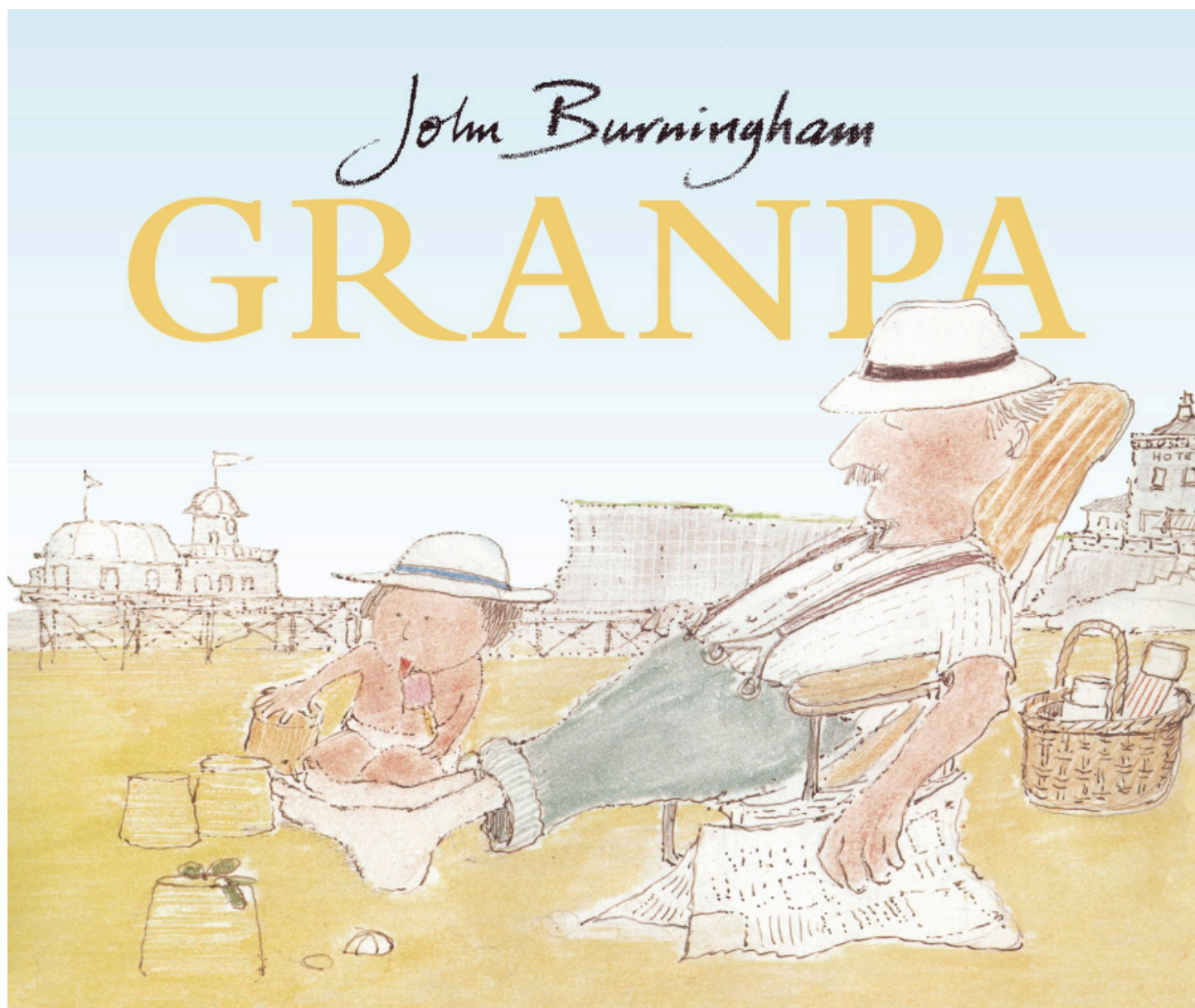


## Teaching Ideas and Resources



# Early Years Foundation Stage Activities

A wide variety of activities for the three prime areas of the EYFS Framework (Communication and language, physical development and personal, social and emotional development) can be created and differentiated to include both Year 1 and 2 using the story as a starting point. The best activities are inspired and led by the children themselves, their interests, imaginations and experiences however here are some starting points.

## Tuff tray activities ...

Using the front cover illustration create a beach scene with sand in a tuff tray.

### Literacy and phonics

- Hide letters in the sand, encourage the children to dig for them, pull them out, say the sound and draw the letter in the sand. Add pictures or objects for the children to draw the letters in the sand and write words (CVC words and more).

### Physical development

- Develop fine motor skills by adding small shells or pebbles and giving them tools to play with in the sand (like the miniature sandcastle moulds, spades and rakes in the photos below). Encourage the children to pick objects out of the sand with finger and thumb to develop their pincer grip. Draw handwriting patterns in the sand, zigzags, loops, crosses, circles, etc for the children to copy.



