the child next to you and altogether say the rhyme: '**Watch and see, then copy me.**'
- 4 The child then acts out the same activity, says what they are doing, and then, with the class, they say: '**Watch and see, then copy me.**'
- 5 Repeat this until every child has had a turn.
- 6 Now ask the child next to you to choose a different seaside activity and repeat the game.
- 7 When the children become more confident with the game, each child can respond with their own choice of activity.





Activity 4: I spy at the seaside

Aim: To encourage children to learn and use language connected to the seaside.

Skills developed:



Communication: Expanding and using seaside-related vocabulary.



Understanding: Identifying and recalling seaside-related words through clues.



Movement: Using the body to act out words about the seaside.



Creativity: Interpreting and personalising responses through mime.



Teamwork: Working together as a class to learn and take turns in the game.

Materials needed: Seaside pictures (see [pages 14-15](#)).

How to play:

- 1 Show the children a detailed picture of the seaside..
- 2 Say to the class: 'I spy with my little eye something beginning with... S' (eg sand, sea, seal, sun, shell).
- 3 The children put their hands up to guess and mime the word.
- 4 Choose one child to answer.
- 5 The child with the correct answer then repeats the sentence, choosing a different object in the picture, saying the first letter of the word (eg F... fish).
- 6 Repeat until all children have participated.





Activity 5:

Seaside memory game

Aim: To engage children with a fun memory game, which reviews seaside vocabulary.

Skills developed:



Communication: Developing language and memory skills through rhyming and repetition.



Understanding: Recognising and recalling words by associating them with visual skills.



Creativity: Engaging with the rhyme.



Teamwork: Working together as a class to learn and take turns in the game.

Materials needed: Seaside pictures (see [pages 14-15](#)).

How to play:

- 1 Put between 5-10 seaside objects or pictures on a tray (eg shell, fish/crab/whale/seagull, ice cream, bucket, seaweed, sand).
- 2 Hold up each object to the class and say the word together.
- 3 Hide the objects by covering the tray with a cloth.
- 4 Using gestures, ask the class to say with you, '**Everyone close your eyes.**' They close their eyes while you remove one item. Show the objects again. Say: '**Can you discover the surprise? What's missing?**'
- 5 Show the children the missing object when they guess correctly.
- 6 Put the object back on the tray. Ask a child to come to the front of the class and say the first part of the rhyme, adding gestures: '**Everyone close your eyes.**'
- 7 When the children have closed their eyes, the child at the front removes an object and says the second part of the rhyme, adding gestures: '**Can you discover the surprise?**'
- 8 Repeat this until every child has had a turn. To add an extra challenge, shuffle the objects around when removing one of them.

Further ideas

After guessing the missing object, ask the child who answered correctly to create a short sentence or scenario using the object (eg '**The crab scuttled across the sand looking for a big, juicy fish to eat**').

Alternatively, at the end of the game, let the children use the objects to create a simple group story about a day at the seaside, incorporating the words they have learnt.



Activity 6:

Building a sandcastle song

Aim: To encourage children to role play building a sandcastle using song and movement.

Skills developed:



Communication: Expressing ideas through song and movement.



Understanding: Showing understanding of the song through words and actions.



Movement: Using coordinated gestures and mime to show sandcastle-building activities.



Creativity: Personalising the song with activities.



Teamwork: Working together in small groups to perform and contribute ideas to the song.

How to play:

- 1 Sing the song 'Building a sandcastle' (sung to: 'She'll be coming round the mountain'), add actions and encourage the children to join in.
- 2 Divide the class into four groups. Give each group a verse of the song. Ask each group to sing and mime their activity to the rest of the class.
- 3 Give the children the opportunity to create additional verses for the song.

Further ideas

You can offer the children the opportunity to create pictures of sandcastles and decorate using sand and small shells.





Activity 6

Building a sandcastle



We are building a sandcastle,
Yes, we are!

We are building a sandcastle,
Yes, we are!

We are building a sandcastle,
Building a sandcastle,
We are building a sandcastle,
Yes, we are!



We are digging in the sand,
Yes, we are!

We are digging in the sand,
Yes, we are!

We are digging in the sand,
Digging in the sand,
We are digging in the sand,
Yes, we are!



We are adding little shells
Yes, we are!



We are adding little shells,
Yes, we are.

We are adding little shells
Adding little shells,
We are adding little shells,
Yes, we are!

We are happy with our sandcastle
Yes, we are!



We are happy with our sandcastle
Yes, we are!



We are happy with our sandcastle,
Happy with our sandcastle,
We are happy with our sandcastle
Yes, we are!





Activity 7:

Seaside sounds

Aim: Encouraging children to explore language through sounds and movement.

Skills developed:



Communication: Using voice and actions to express the sounds of the seaside.



Understanding: Interpreting the poem through sounds and movement.



Movement: Using the body to act out elements of the seaside.



Creativity: Personalising movements and sounds to represent elements of the seaside.



Teamwork: Working together in groups to create, narrate and perform a sound-based play.

How to play:

- 1 Teach the children the following verse:

The seaside is full of so many sounds.
Be quiet and listen, they're all around.



