

EYFS Autumn, Spring, Summer - UTW – (Seasons)

VOCABULARY: detached		FOCUS TASKS	READING LINKS	WRITING
Tier 2 Store Bloom	Tier 3 <u>Temperature</u> Harvest <u>Evergreen</u> Hibernate Migrate	<ul style="list-style-type: none"> Tree – Seasons Come, Seasons Go by Patricia Hegarty Goodbye Summer, Hello Autumn by Kenard Park Goodbye Autumn, Hello Winter by Kenard Park Goodbye Winter, Hello Spring by Kenard Park 	<ul style="list-style-type: none"> Stick Man by Julia Donaldson The Tiny Seed by Eric Carle One Snowy Night by Eric Butterworth Winnie the Witch in Winter by Valerie Thomas 	<ul style="list-style-type: none"> Create an acrostic poem about the seasons Draw and label a picture about the season Write a sentence about what happens during a season Write a story that is set during a season
UTW ESSENTIAL KNOWLEDGE AND UNDERSTANDING :			CURRICULUM LANDING POINTS:	
<p>Children will know that there are 4 seasons</p> <p>Children will observe the same tree in the school grounds over each season and record what they see in a different art medium (paint, charcoal, watercolour and drawing). Where possible these will draw on previously learnt skills</p> <p>Children will go on a hunt each season to find signs/changes/differences</p> <p>Autumn:</p> <ul style="list-style-type: none"> Children know that in autumn leaves turn colour Children know that red, brown, yellow and orange are colours of trees in autumn Children know that in autumn leaves start to fall off trees because it gets colder The temperature begins to get colder Animals begin storing food for winter Lots of food is harvested during autumn <p>Winter:</p> <ul style="list-style-type: none"> Children know what in winter it gets colder Water will turn to ice It can snow Most trees and plants stop growing in winter <u>In winter the trees are bare, evergreen trees will keep their green leaves</u> Many animals hibernate or migrate <p>Spring:</p> <ul style="list-style-type: none"> Children will know that the weather can be mixed in spring. It can be cold, rainy and sunny The evenings are lighter during spring time Animals that hibernated or migrated in winter will return Children will know that there is new life during spring, plants begin to grow, lambs and chicks are born <p>Summer:</p> <ul style="list-style-type: none"> Children know that during summer the weather is often warm, sometimes very hot and there is usually less rain Plants and trees are in full bloom There are lots of animals out enjoying lots of food and the warmer weather 			<p>Understanding the World: The Natural World</p> <p><u>Reception:</u></p> <ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside. Explore the natural world around them. <p><u>ELG:</u></p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	
POSSIBLE CROSS CURRICULAR LINKS		LINKS TO PRIOR OR OTHER LEARNING		RESOURCES
<p>EAD: observational drawings and paintings of the tree in the school grounds, using different mediums such as charcoal, paint, watercolours etc.</p> <p>PHYS: Children know how to look after themselves during a hot day</p> <p>MATHS: pictogram/tallies of the animals seen during each season</p>		<p><u>Prior Learning:</u></p> <p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p><u>Next Stage:</u></p> <p>Seasonal Changes: Observe changes across all 4 seasons, observe and describe weather associated with the seasons and how day length changes</p>		<ul style="list-style-type: none"> iPads Clipboards Hunt checklist – autumn, winter, spring and summer Watercolours Charcoal Paint
WIDER CURRICULUM LINKS				

Learning plan:

Week	Learning	COEL
Autumn 1	Autumn Hunt Mixing autumn colours and painting the tree	<p>Playing & Exploring</p> <ul style="list-style-type: none"> Finding out and exploring: <i>showing a curiosity about objects and events, showing a particular interest, using senses to explore the world around them when observing the school grounds in different seasons</i> Playing with what they know: <i>children use different art equipment, observational resources and iPads to record their findings</i> <p>Creating & Thinking Critically</p> <ul style="list-style-type: none"> Having their own ideas (<i>thinking of their own ideas when creating their own painting/drawing of the tree, how to mix colours</i>) Making links between what they have learnt about the seasons and compare a season with another Choosing ways to do things <i>children choose what their tree will look like, how they record their seasonal findings.</i>
Spring 1	Winter Hunt Using Charcoal to create a winter tree	
Spring 2	Spring Hunt Using watercolours to mix and paint spring tree	
Summer 1	Summer Hunt Using pencils to colour and shade a summer tree	

		<p>Active Learning</p> <ul style="list-style-type: none"> - Keeping on trying <i>children will persist during their hunt and artwork even when they meet challenges and change approach if needed.</i> - Being involved and concentrating <i>children will maintain their focus when creating their artwork, showing high energy and fascination in the process and test and will pay attention to the finer details of their tree</i> - Enjoying achieving what they set out to do <i>children will show satisfaction when they complete their picture and will be proud of what they have achieved. They will enjoy meeting the challenge with their outcome rather than external praise e.g showing their artwork to their peers or another class</i>
--	--	---

Year Group - Subject Learning Overview

Unit Title

SUPPLEMENTARY INFORMATION :
<ul style="list-style-type: none"> •