## Communication and language

- The sensory nature of the sand often allows the children to relax and chat whilst they play, it allows their imaginations to wander and creativity to flow. Add small microphones and cut outs of Granpa and the little girl, encourage the children to retell the story in their own words.
- Take the roles of the characters, ask the children to be either character and play as if on the beach together, model first by being the Granpa and the child being the little girl from the story. Choose a scene from the story and act it out.
- Relate to childrens' own experiences asking them about times they may have been to the beach, holidays they may have had, times they have spent with their grandparents or families. Use lots of question words to teach the vocabulary... What did you do? Who came with you? When ...? Why ...? How ...? Did ...? Could ...? Etc
- Learn and sing nursery rhymes prompted by 'One man went to mow' in the story. Sing whilst playing in the sand. Organise the children into groups, each to learn a different nursery rhyme. Once they are confident let them perform in their group to the rest of the class.



- Prop the book open in the tray at different points of the story each day to provide starting point for speaking and listening.
- Ask and explore all the questions the little girl asks her Granpa through out the story, write them on speech bubbles and place in the sand. When a child picks one out use it as a conversation starter.

*'Do worms go to Heaven?'*

*'Could we float away in this house Granpa?'*

*'What if you catch a whale, Granpa?'*



*‘Tomorrow shall we go to Africa, and  
you can be the captain?’*



- Develop childrens’ **understanding of the world** by discussing the many things that can be learnt using the seaside as a starting point eg land and sea creatures, oceans, travel geography of places etc. Talk about hot and cold weather, dry and wet weather using different illustrations from the story, talk about suitable clothing for each type of weather. Draw pictures of themselves in each scene wearing appropriate clothing and any accessories they may need eg sun cream, sun hat or gloves and scarves.
- Use the beach scene for a variety of **maths activities** to develop number and measuring skills. Place different objects in the sand that link to a beach theme, use them for subitising, counting, ordering numbers, addition, subtraction, more than, less than, recognising equal and unequal groups, number formation, shape and so much more.



# Key Stage One Activities

## English

- Recount a trip out with their grandparents or another relative. Alternatively take your class on a trip to the seaside if possible. Recount events in chronological order, write in the past tense, write in first person – informal, include a mixture of facts and opinions and ask rhetorical questions.
  - Write in role as the granddaughter, write a letter home to Mum and Dad, or a postcard to a friend telling them about the adventures you've had with Granpa.
  - Write in role as the granddaughter, write a diary entry recounting one of the days depicted in the story.
  - Plan a picnic, write a list of the food and drinks you want to pack in your hamper to take with you.
  - Write a list of instructions telling someone "How to build a sandcastle". Remember to use imperative (bossy) verbs and give commands keeping your instructions short and to the point. Write sequenced, chronological steps in the present tense. Include diagrams or illustrations if you wish.
1. Go to the sea.
  2. Scoop some water into your bucket.
  3. Take it back to your spot.
  4. Pour the water onto a patch of sand.
  5. Fill the bucket with wet sand.
  6. Pack it tight.
  7. Tip the bucket over.
  8. Bang the base of your bucket.
  9. Take the bucket off.
  10. Put a flag in the top of your sandcastle.

*When I've finished this lolly can we get some more? I need the sticks to make things.*



# Cross Curricular Activities

“That was not a nice thing to say to Granpa.”



## PSHE

### Friendships

- Explore friendships with others, with your peers, friendships with family, grandparents or pets for example.

### Falling out

- “That was not a nice thing to say to Granpa.” With your talk partner discuss what you think the little girl might have said to her Granpa that wasn’t nice. Have you ever said something unkind to someone you love? How did it make you feel? How do you think it made them feel? Discuss with the group how words can hurt a person’s feelings and that we must aim to always think about our choice of words and use kind ones. What would you do differently next time? Discuss strategies to cope with anger and frustration. Discuss ways that the little girl could show Granpa that she was sorry. Explore how disagreements can be resolved through asking the group the question - If a friend was being unkind to you what strategies could you use?



“Granpa can’t come out to play today”



## Bereavement, Grief and Loss

- At the end of the story Granpa becomes ill and dies. Use the illustrations after his death showing the little girl sat hugging her knees looking at the empty chair to discuss how we might feel when we lose someone we love. Explore the different emotions we experience. Then look at the illustrations of the little girl happily playing out after Granpa's death, what do you notice? She is pushing a baby in a pram, who could this be? Maybe it is a younger brother or sister, this shows time has passed and she had grown older. Explore how, once someone we love has died we can continue loving them and remembering the happy times we shared with them.



# Science

## Life processes

- Use the story as a hook to explore human life cycle and how we as humans change over our lifetime.

## Plants

- Use the greenhouse scene as a hook to learning about plants. Set up an investigation to learn what plants need to survive. Then have each child plant a seed, care for it, observe its growth and take it home.

## Animals and Habitats

- Choose illustrations from the book as prompts for the question 'What animals would live here?' The story shows a beach, garden, woodland, field, river sea and pond setting as well as hot and cold environments. Investigate which microhabitats could also be in these environments.

*'Do worms go to Heaven?'*







## Seasons

Notice how the story moves through the seasons, photocopy a set of illustrations ask the children to sort them into which season they belong to and explain why. What clues do they see?

