Let's All Go on a Summer Holiday
OVERVIEW

In this unit, learners gain an awareness of a beach-themed summer holiday. This awareness is developed and embedded through a range of carefully planned and personalised sensory experiences such as poetry, stories, songs, games, musical experiences and art.

These activities are suggestions only. You can adapt or extend them to suit your learners’ age, cognitive ability and specific needs.

Please note: before beginning an activity, check that all the resources are suitable for your individual learners. For example, some essential oils may not be appropriate for young children and others may have contraindications for learners with complex medical needs, life-threatening conditions and/or epilepsy. It is advisable to consult a trained therapist before using essential oils.
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Learning Activity 1
Here Comes the Sun

Setting the Scene
You could prepare for this unit by creating colourful wall displays depicting summer holiday scenes or making a sensory umbrella with summer objects inside, so that your learners can see them when you open the umbrella. To create a fun-filled or relaxing atmosphere, play music related to summer holidays. Create a PowerPoint presentation showing pictures of beaches, swimming pools, boats, beach cafes and so on. Visit the chemist for holiday essentials such as sunscreen or lip balm. Collect summer clothes and accessories such as shorts, T-shirts, hats and sunglasses to use in the classroom. Contact a local beautician to find out about an appropriate pampering session.

What to Do
Introduce the idea of summer and holidays to your learners. Tell them that we hope it means that the sun will shine and we can get outside.

Use the Summer Holiday song on the music CD as a cue to draw your learners into the activity. You can play this cue at the beginning of each activity or softly in the background as an activity is taking place.

Move through the sensory systems, using the resources you have gathered. Encourage your learners to explore each item using the appropriate sense.

Here are some suggestions:

I have eyes
• Present the large brightly coloured cardboard cut-out of the sun and move it around and over your learners.
• Examine shells and different sizes of pebbles.

I have a mouth
• Select a small number of preferred and non-preferred drinks for your learners to taste to indicate their choices.

I have a nose
• Rub sunscreen lightly onto your learners’ arms and legs, encouraging them to smell it.

I have ears
• Select a recorded beach sound, such as seagulls, to play behind each learner, moving the sound from one ear to another.

I have skin
• Pour some dry sand over your learners’ hands or legs.

I have a body
• Select some movement exercises that best suit your learners’ needs and carry them out, while playing the Summer Holiday song.

You can find a wealth of suggestions by searching the internet for sensory ideas.

You can find beach images by selecting the seasons tab at www.busybeekidsprintables.com
Areas of Learning

Primary
The Arts (Music)
Language and Literacy
(Talking and Listening)

Post-Primary
The Arts (Music)
English (Talking and Listening)

What You Need

• *Summer Holiday* song from the Music CD.
• A large cardboard cut-out of a bright yellow sun or make a sun out of a tennis racket with yellow and orange ribbons threaded through the strings that you can dangle and wave
• Sunscreen
• Internet access
• Sensory resources in boxes or bags

Some suggestions for sensory resources associated with the seaside:

Taste Box
• wafers/sauces/sprinkles
• lollipops
• candyfloss
• stick of rock
• ice cream
• orange juice/cola

Smell Box
• sunscreen
• ice cream flavours or sauces
• a beach-scented candle
• dulse

Sound Box
Recordings of:
• lapping water
• crashing waves
• music from ice cream van
• sound from amusement arcades
• seagulls

Sight Box
• shells
• beach umbrella
• seaweed
• buckets and spades
• pebbles
• driftwood
• crabs
• starfish

Touch Box
• dry sand
• wet sand
• buckets and spades
• water spray
• pebbles
• shells
• rock pools
• seaweed
• driftwood
• body scrub
Learning Activity 2

Let’s Get Packing

Setting the Scene

Play the Summer Holiday music while you position your learners in a semi-circle with a suitcase or travel bag in the centre.

What to Do

Select one accessory or item of holiday clothing at a time. Invite your learners to explore the different textures of the clothes. Encourage them to smell and feel the toiletry items. Then place the items in the suitcase or, if possible, support your learners to do this.

Take photographs during each activity. You can use these to:

• create a book or PowerPoint presentation for an enjoyable re-reading experience with your learners; or

• create a timeline to sequence.

