

## Knowledge & Understanding of the World: Plan a Beach Trip

Getting out to the seashore yourself is easy and rewarding, but there are some things you need to remember.

- For the best rock-pooling, you need to go on a good low tide, so **check tide tables first!** You will find more when there are lots of pools exposed by the tide. Start as low as you can and work up with the tide. Do not risk getting cut off by the tide. You can find tide tables at <http://www.visitpembrokeshire.com> that give corrections for all around the coast.
- Here are some **suggestions for some good Pembrokeshire seashores** to go to for rock-pooling. They are easy access too, and have toilets nearby. But remember that wherever there is rocky reef on the shore, you will find some interesting marine life. Boulder areas are fantastic too, as there is much life underneath the boulders, and always crabs. And don't neglect the sand and mud! A good dig can reveal some amazing worms and shellfish.

Ceibwr Bay

Newport Sands (north)

Cwm-yr-Eglwys

Goodwick (with the benefit of the Ocean Lab)

Whitesands Bay

Porth Clais

Newgale (south)

Broadhaven (north)

St Bride's Haven

Martin's Haven (with the benefit of the Skomer Marine Nature Reserve interpretation room too)

Dale (Black Rock)

Sandy Haven

Milford Haven shore (beyond Smokehouse Quay)

West Angle

Freshwater West

Stackpole Quay

Manorbier

Tenby (St Catherine's Island)

Wiseman's Bridge

Look on a map to find your nearest beach.

**Schools Marine Awareness Road Show** *Pembrokeshire Marine Special Area of Conservation (SAC)* [www.PembrokeshireMarineSAC.org.uk](http://www.PembrokeshireMarineSAC.org.uk) and *Silent World To You (SW2U)* [www.silentworld.org.uk](http://www.silentworld.org.uk)

Acknowledgements: **Marine Conservation Society, Countryside Council for Wales**

- **Be safe on the seashore.** Remember that seaweed covered rocks are slippery and barnacle covered rocks are sharp, so go carefully. Keep an eye on the tide so you don't get cut off or suddenly swamped in a wave. Keep away from very soft sand and mud as it is easy to get stuck. Look out for broken glass, rusty cans and other sharp edged items or suspicious objects - don't touch them. And wash your hands before eating.
- The seashore is fun, but it can also be easily damaged if care is not taken. Remember these points taken from the **seashore code** (Marine Conservation Society):
  - Always turn stones back carefully after looking under them. Leave animals where you find them.
  - Don't take animals away with you if they are alive. Only collect empty shells (check!) and only take a few.
  - Don't trample through rock pools.
  - Respect seashore creatures.
  - Take all your rubbish home with you.
- **Ideas for activities** for when you are at the seashore include:
  - Search and find various animals/sea weeds. Take a guide book to help. The [FSC's rocky shore guide](#) is a simple aid that will help you to identify some of the seashore animals, lichens and seaweeds that you are most likely to see. It also describes some of the major environmental factors that influence them. (It is also available in [Welsh](#)). For more information on your finds, you may like to visit [the seashore website](#). Giving children different things to search for prevents them from just concentrating all their time on crabs! Try finding something yellow, something red, *different* types of crabs....! Putting finds in a bucket or white tray is great for show and tell, but make sure they aren't kept for too long and that they are returned to their homes afterwards.
  - Search and find various things on the strandline (see the *beach detective* activity sheet). Find things that are natural and man-made. Have you found anything that might have travelled a long way? Make a collection to take back to the classroom. Make your own 'nature table'. Use beach litter to make your own biodegradation time line display (see the *pollution* activity sheet and marine debris poster) or make some recycled art.
  - Have a sand castle competition. Try groups of 4 for 15mins, with extra points for arches, tunnels and decoration!
  - If children get cold, try some games (see *drama* activity sheet for some ideas) to warm them up!

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### Possible Foundation Phase Curriculum Links:

- PSD** Skills - become independent in their personal hygiene needs and to be more aware of personal safety; take risks and become confident explorers of their indoor and outdoor environment; develop a growing interest in the world around them and understand what their environment has to offer when playing alone and with others; develop an understanding about dangers in the home and outside environment.  
Range - activities in the indoor and outdoor learning environments; activities that allow them to use their senses, to be creative and imaginative; activities that allow them to become independent learners; activities that allow them to begin to understand how they can protect the environment and become environmentally friendly in their everyday lives; activities that contribute to their own safety.
- LLC** Skills - listen to and carry out instructions; use appropriate language in spontaneous and structured play activities and when conveying meaning; view and listen carefully to a variety of visual and audio-visual stimuli.  
Range - experience activities in the indoor and outdoor learning environments; extend their vocabulary through activities that encourage their interest in words; talk/communicate, spontaneously and through structured activities, for a variety of purposes, including telling and retelling (real) stories, and talking of matters of immediate and personal interest.
- KUW** Skills - exploring and experimenting; making comparisons and identifying similarities and differences; communicating observations and measurements; using and becoming familiar with common words and phrases for their world.  
Range - investigate indoor and outdoor learning environments, as well as including natural conditions as they arise; learn about where their locality is; identify some animals and plants that live in the outdoor environment; recognise how people's actions can improve or damage the environment; develop an awareness of, and be able to distinguish between, made and natural materials; observe differences between animals and plants, different animals, and different plants in order to group them.
- PD** Skills - develop confidence; be able to move safely with increasing control and coordination; develop sensory awareness; become aware of dangers and safety issues in their environment.  
Range - exploring and investigating their indoor and outdoor learning environments; involvement in the different types of play and a range of planned activities including those that are child initiated.
- CD** Skills - make choices when choosing materials and resources; mix, shape, arrange and combine materials to create their own images and objects that communicate and express their ideas, feelings and memories creatively.  
Range - explore, investigate and use the indoor and outdoor learning environments; be involved in different types of play and a range of planned activities, including those that are child initiated.