### Spring

- When Granpa and the little girl are planting seeds in the greenhouse and also the illustration of the house in the rain (April showers maybe).

### Summer

- Granpa and granddaughter playing in the garden, at the beach (eating a lolly, character's clothes).

### Autumn

- Granpa and granddaughter fishing on the lake (clues- leaves on the tree have turned brown, some have fallen into the water, Granpa and Granddaughter are wearing warmer clothes Granpa a jacket and granddaughter a long sleeve top and trousers)

### Winter

- Granpa and granddaughter sledging in the snow.

# History

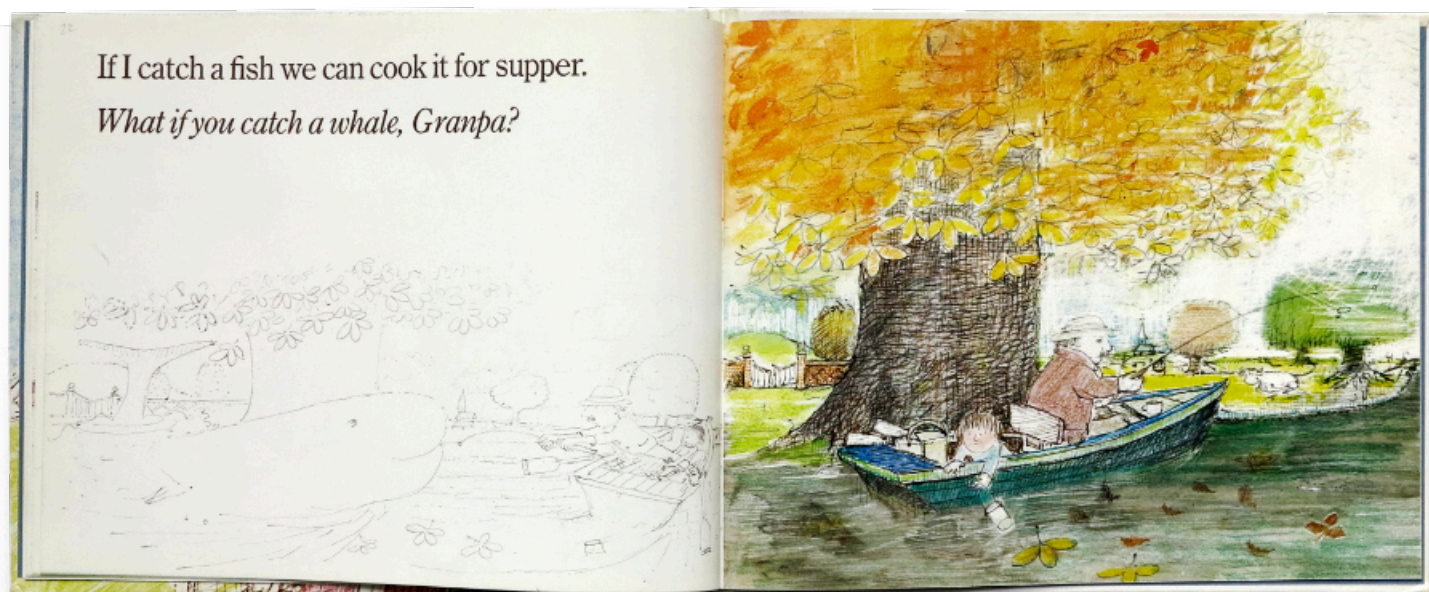
- Investigate 'changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life' (NC KS1).
- Invite one of the children's grandparents into school for a visit. As a class prepare questions for the children to ask the grandparent about the past in their lifetime. Focus on one topic and invite them in to talk about their childhood, the toys and games they played.
- "When I was a boy we used to roll our wooden hoops down the street after school.
- We're you once a boy as well, Granpa?"
- Hold a 'grandparents tea party' in school, children write invites to their own grandparents (if some children do not have grandparents or don't have any living locally extend the invite to older relatives or neighbours, with parental consent), plan the tea party and hold. Whilst at the tea party the older relatives or neighbours talk about their past with the children.

"When I was a boy we used to roll our wooden hoops down the street after school.

*We're you once a boy as well, Granpa?"*







## Art

- Look closely at John Burningham's illustrations. Look at his use of colour, question why on the double page spread is one illustration black and white and the other colour? How did he create his pictures? Explore.
- Draw or paint pictures of themselves with their Granpa (or other older relative if they do not have a Granpa). Explore mark making with different materials and experiment with creating texture. Use the illustration of Granpa's jacket in the snow scene or the trunk of the tree in the fishing scene to illustrate how mark making can be used to replicate texture.
- Draw imaginary scenes for the book, think of new places Granpa and the little girl could visit or new games they could play together and create new pages for the story. Alternatively create a sequel to the story where the little girl takes on the role of Granpa and plays all the same games Granpa played with her, with her new, younger sibling.

## Music

- Compose a song creating lyrics based on the story or parts of the story. Use a variety of musical instruments to soundtrack the different emotions the little girl feels throughout the story.