

## TOPIC PLANNING: AUTUMN TERM 2

### THE SEASONS

DEVELOPMENT MATTERS AND ELGS	ACTIVITIES	VOCABULARY
<p><b>WEEK 1</b></p> <p><b>Understanding the world –Natural World (NW)</b></p> <p>Explore the natural world around them (YR)</p> <p>Describe what they see, hear and feel whilst outside. (YR)</p>	<p>Ask the questions: ‘What is nature?’ Explain what nature is and which of our senses we are going to use today to explore nature around our school outdoor environment.</p> <p>Go on a nature walk with the class/small groups. Give each child a clipboard, a pencil and ‘Nature Walk worksheet’. Children draw pictures of what they see, hear and feel whilst they are on their nature walk. Keep pausing on the walk to ensure that children are describing what they can see, hear and feel and also to point out things, such as; different shaped/coloured leaves, rustling of leaves, change in temperature, different textures of fallen leaves, mini-beasts, etc.</p> <p>Ask children where they think that they can find mini-beasts. Can they look under logs and stones? Which mini-beasts might like this habitat?</p> <p>Adult to take photographs, using a camera, of plants and animals that children discover, in preparation for next week’s lesson.</p> <p>After returning to class, ask the children to look at the pictures that they have been drawing and share what they saw, heard and felt. Scribe children’s sentences on to speech bubbles. Encourage children to talk about colour, size, texture, dynamics, etc.</p>	<p>Nature</p> <p>Environment</p> <p>Senses – sight, touch and hearing</p> <p>Temperature</p> <p>Texture</p> <p>Skin</p> <p>Habitat</p> <p>Colour</p> <p>Size</p> <p>Dynamics</p> <p>Speech bubbles</p>
<p>WEEK 2</p>	<p>Use the ‘Different types of lines’ poster and model and ask children to practise drawing each kind of line, initially whole class, using clipboards, paper and</p>	<p>Technique</p> <p>Thick line (drawing)</p> <p>Thin line (drawing)</p>

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<p><b>Understanding the world –Natural World (NW)</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. (NW – ELG)</p> <p><b>EAD: Creating with materials (CWM) and Being imaginative (BI)</b></p> <p>Explore, use and define a variety of artistic effects to express their ideas and feelings (YR)</p>	<p>pencils. Please laminate the poster and display within the classroom after the lesson.</p> <p>Explain that we are going to learn how to draw pictures of the animals and plants/trees that we saw on our nature walk last week, using a range of different lines.</p> <p>As a whole class, take a look at a photograph of a plant/tree that you took last week. Can you see any straight lines? Can you see any curved lines? Can you see any areas on the plant that you would use a thicker line? Why?</p> <p>Which part of the plant/tree would you start with first?</p> <p>Explain that you want to fill the paper with your drawing, so you will start with the trunk/stem. Which type of line shall I use for this?</p> <p>Keep asking for children to tell you which type of line to do, whilst you draw the tree/plant.</p> <p><b><u>1:1/SMALL GROUP TASK</u></b></p> <p>Using photographs taken during the nature walk last week, children draw their tree/plant/animals/mini-beast on the sheet in their topic book. Prior to starting, ask children for the types of lines they will use and why. Record what they said in books.</p>	<p>Diagonal line (drawing)</p> <p>Straight line (drawing)</p> <p>Wavy line (drawing)</p> <p>Dashed line (drawing)</p> <p>Dotted line (drawing)</p> <p>Horizontal line (drawing)</p> <p>Zigzag line (drawing)</p> <p>Spiral line (drawing)</p> <p>Photograph</p> <p>Observations</p>
<p><b>Week 3</b></p> <p><b>Understanding the world: The Natural World (NW)</b></p>	<p>Use non-fiction books about 'The Seasons' that we have in school, if possible, within the lesson and display around the classroom.</p>	<p>Seasons</p> <p>Year</p> <p>Autumn</p> <p>Spring</p>