You can sing a suitable song while you model packing a suitcase, for example The Packing Song in Resource 1: Seaside Songs. You can photograph popular beach items and add these to the interactive Jigsaw programme, which is available to all schools in Northern Ireland.
What You Need

Resource 1: Seaside Songs

- Camera
- Suitcase or travel bag
- Selection of holiday clothes and accessories, for example:
  - T-shirts
  - shorts
  - dresses
  - beach towels
  - swimsuits
  - flip flops or sandals
  - sunscreen
  - lip balm
  - sunglasses
  - hats
  - suitcase

Areas of Learning

Primary
The World Around Us
Personal Development and Mutual Understanding

Post-Primary
Environment and Society
Learning for Life and Work
(Personal Development)
Setting the Scene

Position your learners around a table to experience, or be supported to engage in, the activity. Play the Summer Holiday song as a cue and, if appropriate, dress your learners in some holiday clothes and accessories.

What to Do

To make a beach towel to use in other activities, spread a plain light coloured towel on a long table with some cardboard underneath to catch any drips. Encourage your learners to use foam stamps and fabric paint to decorate the towel with fish, shells and starfish. Create a water effect by using a dabbing motion with a large stiff bristled brush. Write your learners’ names on any spaces left and allow to dry completely before using the towel.

Further Suggestions

Customised accessories

Here is a list of other items you can encourage your learners to customise:

- Sunhats
- Baseball caps
- Sunglasses (collect pairs of sunglasses and decorate them with googly eyes, sequins, jewels, feathers and so on)
Let’s All Go on a Summer Holiday

Areas of Learning
Primary
The Arts (Art and Design)
Post-Primary
The Arts (Art and Design)

What You Need
- A plain, light-coloured beach towel
- Ocean-themed foam stamps
- Fabric paint, or acrylic paint plus textile medium
- A large stiff bristled paintbrush
- Cardboard
Setting the Scene

If possible, take a trip to a local beach or create a beach environment in your classroom.

To create an improvised beach scene in your classroom, collect a variety of beach resources. Place them in different areas of the classroom, for example a shell area or a pebble area.

Include a filled water tray placed on blue paper or cloth to represent the sea and a filled sand tray. You could turn the water tray into a rock pool with seaweed, crabs or driftwood for your learners to explore with their hands or feet.

For learners who are unable to access these trays, place some of the sand and resources into a shallow container or bowl that you can then place on the tray of their chair or standing frame.

What to Do

If appropriate, dress your learners in shorts, T-shirts, sunglasses and hats.

Play or sing some beach songs several times. Resource 1: Seaside Songs has some suggestions.

Encourage your learners to join in with hand claps, foot stamps and body movements.

Spread the beach towel on the beach and display the resources around it.

Encourage your learners to feel the sand with their feet and hands or gently pour dry sand onto areas of their skin.

Give each learner a brightly coloured bucket. Encourage them to explore the different beach resources and collect samples in their buckets.

At selected intervals, introduce some or all of the other resources: seaweed, shells, pebbles, crabs, driftwood and buckets and spades. Allow time for your learners to explore each item, using all their senses.

Explain that the sun can be very hot and we need to protect our skin against sunburn. Rub sunscreen onto your learners’ arms and legs. Encourage them to smell the sunscreen.
Areas of Learning

Primary
Language and Literacy
The Arts (Music)
The World Around Us
Personal Development and Mutual Understanding

Post-Primary
Environment and Society
The Arts (Music)
English
Learning for Life and Work (Personal Development)

What You Need
- Sand
- Water trays
- Crabs
- Driftwood
- Beach towel
- Brightly coloured buckets
- Spades
- Seaweed
- Sunscreen
Setting the Scene
If your school is close to a beach, you can go on a class visit when an ice cream van is there. Alternatively, you could arrange for an ice cream van to visit your school so that your learners can experience the music and build an association with the enjoyment of tasting an ice cream.

What to Do
Activity 1
Allow your learners to buy a cone. Let them choose their preferred flavour and take their cones back to the beach-themed area to enjoy.
Create opportunities for your learners to taste different flavours of ice cream: vanilla, chocolate, strawberry and so on.