- 2 Read the poem on the next page, highlighting the sounds, and ask the children to join in each time with the verse that they have just learnt.
- 3 Repeat the poem and encourage the children to join in with you and act it out, highlighting the sounds and movement.
- 4 Assign each child/pair/small group a role (eg the seagulls, waves, children playing, crabs) and teach them the sound that they make.
- 5 Divide the children into groups and ask them to create a short play, using as many of the seaside sounds as possible. Encourage the children to take turns being the narrator for their group.
- 6 Each group then shares their play with the class.





Activity 7



The seaside is full of so many sounds.
Be quiet and listen, they're all around.

Listen to the seagulls CAWW CAWW!

Listen to the waves as they CRASH against the
shore.

Listen to the children playing,
'CATCH ME' they shout!



Listen to the CLICK CLICK as the
crabs walk about.



The seaside is full of so many sounds.
Be quiet and listen, they're all around.

Listen to the people swimming
SPLISH SPLASH in the sea,

Listen to the children laughing
TEE HEE HEE!



Listen to the people eating ice cream
LICK LICK.



Listen to the boat sails in the wind
FLICK FLICK.

The seaside is full of so many sounds.
Be quiet and listen, they're all around.

Listen to the people playing ball,
'OVER HERE!' they shout.

Listen to the CRUNCH of the sand
as people walk about.



Listen to the people selling
'DRINKS FOR SALE!'



Listen to the dog BARKING
as it chases its tail.

The seaside is full of so many sounds.
Be quiet and listen, they're all around.





Activity 8:

The seaside

Aim: To encourage imaginative play by exploring the seaside.

Skills developed:



Communication: Expressing ideas through storytelling and role-play.



Understanding: Showing understanding by responding to the story through words and movement.



Movement: Using space creatively to explore the song.



Creativity: Creating imaginative responses to the story.



Teamwork: Working together to act out the scene.

How to play:

- 1 Introduce a simple seaside story (this can be from a book or one you have made up) and set the scene with seaside sounds/music.
- 2 Assign roles or let children choose characters (eg swimmer, lifeguard, sandcastle builder, ice cream seller).
- 3 Provide props where possible to enhance engagement.
- 4 Encourage the children to interact and improvise, adding their own dialogue and actions.
- 5 Use 'What if?' prompts to extend the story.
- 6 Transition into free-play, where children create their own seaside scenarios.
- 7 Conclude with a reflection and ask the children to describe their favourite part of the role-play and why.





Activity 9:

A day at the beach

Aim: To encourage imaginative exploration of the theme – 'A day at the beach'.

Skills developed:



Communication: Expressing ideas through voice and improvisation.



Understanding: Interpreting and responding to the theme through group discussion.



Movement: Using space creatively to explore and improvise.



Creativity: Creating imaginative responses through improvising and creating props.



Teamwork: Working together to create and act out the improvisation.

How to play:

- 1 Write the title, '**A day at the beach**', on the board. Ask the children to suggest words and phrases related to this theme.
- 2 Tell the children that, working in small groups, they are going to create their own short play about '**A day at the beach**'.
- 3 Divide the class into small groups and ask them to share their ideas.
- 4 Create their short play together.
- 5 Each group performs their play to the rest of the class.
- 6 You can offer the children an opportunity to create their own props to enhance their performance.





Suggested resources with the theme of at the seaside:

Nursery rhymes



- ★ 'The waves on the sea ' – (sung to 'Wheels on the bus')
- ★ 'Fish are swimming' – (sung to 'Frère Jacques')
- ★ 'Five little seashells sleeping on the shore' – Traditional
- ★ 'Pink shells, white shells' – Traditional
- ★ 'Three blind mice' – Traditional
- ★ 'Five little seashells washed up on the shore ' – Traditional

Songs



- ★ 'Oh, I do like to be beside the seaside ' – John A Glover-Kind
- ★ 'Going to the seaside ' – Traditional
- ★ 'Let's go to the beach' – Super Simple Songs
- ★ 'A sailor went to sea' – Traditional

Stories



- ★ *Happiness Street* – Traditional
- ★ *Look What I Found at the Seaside* – Moira Butterfield
- ★ *The Sea Saw* – Tom Percival
- ★ *It's Seashell Day* – Dianne Ochiltree
- ★ *The Seashell Song* – Susie Jenkin-Pearce
- ★ *Seashore Sounds* – Taplin Sam

Poems



- ★ 'She Sells Seashells (tongue twister)' – Traditional
- ★ 'The Seagull's Song' – June Crebbin
- ★ 'The 7th Wave' – Jan and Dean
- ★ 'I Built a Castle on the Beach' – Kenn Nesbitt
- ★ 'Shiny Shells' – Traditional
- ★ 'Living at the Seaside' – Marian Swinger
- ★ 'A Day at the Seaside' – Jane Saddler
- ★ 'Shells and Stones' – Eric Finney
- ★ 'At the Seaside' – Coral Rumble
- ★ 'There are Big Waves' – Eleanor Farjeon
- ★ 'My Favourite Holiday' – Alison Chisholm
- ★ 'Hungry Wave' – Sue Cowling
- ★ 'What We Found at the Seaside' – Kate Williams