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<p>Understand the effect of changing seasons on the natural world around them. (YR)</p> <p>Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.</p>	<p>What are seasons? Can anyone name any seasons? Which season are we in now?</p> <p>Share information, using non-fiction book, or use story, 'Seren's Seasons'. Ask the following questions:</p> <p>Slide 3: Which season might we see snow? Slide 4: What does 'dewy' mean? Can it be cloudy in spring time? Slide 5: What does 'bloom' mean? What might the weather be like in spring? Slide 6: Which type of weather might there be in summer? Which activities might you do in summer? Which season might Seren need her snow boots? How do you know this? Slide 7: Have you ever been to the beach? What might you need to keep yourself safe on the beach? E.g. suncream, sunhat, arm bands, rubber ring, sunglasses, etc. Slide 9: What might Seren experience in Autumn? Slide 10: What weather might you experience in autumn? Which type of clothes might you wear? Slide 11: What colour are the leaves in autumn? Are leaves always orange and brown? Slide 12: What does, 'when the nights become longer?' mean? Slide 13: What activities might you do in winter when it is snowing? What types of weather might you see in winter?</p> <p><b><u>Whole class sorting activity</u></b></p>	<p>Summer Winter Temperature Clothing Changes Leaves</p> <p>Technique Thick line (drawing) Thin line (drawing) Diagonal line (drawing) Straight line (drawing) Wavy line (drawing) Dashed line (drawing) Dotted line (drawing) Horizontal line (drawing) Zigzag line (drawing) Spiral line (drawing) Photograph Observations</p>
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	<p><b>Seasons sorting activity</b> – Talk about the changes in the appearance in the trees for each picture. Focus on colour, quantity of leaves, weather, etc. Can children put the pictures onto the correct season trees? Ask children why they have put the picture in the season, encouraging them to use ‘because’ to explain.</p> <p><b><u>1:1/SMALL GROUP TASK</u></b> Using photographs taken during the nature walk in week 1, children draw their tree/plant/animals/mini-beast on the sheet in their topic book. Prior to starting, ask children for the types of lines they will use and why. Record what they said in books.</p>	
<p><b>WEEK 4</b></p> <p><b>EAD: Creating with materials (CWM) and Being imaginative (BI)</b></p> <p>Watch and talk about dance and performance art, expressing their responses and feelings. (YR)</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) <b>try to move in time with music.</b> (BI –ELG).</p>	<p>Recap on seasons, showing children the sorting seasons trees from the previous week. Can anyone think of other things that can be added to the season trees?</p> <p>Watch: <a href="https://www.youtube.com/watch?v=-GnwXPtxmy4">https://www.youtube.com/watch?v=-GnwXPtxmy4</a></p> <p>Pause video, when the snow scene is first shown. Which season do you think this dance is based on? Why do you think this? What can you see?</p> <p>Explain that we are going to watch ‘Waltz of the snowflakes – George Balanchine’s ‘The Nutcracker’ – NYC Ballet.’</p>	<p>Performance Ballet Seasons Autumn Spring Summer Winter Scenery Sequence High, low, medium level Snowflakes Direction Dynamics Instruments Twisting Turning Costumes</p>

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	<p>Ask the children to watch the movements and dance sequences and think about what the dancers are doing, to remind you of snowflakes.</p> <p>Watch it once, before pausing throughout the video to ask the following questions:</p> <p>Are the ballet dancers going in the same direction? Why do you think this is?</p> <p>What costumes are the dancers wearing? Why do you think this is?</p> <p>What can you see in the stage scenery? Why do you think these have been used?</p> <p>Are the dancers use high, medium or low movements? Why do you think this is?</p> <p>Which instruments can you hear? Are the instruments being played slowly or quickly? Why do you think this is? Dynamics</p> <p>How does the music make you feel? What does the dance/music remind you of?</p> <p>Did you enjoy watching the winter season ballet dancing? Why? Why not?</p>	
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	<p><b><u>Whole class activity:</u></b></p> <p>Look at the video link of close up snowflakes:</p> <p><a href="https://www.youtube.com/watch?v=EntDhip2qVg">https://www.youtube.com/watch?v=EntDhip2qVg</a></p> <p>What shape are the snowflakes? Is each snowflake the same as another snowflake? Can you create your own snowflake shape with your body?</p> <p>Model and practise, high, medium and low level snowflake movements. How might our arms be held? How might we point our feet? What should our facial expression be?</p> <p>How do snowflakes move? Do they all go in the same direction? Do they twist and turn?</p> <p>Play the music from the video clip and ask children to do snowflake moves and take photographs of children dancing? Can children move in time with the music?</p>	
<p><b>Week 5</b></p> <p><b>Understanding the world: The Natural World (NW)</b></p> <p>Understand the effect of changing seasons on the natural world around them. (YR)</p>	<p>Recap on 4 seasons and ask children what they might see during each season and clothes they might wear.</p> <p>Explain that we are going to focus on something that happens when the temperature is below 0 degrees outside, particularly during the winter season.</p> <p>What happens to water when it is very cold outside? Explain that it freezes and the liquid (water) turns to a</p>	<p>Winter Temperature Water Ice Ice cube Cold Warm Hot Melt</p>

