

# Seaside Active Worlds Mat



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## Product Code

AW13

## Introduction

Come and visit our busy seaside town. Visit the harbor or enjoy the seaside entertainment. An excellent tool for developing knowledge and understanding of the world whilst reinforcing geographical vocabulary. The PVC mat fits snugly into our Active World Tray.

## Aims and Objectives:

- Children learn best when they are actively involved, enjoying what they are doing. Active Worlds enable children to experience learning through a multi-sensory approach. They provide learning opportunities for a wide range of curriculum areas, where children can freely explore materials within the confines of the tuff spot.
- There will be elements of consolidation, exploration, investigation, and fun in every activity.
- All the activities can be free play, where the children explore independently, or adult directed, where children are given specific tasks to undertake.

## Links with Foundation Stage:

Links can be made with every area of the Foundation Stage. We have merely highlighted those links with the area Knowledge and Understanding of the World. Others are included generally in the next section.

## Knowledge and Understanding of the World:

Can investigate objects and materials by using all their senses as appropriate.

- E.g. Use sand on the beach, blue whipped soap flakes or shiny paper to give the appearance of water, or use water in a large container for the sea; use stones to make the rocks in the sea; grass on the cliffs;  
Can discuss reasons that make activities safe or unsafe.
- E.g. talk about safety in the sea – not swimming alone, not going out of your depth, using buoyancy aids, use of inflatable toys, introduce the role of the lifeguard and the coastguard Can find out about, and identify some features of living things, objects and events they observe.
- E.g. Can experience a themed play area and use the appropriate vocabulary – beach, pier, shop, café, fairground, letter box, lifeboat, coast guard, lighthouse; differentiating between natural and man made objects, living and non-living substances Can ask questions about why things happen and how things work.
- E.g. Giving children time for exploratory play as well as directed tasks, thus providing them with a variety of opportunities for extending their language skills;
- E.g. Explore floating and sinking by using boats and stones on the water;
- E.g. Mix the sand with water, find the best consistency for making a sand castle on the beach
- E.g. Using a torch to act like the sun look at shadows cast by an umbrella over people on the beach, find out about shade Can build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary.
- E.g. Give children sand, shells, stones, rocks, etc to create their own beach
- E.g. give children the task of designing and building some buildings to go on the mat – a helter skelter, the ferris wheel, the shops, a slipway for the boat to go down.
- E.g. explore what materials and shapes make the best boat to float on the water, and to carry passengers – which boat can carry the most play people?

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Can find out about and identify the uses of everyday technology.

•E.g. Hide objects in the sand and use a metal detector to find pennies, or 'treasure'.

Can find out about past and present events in their own lives, and in those of their families and other people they know

•E.g. Use the Active World Tray to make a seaside scene from the Victorian times – what are the differences with one that they would make showing today's seaside scene? Ideas for use and links with National Curriculum areas: Mathematics: Opportunities for counting (numbers of people,); describe position (where things are in relation to each other, behind, in front, on top of); estimation (how many people on the beach?); prediction (what will happen when the tide comes in?); use mathematical language such as 'smaller', 'heavier' to compare objects; use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes (shapes of towels, umbrellas, sails on the boats etc.);

**Personal and Social:** Is interested, excited and motivated to learn through these hands on experiential activities. Can work as part of a group taking turns, sharing, and collaborating. Selects and uses activities and resources independently.

**Creative Development:** Explores colour, texture, shape, form and space in two or three dimensions; works creatively on a large or small scale; understand that different media can be combined; experiments to create different textures; introduce a storyline or narrative into their play; play alongside children who are engaged in the same theme; use their imagination in role play and stories;

**Communication, Language and Literacy:** Uses language to imagine and recreate roles and experiences. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Interact with others, negotiating plans and activities and taking turns in conversations. Extend their vocabulary through contextual experiences. Attempt writing for various purposes

e.g. sending a postcard home from your seaside holiday; the menu for the café or the price list for the ice cream kiosk. Initial sound hunt e.g. find something with the 'b' phoneme; create narratives; listen and follow instructions; name and label; basic mark-making - create patterns in the sand; learn appropriate rhymes and songs – e.g. 'Oh I do like to be beside the seaside'; use the Barnaby seaside reading books;

**Physical Development:** Uses a range of small and large equipment; handles tools, objects construction and malleable materials safely and with increasing control; develop fine motor control; show a clear and consistent preference for the left or right hand; recognise the importance of keeping healthy and those things which contribute to this – e.g. use the seaside scene to reinforce the importance of safety in the sun, from sun screen to sun hats, to keeping out of the direct sun;

**Geography:** Learn more about people, places and environment; use geographical vocabulary; create landscapes; make observations and record findings; learn more about natural and man-made resources

**Resources:** (Here are some ideas of what could be used – this is just the beginning!)

Fish counters

Metal detector

Photographs of Victorian seaside scenes

Old and new seaside project pack

Sea shells

CD of sea music

Ice cream kiosk

**Improvisation** – Make your own resources!

Sand

Foil for the sea

Whipped soap flakes for the sea

Shiny pebbles

Cocktail umbrellas in the sand

Boats made from a range of plastic or other tubs

## Care Instructions

Use damp cloth to wipe surface.

**We would recommend that you roll rather than fold your mat after use, with the picture facing outwards.**

**Any wrinkles can also be removed by wafting a warm hairdryer over the mat.**

**To avoid creases store in a warm environment.**

