

THE BARN DAY NURSERY



BEACH SCHOOL INFORMATION

ABOUT

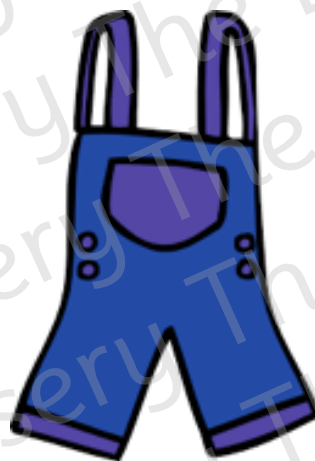
We are very fortunate to live in such a wonderful place. The purpose of this pack is for parents, carers and staff to familiarise themselves with some of activities that take place whilst on Beach School sessions. There are examples of activities with links the Early Years Curriculum (Early Years Foundation Stage).

We like to work with **parents as partners** and invite parents to join in with sessions (please be aware that you may need your own transport where we have limited space in our minibus). Please let us know if you would like to attend (we'll always appreciate an extra pair of hands to join in the fun!)

Risk taking: As part of their learning and understanding, it is very important that children learn to take appropriate risks in their play. The beach school sessions that we offer enable children to do this.

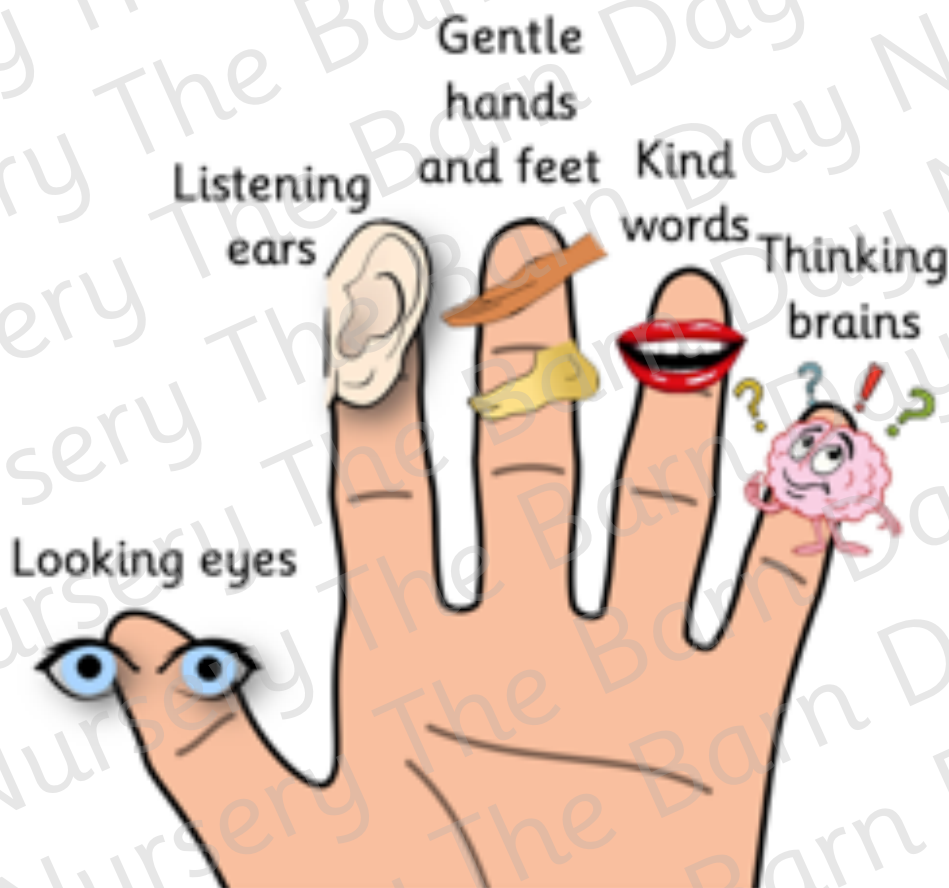
Independence: We promote independence and choices in all aspects of our nursery. This includes when we are on outings; from getting ready (putting overalls and wellies on) to choosing the activities that we do on the beach.