Activity 2
Use the recipes in Resource 2: Ice Cream and Lollies to make different flavoured ice cream and lollies.
Seat your learners in a semi-circle to watch the activity. Invite and encourage them to join in the actions, for example shaking the ice cream bag. Support the learners to feel, taste and briefly touch items such as the ice cubes. Encourage them to smell some of the ingredients before adding them to the mixture.
Further Suggestions

**Ice cream toppings**
Introduce sprinkles, wafers or sauces for variety.

**Here is a suitable rhyme to use:**

**Five big ice creams**
Five big ice creams
With sprinkles on the top
Five big ice creams
With sprinkles on the top
And if (learner name) comes and takes one
And gobbles it all up
There’ll be how many ice creams standing in the shop?

**Alternative picnic foods**
Include alternative beach picnic foods such as sandwiches, barbequed sausages, sausage rolls and so on.

Areas of Learning

**Primary**
The World Around Us
Mathematics and Numeracy

**Post-Primary**
Learning for Life and Work
(Home Economics)
Environment and Society
Mathematics

What You Need

**Resource 2:**
*Ice Cream and Lollies*

- Access to an ice cream van
Learning Activity 6

Fun and Games

Setting the Scene
Arrange a class trip to the beach or, alternatively, organise an area of the school grounds to facilitate your beach games. Be creative in your planning. Include other classes in the preparations, as the effort made can benefit everyone in the school.

What to Do

Game 1 – Squirt ball
Bring water sprays and a beach ball to the beach. Divide your learners into two teams. Draw a line in the sand for each team. Place the beach ball between the two lines. Support your learners to use the water guns to push the beach ball over the other team’s line.

Game 2 – Sand art
Draw pictures in the sand using hands, feet, sticks or shells. You can draw a frame first for each learner to draw their picture inside. Ask your learners to judge the best picture. Learners who use wheelchairs can draw pictures, using the tracks their wheelchairs make in the sand at the water’s edge.

Game 3 – Beach ball bash
Stand in a circle and help your learners hit the beach ball to each other, counting out loud how many times they can hit it without letting it fall.

Game 4 – Beach treasures
Support your learners to find interesting beach treasures such as seashells, starfish and pebbles. Alternatively, hide objects in the sand for your learners to find.
**Game 5 – Race**
Have a race at the water’s edge, where the sand is wet and firm.

**Game 6 – Sand castles**
Support your learners to build a sandcastle each, and place a flag (or towel) on top.

**Further Suggestions**

**Photo memory book**
Bring a waterproof disposable camera and support your learners to take pictures of fun moments at the beach. Have the photos developed and support your learners to create a beach memory book. They can decorate the outside of the book with shells from the beach.

**Areas of Learning**

**Primary**
Physical Development and Movement
Mathematics and Numeracy

**Post-Primary**
Physical Education
Mathematics

**What You Need**
- Water guns
- Beach balls
- Buckets
- Coloured flags
- Shells
- Pebbles
- Starfish
Learning Activity 7
Sheldon’s Sunbathing Session

Setting the Scene
Read *Sheldon Snail’s Sunbathing Session* by Pete Wells several times to your learners. You can adapt the actions to suit their needs.

If you have access to the TES website, [www.tes.co.uk](http://www.tes.co.uk), you could use the Sheldon Snail’s sunbathing session PowerPoint to accompany this story.

What to Do
See Resource 3: Sheldon Snail’s Sunbathing Session

Further Suggestions
Summer reading
Visit [www.outoftheark.co.uk](http://www.outoftheark.co.uk) and select ‘Seasonal Songbooks’ to find a number of ‘Here comes summer’ books and CDs suitable for this theme. You can listen to the songs before you buy them.
Areas of Learning

Primary
Language and Literacy
The Arts (Drama)

Post-Primary
English
The Arts (Drama)

What You Need

Resource 3: Sheldon Snail’s Sunbathing Session

- Snail shells
- Large yellow cut-out of the sun
- Heated pads
- Rucksack
- Sunglasses
- Radio
- Lemonade
- Sunscreen
- Gloop
- Switch device recording of the sound of seagulls
- Bowls of sand and water
- Water sprays
- Blankets
Learning Activity 8
Let’s Boogie

Setting the Scene
Playing in the water is a key feature of a seaside holiday. Introduce your learners to water. Access to a hydro pool would further enhance the experience for many individual learners.

What to Do
Remove your learners’ shoes and socks and either place their feet in basins or bowls of water or spray water over them.

