

Holidays

Using the poster

Display the poster on the wall and help the children to identify the three types of holiday shown – beach, camping and theme park. Talk with the children about the type of holiday that they enjoy with their families. (Be sensitive to individual circumstances.)

Ask the children to examine each holiday scene and to list the items that are needed for each type of holiday, for example, bucket and spade for the beach, entrance tickets, comfortable shoes and camera for the theme park, and tinned food, cups and water carrier for camping. Display some of these items for the children to sort, match, group and label.

Personal, social and emotional development

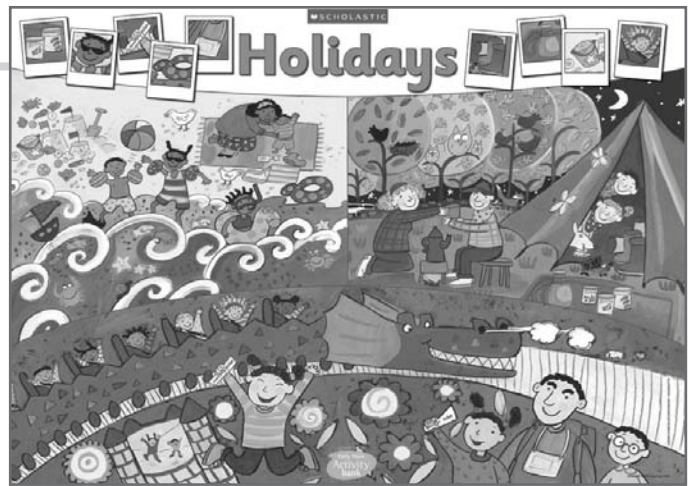
- Look at the sunny holiday scenes and talk about the importance of preventing sunburn. Introduce the saying ‘slip-slop-slap’ – ‘slip’ on a T-shirt, ‘slop’ on sunscreen and ‘slap’ on a hat! Encourage the children to draw ‘slip-slop-slap’ posters to display on the wall.
- Invite the children to create a ‘Happy holidays’ album by bringing in photographs or postcards of places that they have visited.

Communication, language and literacy

- Look at the beach scene together and encourage the children to identify the items beginning with ‘b’ for beach, for example, ‘ball’, ‘bucket’, ‘boat’ and ‘bag’, or ‘s’ for ‘seaside’, for example, ‘sandcastle’, ‘snorkel’, ‘spade’ and ‘shells’.
- Look at the theme-park tickets. Invite the children to design a ticket for an event at your setting, for example, a summer fair or music concert. Ask them to include words and pictures to explain what the event is, when it is happening and where it is taking place.

Mathematical development

- Encourage observation and counting skills by asking the children to look at the different scenes. Ask questions such as *How many children are on the roller coaster?*, *Are there more than three fish in the sea?* and so on.



- Help the children to create a simple counting book showing different holiday items on each page, for example, ‘1 ball’, ‘2 tents’ and so on.

Knowledge and understanding of the world

- Ask the children questions such as *Why are the children wearing a harness on the roller coaster?* and *Why are the children wearing armbands in the sea?* Talk about other items that help to keep us safe, for example, toddler reins, seatbelts and stairgates.
- Talk about the animals in each scene, for example, fish, crabs and seagulls by the sea and butterflies, owls and hedgehogs in the countryside. Ask the children to identify which scene has the least animals. Why is this?

Physical development

- Look at the decorative flowers in the theme park. Invite the children to create 3D flower models from boxes, tubs and tubes decorated with collage materials. Stand the flowers in the sand tray to create a theme-park scene.
- Use wheeled toys for a follow-my-leader game, representing a ride on a roller coaster. Draw a chalk line on the ground for the children to follow, with twists, turns and loops!

Creative development

- Look at the bouncy castle on the poster. Invite the children to paint a new style of bouncy castle, for example, a bouncy boat, house or garden.
- Help the children to cut and glue layers of different materials on to stiff card to create a textured beach scene, for example, sandpaper ‘sandcastles’, cotton-wool ‘waves’, tissue-paper ‘sea’, old flannel ‘beach towels’ and so on.

Jenni Tavener is an early years teacher and writer.