We ask that parents provide appropriate clothing: suncream, wellies and overalls (waterproof) so that they can take part in all weather. We have nursery sun hats and some spare clothing in nursery.



RULES

It is highly important that all staff, parents and children understand our nursery rules when in and out of the setting. They are:



We always speak with the children prior to outings and explain that:

We use our **looking eyes** and **thinking brains** because there may be dangers like glass that we must not touch.

We must always be able to see and hear our teachers. We use our **listening ears** and listen to our teachers.

Things we **must** not touch:



SOME OF THE PLACES THAT WE VISIT



ACTIVITIES

EXPLORATION

Children are innate explorers (and so are we!) They love to find out what's what wherever they are – and we like to do just that! When we do an exploration session, we might use our **looking eyes** to see what is around us and use **kind words** to describe what we can see.

There may be things that we can see, smell and touch that are different to toys we have in nursery and at home. Practitioners and teachers may draw children's attention to our senses so that they can learn how to describe what is around them and learn new vocabulary.

A recent survey of teachers from 800 secondary schools revealed that many children are leaving primary school with a vocabulary that's inadequate for their age. We aim to give children the best possible start by introducing new words at an earlier age.



Links to the EYFS

Area	Phase	Aspect
COEL: Playing and Exploring	Finding out and exploring <ul style="list-style-type: none"> •Showing curiosity about objects, events and people •Using senses to explore the world around them •Engaging in open-ended activity •Showing particular interests 	
Communication & Language Speaking	30–50 months 40–60+ months	<ul style="list-style-type: none"> •Beginning to use more complex sentences to link thoughts (e.g. using and, because). •Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

MARK MAKING

Mark making and purposeful mark making are highly important for children in preparation for writing. On some beach school visits, there may be opportunities for children to make marks using tools that they find on the beach. Before children learn to write (with pencils and pens) they need exposure to larger utensils so that they develop the muscles needed to move onto using smaller utensils.

Practitioners and teachers may encourage children to make marks in the sand. They could be lines, circles, crosses, names, race tracks (we let the children explore how they can use tools to cause and effect).

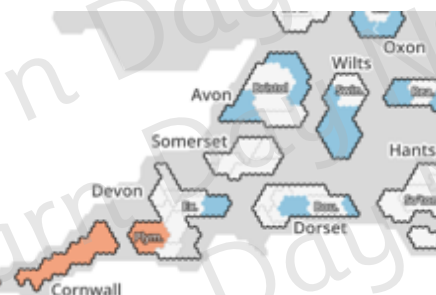
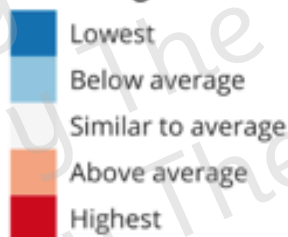


Links to the EYFS		
Area	Phase	Aspect
COEL Active Learning	Being involved and concentrating <ul style="list-style-type: none"> •Maintaining focus on their activity for a period of time 	
COEL Creating & Thinking Critically Having their own ideas Choosing ways to do things	<ul style="list-style-type: none"> •Finding new ways to do things •Planning, making decisions about how to approach a task, solve a problem and reach a goal 	
Expressive Arts & Design Exploring using media & materials	40-60+ months	<ul style="list-style-type: none"> •Manipulates materials to achieve a planned effect. •Uses simple tools and techniques competently and appropriately.
Literacy Writing	30-50 months	<ul style="list-style-type: none"> •Sometimes gives meaning to marks as they draw and paint. •Ascribes meanings to marks that they see in different places
Physical Development Moving & Handling	40-60+ months	<ul style="list-style-type: none"> •Uses simple tools to effect changes to materials. •Shows a preference for a dominant hand. •Begins to use anticlockwise movement and retrace vertical lines.

RACING!

Did you know that 9.5% of reception age children (age 4–5) are obese, with a further 12.8% overweight? At age 10–11 (year 6), 20.1% are obese and 14.2% overweight. In and out of the nursery, we always promote healthy choices in and out of the nursery (and encourage parents to do the same at home).

Overweight & obesity rates



Exercise is necessary for a healthy life! At the beach, we like to make use of the large area by racing up and down! Practitioners and teachers challenge children to different races (like running, jumping and hopping). We will also draw attention to the effect on our bodies (we might have red faces, we need to take big breaths and our hearts beat fast).