Sing the *Swimming in the Deep Blue Sea* song in *Resource 1: Seaside Songs* and model the actions. Repeat the song several times. Encourage your learners to join in the actions, with support if necessary.

Further Suggestions
Seaside songs
You can find more seaside action songs and rhymes in *Resource 1: Seaside Songs*. 
What You Need

- Basins or bowls filled with water and a water spray
- Drums
- A tambourine
- Maracas
- Images of shells and crabs and relaxing videos of waves (you can find these online)
- A wide range of seaside songs (you can also find these online)
- A Feast of Music: Music and Drama for All: Vol. 1 by Flo Longhorn and Massage Stories by Andrea Muir with Flo Longhorn (for more ideas)
Learning Activity 9

Castles in the Sand

Setting the Scene
Position your learners in a circle around an area of sand, either in the classroom or on the beach.

What to Do
With shovels, spoons, or other digging equipment, pile the sand in the middle of a circle and dig a moat around the castle.

Wet the sand and pat it down firmly until it sticks together.

Role-play making sandcastles, using buckets and plastic containers as moulds. Fill the containers with damp sand, pack it down, turn it over, and slap the sides until the moulded sand comes out. When possible, support your learners to join in.

Form towers with moulds and, where possible, cut away paths and leave a wall around the castle on the inside of the moat. These sandcastles can be small and simple or larger and more complex, if appropriate.
Let's All Go on a Summer Holiday

Areas of Learning

Primary
Mathematics and Numeracy
(Shape and Space)

Post-Primary
Mathematics

What You Need

• Buckets and spades
• Different sized pails
• Different sized plastic food containers
• Objects from the beach, for example shells, seaweed, interesting pebbles or pieces of driftwood

Gather objects from the beach for your learners to use to decorate the castle.

Select some of the shapes and sizes of the castles to highlight to your learners.

Encourage your learners to have fun knocking the castles down.
Setting the Scene

Organise a barbeque or a picnic to conclude your activities on this theme. This is a celebration of what your learners have achieved.

Acknowledge individual achievement through sensory props that signify what each learner excelled at. Reward your learners with a clap or each learner’s preferred object.

What to Do

Organise and prepare the food for a final fun beach holiday activity. Agree in advance the key sensory stimulus or activity for each learner and have it prepared.

Use the song Resource 4: A Lovely Time to close this activity. You can find alternatives by searching for goodbye songs online.
Areas of Learning

Primary
The Arts (Music)
Personal Development and Mutual Understanding

Post-Primary
The Arts (Music)
Learning for Life and Work (Citizenship)

What You Need

Resource 4: A Lovely Time

- Barbecue or picnic equipment
- Food for a barbecue or picnic
- A prepared area in the school or a planned trip
- Key resources that support individual development
- Activities and songs to celebrate all achievements
- Goodbye song
- Rubbish bags
The Packing Song
(Sung to the tune of Here We Go Round the Mulberry Bush)

These are my glasses to keep out the sun
Keep out the sun, keep out the sun
These are my glasses to keep out the sun
On a warm and sunny day

*Action:* Circle your eyes with your fingers.

This is my hat to wear on my head
Wear on my head, wear on my head
This is my hat to wear on my head
On a warm and sunny day

*Action:* Place a sunhat on your head.

This is the way I fold my clothes
Fold my clothes, fold my clothes
This is the way I fold my clothes
And place them, just like that

*Action:* Fold your clothes and place them in the suitcase.

These are the things I need to keep safe
Need to keep safe, need to keep safe
These are the things I need to keep safe
On a warm and sunny day

*Action:* Pack toiletries into a bag and place them in the suitcase.
Swimming in the Deep Blue Sea  
*(sung to the tune of Sailing, Sailing)*

Swimming, swimming, in the deep blue sea  
**Action:** Model the crawl swimming stroke for your learners to imitate.

When it’s hot, when it’s cold in the deep blue sea  
**Action:** Fan yourself for hot days and hug yourself for cold days.

Breast stroke, side stroke, underwater too  
**Action:** Repeat the swimming strokes and hold your nose for being underwater.

Wouldn’t it be nice with nothing else to do, but … (repeat)  
**Action:** Pretend to sleep.
The Waves at the Beach  
(Sung to the tune of The Wheels on the Bus)

The waves at the beach go up and down, up and down, up and down,  
The waves at the beach go up and down, all day long.  
**Action:** Make light waving motions along the learners’ head, shoulders and legs.