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<p>Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.</p>	<p>solid (ice). Can children talk about their own experiences of when they have seen ice? Does the ice stay forever? Can the ice turn back into water? How can this happen? If the ice changes back to a liquid (water), we say that the ice has melted.</p> <p>Can we think of other materials/objects that can freeze and melt? Explain that when some things get warm, they can melt and when some things get cold, they can freeze.</p> <p>Watch the Kit and Pup video about freezing and melting: <a href="https://www.bbc.co.uk/iplayer/episode/b0bf5g0v/kit-pup-series-1-23-melting-and-freezing">https://www.bbc.co.uk/iplayer/episode/b0bf5g0v/kit-pup-series-1-23-melting-and-freezing</a></p> <p>Pause video to discuss the vocabulary; 'freezing', 'melting', 'warm' and 'cold'.</p> <p><b><u>1:1/small group activity</u></b> <b>'Melt the ice' activity sheet in topic books.</b></p> <p>Recap on winter and the weather that we can see. Recap on 'ice' and vocabulary 'freezing' and 'melting'. Explain that today we will be doing an experiment to investigate how we can melt ice. Show children 6 ice cubes in plastic cups. How do you think that the ice water has turned into ice? Explain that you froze the water in a freezer to make the ice cubes.</p> <p>Look at the 'Melt the ice' activity sheet in topic books. Explain that we are going to do different things to the</p>	<p>Melting Melted Changes Freeze Frozen</p>
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	<p>ice cubes in the plastic cups, to see which ice cubes melt the quickest.</p> <p>What will the ice look like as it is melting? What will it look like when it has melted completely?</p> <p>Where might we put the ice cube so that it has heat to change it?</p> <p>Where might we put the ice cube in a place that is cold?</p> <p>Explain that we will put 4 teaspoons of water on one of the ice cubes.</p> <p>We will put 4 teaspoons of salt on one of the ice cubes.</p> <p>We will put 4 teaspoons of sugar on one of the ice cubes.</p> <p>Why do you think that we are using 4 teaspoons each time? Explain that we can do this as a fair test, as each ice cube has had the same amount of salt/sugar/water on it.</p> <p>Can children think of another way that might help the ice cube to melt?</p> <p>Adult to act as the scribe, on the 'Melting ice cubes investigation' sheet, (topic books) to record what each child thinks will happen during the test, scribe</p>	
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	results and conclusion. Ensure that the predictions and conclusion are children's own words.	
<p><b><u>WEEK 6</u></b></p> <p><b>EAD: Creating with materials (CWM) and Being imaginative (BI)</b></p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. (BI – ELG)</p>	<p>Explain that today and over the next few weeks, we will be learning a poem together based on the 4 seasons of the year. Show the children the 'Seasons of the year' poem (IWB). The song will be sang to the tune of 'Here we go round the mulberry bush'.</p> <p>Sing the song to the children and discuss vocabulary in each slide (see vocabulary column on planning). Ask the following questions: Why do you think that the birds are going south in winter? Do you know what we call this? What do flowers need to go? What do you think the poet means by, 'On the beach, I've got a spot?' Why do you think people rake leaves?</p> <p><b><u>Seasons of the year poem</u></b></p> <p><i>Here we go round the year again, The year again, the year again. Here we go round the year again, To greet the different seasons.</i></p> <p><i>Winter time is time for snow, To the south, the birds will go. It's too cold for the plants to grow, Because it is the winter.</i></p>	<p>Seasons South Migrating Buds Swarm Raking leaves</p>

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*In the spring time, days grow warm,  
On the plants, the new buds form.  
Bees and bugs come out to swarm,  
Because it is the spring.*

*In summer time, the days are hot,  
Ice cold drinks. I drink a lot.  
At the beach, I've got a spot,  
Because it is the summer.*

*Autumn is here, the air is cool,  
Days are short, it's back to school.  
Raking leaves is now the rule,  
Because it is the autumn.*

*Here we go round the year again,  
The year again, the year again.  
Here we go round the year again,  
To greet the different seasons.*

Can children think of actions to add to the poem?