Links to the EYFS

Area	Phase	Aspect
COEL Active Learning Enjoying achieving what they set out to do		<ul style="list-style-type: none"> •Showing satisfaction in meeting their own goals •Being proud of how they accomplished something – not just the end result
Physical Development Moving and handling	30–50 months 40–60+ months	<ul style="list-style-type: none"> •Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. •Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
Communication and Language Listening and attention	30–50 months	Is able to follow directions (if not intently focused on own choice of activity).
Physical Development Health & Self-Care	40–60+months	<ul style="list-style-type: none"> •Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health

TREASURE HUNT

Everything is treasure! From seashells to seaweed, there are lots of exciting things on our coastline. We encourage children to be curious and ask questions about things that they see – we might find shells and rocks and interesting seaweed.

Heuristic play describes the activity of babies and children as they **play** with and explore the properties of 'objects'. These 'objects' are things from the real world



Links to the EYFS

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COEL: Playing and Exploring	Finding out and exploring <ul style="list-style-type: none"> •Showing curiosity about objects, events and people •Using senses to explore the world around them •Engaging in open-ended activity •Showing particular interests 	
Physical Development Health and self-care	40-60+ months	<ul style="list-style-type: none"> •Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. •Shows understanding of how to transport and store equipment safely.

EXPLORING WATER

The sea is cold! We love to explore the water and love to splash in the pools created when the tide goes out. We will also dip our toes in the ocean (only when safe to do so) to feel the water on our feet. Children also love to mix water and sand and observe the effect. Practitioners and teachers will encourage the children to create and build with sand and water – what can we make? Can we make a potion?

Activities such as these are important for children to develop imaginative skills and to explore their senses – what does the sand feel like?



Links to the EYFS

Area	Phase	Aspect
COEL Playing and Exploring	•Using senses to explore the world around them	
Expressive arts and design Exploring using media and materials	30-50 months 40-60+ months	•Understands that different media can be combined to create new effects. •Manipulates materials to achieve a planned effect. •Constructs with a purpose in mind, using a variety of resources. •Uses simple tools and techniques competently and appropriately. •Selects appropriate resources and adapts work where necessary. •Selects tools

DIGGING!

Something of a necessity when at the beach! It is important that children explore the sand and practitioners and teachers emphasise mathematical language (i.e. volume and weight – heavy, light, a lot, few etc.)

This is something that children really enjoy doing especially burying our feet in the sand!



Links to the EYFS

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COEL: Playing and Exploring	Finding out and exploring <ul style="list-style-type: none">•Showing curiosity about objects, events and people•Using senses to explore the world around them•Engaging in open-ended activity•Showing particular interests	
COEL Playing and Exploring	•Using senses to explore the world around them	
Mathematics Shape, space and measure Numbers	40-60+ months	<ul style="list-style-type: none">•Orders two items by weight or capacity.•Uses the language of 'more' and 'fewer' to compare two sets of objects.

MOUNTAINEERING

Depending on the beach that we visit, there may be some opportunity for children to climb rocks and dunes. Practitioners and teachers model how to effectively scale the terrain, and challenge children to persevere when difficulties occur. This promotes children to be strong, independent learners whilst developing good coordination and gross motor control.

Risk allows children to push themselves to the limits of their capabilities and allows them space to progress. It also allows children to feel in control of their actions, learning and play; they learn boundaries in a safe, secure environment where they can be supported directly or indirectly by practitioners.



Links to the EYFS		
Area	Phase	Aspect
COEL Playing and exploring Be willing to 'have a go'	Initiating activities •Seeking challenge •Showing a 'can do' attitude •Taking a risk, engaging in new experiences, and learning by trial and error	
COEL Active Learning Keeping on trying	•Persisting with activity when challenges occur	
Physical Development Moving and handling	30-50 months 40-60+ months	•Mounts stairs, steps or climbing equipment using alternate feet. •Travels with confidence and skill around, under, over and through balancing and climbing equipment.
Physical Development Health & self-care	30-50 months 40-60+ months	•Understands that equipment and tools have to be used safely. •Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. •Practices some appropriate safety measures without direct supervision.