The crabs at the beach crawl back and forth, back and forth, back and forth,  
The crabs at the beach, crawl back and forth, all day long.  
**Action:** Lightly tap fingers up and down your learners’ legs.

The lobsters at the beach go, snap, snap, snap; snap, snap, snap;  
snap, snap, snap  
The lobsters at the beach go snap, snap, snap, all day long  
**Action:** Make light snapping motions with fingers over your learners’ bodies.

The clams at the beach will open and shut, open and shut, open and shut,  
The clams at the beach will open and shut, all day long.  
**Action:** Place your hands together (in a praying gesture) and then open and close your fingers, near to your learners’ ears, to imitate a clam shell opening and closing.

The jelly fish go wibble, wobble, wibble;  
wibble, wobble, wibble; wibble, wobble, wibble;  
The jelly fish go wibble, wobble, wibble, all day long  
**Action:** Shake your learners’ hands, feet, bodies or wheelchairs.
The Big Ship Sails on the Ally-Ally-Oh

The big ship sails on the ally-ally-oh
   The ally-ally-oh, the ally-ally-oh
Oh, the big ship sails on the ally-ally-oh
   On the last day of September

**Action:** Rock from side to side.

The captain said it will never, never do
   Never, never do, never, never do
The captain said it will never, never do
   On the last day of September

**Action:** Shake your index finger or shake your head to indicate 'no'.

The big ship sank to the bottom of the sea
   The bottom of the sea, the bottom of the sea
The big ship sank to the bottom of the sea
   On the last day of September

**Action:** Flop down onto the floor, drop your head, or flap your hands, downwards.

We all dip our heads in the deep blue sea
   The deep blue sea, the deep blue sea
We all dip our heads in the deep blue sea
   On the last day of September

**Action:** Let your learners dip their hands in (prepared) bowls of water.

The big ship sails on the ally-ally-oh, the ally-ally-oh, the ally-ally-oh
Oh, the big ship sails on the ally-ally-oh, on the last day of September

**Action:** Move your hands and arms in a wave-like movement.

The captain said it will never, never do: never, never do, never, never do
   The captain said it will never; never do, on the last day of September

**Action:** Shake your head from side to side and wave a raised index finger in a 'no' movement.

The big ship sank to the bottom of the sea,
   the bottom of the sea the bottom of the sea
The big ship sank to the bottom of the sea,
   on the last day of September

**Action:** Sink to the floor in slow motion.
**Five Little Fish Swimming by the Shore**

*(To the tune of London Bridge)*

Five little fish swimming by the shore  
By the shore, by the shore  
One got caught, then there were four

**Action:** Hold up five fingers and imitate the fish swimming by a sideways waving motion.  
At the last line hide one finger.

Four little fish swimming in the sea  
In the sea, in the sea  
One got caught, then there were three

**Action:** Repeat the action for four fingers.

Three little fish swimming in the blue  
In the blue, in the blue  
One got caught then there were two

**Action:** Repeat the action for three fingers.

Two little fish swimming in the sun  
In the sun, in the sun  
One got caught, then there was one

**Action:** Repeat the action for two fingers.

One little fish swimming straight for home  
Straight for home, straight for home  
Decided he would never roam  
Smart little fishy

**Action:** Hold one finger up and imitate the fish swimming for home.
A Sailor Went to Sea, Sea, Sea

A sailor went to sea, sea, sea

**Action:** Spray water on your learners’ hands.

To see what he could see, see, see
But all that he could see, see, see

**Action:** Raise your hand to your eyes, as if peering out to sea.

Was the deep, dark bottom of the sea, sea, sea

**Action:** Sink down onto the floor. Repeat appropriate actions for each of the subsequent verses.

A sailor went to chop, chop, chop ...
A sailor went to knee, knee, knee ...
A sailor went to sea, chop, knee ...
Oh I do like to be Beside the Seaside

Oh I do like to be beside the seaside
I do like to be
Beside the sea
I do like to be
Upon the prom, prom, prom
Where the brass bands play
Tiddley-om-pom-pom

So just let me be beside the seaside
I’ll be beside myself with glee
And there’s lots of girls beside
I should like to be beside
Beside the seaside
Beside the sea

or

Summer Time

Summer brings us nice warm sun
For swimming, fishing, and lots of fun
For finding seashells in the sand
For sunbathing to get a tan
To do all these things and more
At the beach and seashore Ice cream

You can find the lyrics and tunes online or by searching for the song title online.
Ice Cream

You can make milk into homemade ice cream in five minutes by using a bag.