Model and practise each verse in turn, with actions suggested by the children. Can children do the actions in time with the music?

Practise this song and actions every day, until children are confident with the words and actions.

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	<p>Once children are confident, invite groups of children to the front of the class to perform the poem. Take photos and add to class book.</p> <p><b>1:1/small group activity</b> <b>'Melt the ice' activity sheet in topic books.</b></p> <p>Recap on winter and the weather that we can see. Recap on 'ice' and vocabulary 'freezing' and 'melting'. Explain that today we will be doing an experiment to investigate how we can melt ice. Show children 6 ice cubes in plastic cups. How do you think that the ice water has turned into ice? Explain that you froze the water in a freezer to make the ice cubes.</p> <p>Look at the 'Melt the ice' activity sheet in topic books. Explain that we are going to do different things to the ice cubes in the plastic cups, to see which ice cubes melt the quickest.</p> <p>What will the ice look like as it is melting? What will it look like when it has melted completely?</p> <p>Where might we put the ice cube so that it has heat to change it?</p> <p>Where might we put the ice cube in a place that is cold?</p> <p>Explain that we will put 4 teaspoons of water on one of the ice cubes.</p>	<p>Winter Temperature Water Ice Ice cube Cold Warm Hot Melt Melting Melted Changes Freeze Frozen</p>
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	<p>We will put 4 teaspoons of salt on one the ice cubes.</p> <p>We will put 4 teaspoons of sugar on one of the ice cubes.</p> <p>Why do you think that we are using 4 teaspoons each time? Explain that we can this a fair test, as each ice cube has had the same amount of salt/sugar/water on it.</p> <p>Can children think of another way that might help the ice cube to melt?</p> <p>Adult to act as the scribe, on the 'Melting ice cubes investigation' sheet, (topic books) to record what each child thinks will happen during the test, scribe results and conclusion. Ensure that the predictions and conclusion are children's own words.</p>	
<p><b>WEEK 7</b></p> <p><b>EAD: Creating with materials (CWM) and Being imaginative (BI)</b></p> <p>Develop storylines in their pretend play. (YR)</p> <p>Make use of props and materials when role playing characters in narratives and stories. (CWM – ELG)</p>	<p>Recap on previous work.</p> <p>What are the four seasons?</p> <p>Can you think of some things that you might see during each season?</p> <p>What weather might you experience during each season?</p> <p>Explain that today we will be using props, as we do some role play together.</p> <p>Show children the items that are in the costume/prop box. The box should contain items linked to the</p>	<p>Season</p> <p>Weather</p> <p>Temperature</p> <p>Spring</p> <p>Summer</p> <p>Autumn</p> <p>Winter</p> <p>Props</p> <p>Drama</p> <p>Role play</p> <p>Storyline</p> <p>Speech bubbles</p>

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<p><b>Understanding the world – The natural world (NW)</b></p> <p>Understand some important processes and changes in the natural world around them, including seasons and changing states of matter. (NW – ELG)</p>	<p>different seasons, such as; sun cream, sunglasses, scarf, gloves, snowsuit, winter hat, cardigan, snowsuit, T-shirt, shorts, ice cream photograph, hot chocolate photographs, etc.</p> <p>Ask children to sort the clothing/props into 4 hoops/groups. <b>Label each group:</b> autumn, spring, summer and winter. Why did you choose to put the prop/clothing into this hoop? Encourage children to use the word 'because' to answer the question and try to encourage children to talk about their own experiences.</p> <p>Adult to be Mum. Ask for 3 children to be the son, daughter and Dad. Explain that you will be role playing to act like the characters. Explain that the family are going for a day out during winter. What might Mum be saying to the children if they are to go outdoors? What might she be telling them that they need to take with them or to wear? Keep referring to the sorted items in the group. What might the children say? Do you always like wearing hats/gloves/wellies, etc?</p> <p>Split the children into 4 groups: Autumn, Spring, Summer and Winter. Give each group their relevant season clothing/props. Ask the children to decide which characters they would like to be.</p> <p>Explain that the family are planning a day out. Let the children role play, using the props. Intervene, when</p>	<p>Character Reasons</p>
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	<p>children need support to move the storyline along and model, in each group, different roles. Pause role play, to show children effective role play and to ask children to support other groups.</p> <p>Take photographs and scribe speech bubbles to add to class book. Write down what children are saying (in role) or suggestions that they have to move the storyline forward.</p>	
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