Ingredients

- 1 tablespoon sugar
- ½ cup milk
- ¼ teaspoon vanilla essence
- 6 tablespoons rock salt
- 1 medium plastic food storage bag
- 1 large plastic food storage bag
- ice cubes

Method

Fill the large bag half full of ice, and add the rock salt.

Seal the bag.

Put the milk, vanilla and sugar into the small bag and seal it.

Place the small bag inside the large one and seal it again carefully.

Shake until the mixture is ice cream, which takes about five minutes.

Wipe the top of the small bag and then open it carefully.

Enjoy!
Strawberry and Orange Lollies

Take your learners strawberry picking at a local fruit farm and then continue the fun in school. You will need nine plastic cups or lollipop moulds.

Ingredients
- 1 pint (1 lb) strawberries*
- ½ cup orange juice concentrate
- ½ cup sugar
- ½ cup plain yogurt

Method
Combine the strawberries, orange juice concentrate and sugar in a blender.
Divide the mixture into nine plastic cups**.
Position a stick in the centre of each cup.
Place in a freezer.
After 4–6 hours, adjust the stick to ensure that it is upright in the centre of each lolly.
Run hot water over the cup and twist gently to remove the lollies.

*You could substitute frozen strawberries for fresh.
**You could use lollipop moulds instead of plastic cups.
Summertime is here again,
Hello sunshine, goodbye rain!
On a day that made the thermometer swell,
Sheldon Snail popped out of his shell!

**Action:** Display a large, yellow cut-out of the sun and place heated pads in the learners’ hands. Have a collection of snail shells and encourage the learners to explore them.

‘I’m off to the beach’ came his tiny yell
‘To get a tan upon my shell!
Before I go, I’ll have to pack!’
He said, putting his bag upon his back

**Action:** Pass a rucksack around for exploration and touching.

He’s got sensitive eyes (and likes to watch the lasses)
So he has to pack his dark sunglasses!

**Action:** Place sunglasses on all your learners.

A young hip snail would never go
To the beach without his radio!

**Action:** Turn on the radio.

And Sheldon’s lovely mum had made
Some tasty, fizzy lemonade!

**Action:** Give your learners some lemonade to taste.

‘If I get burnt, Mum will start a commotion
I’d best remember my suntan lotion!’

**Action:** Pass sunscreen around for smelling and rubbing onto learners’ arms.

So he’s packed everything, what a clever snail
Slowly he sets off leaving a slimy trail!

**Action:** Feel the gloop.
At a snail’s pace he travels, but the beach is near  
That’s the sound of seagulls he can hear!  

**Action:** Listen to the sound of seagulls on a switch device.

He dawdles along, slowly across the land  
Then under his foot he feels hot sand!  

**Action:** Place sand in bowls or trays for learners to feel with their hands or feet.

So slowly he crawls, slowly as can be  
Then feels the splashing of the sea!  

**Action:** Spray water to the side of your learner first to prepare them. Then lightly spray learners with water.

But when he finally made it, poor Sheldon gave a shout  
‘Cos the sun had gone in and the moon was out!  

**Action:** Turn out the lights or cover learners with a blanket.
A Lovely Time
(Sung to the tune of The Muffin Man)

We’ve had a lovely time, a lovely time, a lovely time
We’ve had a lovely time, learning about the beach

Thank you for a lovely time, a lovely time, a lovely time
Thank you for a lovely time, and now we’ll tidy up

**Action:** Pause while tidying up the area. Model collecting the rubbish and then encourage your learners to put their waste into the rubbish bags.

This is the way we tidy up, tidy up, tidy up
This is the way we tidy up, after our party today

**Action:** Put the rubbish into bags (using hand-over-hand support if necessary).

*(slower)*

Now it’s time to say goodbye, say goodbye, say goodbye
Now it’s time to say goodbye we’ve had a lovely time

**Action:** Hip, hip hurray and class clap
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