

Unit 2 Seasons

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LCP

History

Resource File Foundation Stage

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Introduction

The importance of history

As part of the Foundation Stage's **Knowledge and understanding of the world** area of learning, children must begin to develop a sense of time, becoming aware of past and present events in their own lives, and in the lives of other people they know. This knowledge of their personal histories leads children to develop a curiosity about the world around them. Before studying history, however, children must learn to differentiate between past and present. This can be taught in simple ways, for example, instilling awareness of the difference between 'now' and 'when I was a baby'. Children also need to be aware of chronology – to know that 'a long time ago' was before 'yesterday', for example. Another helpful way in which we can provide a good foundation for learning is to teach children about the seasons.

Teaching young children these very basic skills will prepare them for learning about history at Key Stage 1, as they develop a good sense of the passing of time and what it signifies.

How to use this file

This Foundation Stage file is based on the **Sense of time** early learning goal, as identified in the QCA's *Planning for learning in the Foundation Stage*. It is designed to facilitate the transition between the Foundation Stage and the Key Stage 1 history curriculum. While many of the activity sheets might be best suited for use with Reception children, the activities are suitable, or easily adaptable, for use with any Foundation Stage group.

The file upholds the philosophy of the Foundation Stage. It is underpinned by the principles of the *Curriculum guidance for the Foundation Stage (QCA 2000)* whilst at the same time covering many of the elements of the *QCA Foundation Stage profile*. It also provides links to the National Curriculum Key Stage 1 objectives in history and the QCA Key Stage 1 Scheme of Work for history. The activities in the units reflect how young children learn through active exploratory and practical experiences.

The units covered in this file link to themes often covered during Reception (The topic 'Toys' is covered in *LCP History Resource File KS1*). The activities can be integrated into other activities that the children may be doing on that theme. They are designed specifically to develop the children's sense of time, and they provide an excellent foundation for the Key Stage 1 history curriculum, particularly Key Stage 1, Level 1:

Pupils recognise the distinction between present and past in their own and other people's lives. They show their emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time. They know and recount episodes from stories about the past. They find answers to some simple questions about the past from sources of information.

This file combines planning, assessment, and a range of relevant activities for each unit. The group sizes for the activities will depend on your knowledge of the children. Some of the activities within the file are suitable for use with a smaller number of children and others can be carried out with the whole group.

Each unit contains the following sections:

- Foundation stage profile points;
- stepping stones;
- links to the KS1 history curriculum;
- other KS1 cross-curricular links;
- learning objectives;
- learning outcomes;
- resources;
- vocabulary;
- practical activities;
- plenary;
- role-play opportunities;
- suggestions for working outside;
- suggested additional resources, including ICT links, with a drag-and-drop activity;
- assessment opportunities;
- evaluation.

Each unit ends with a number of photocopiable activities, to be used throughout the unit. These are carefully differentiated for age and ability; 'a' sheets are for younger or less able children, 'b' sheets are for children working at the expected level, and 'c' sheets are for older or more able children.

In order for EAL children to access the materials, it may be necessary to arrange a mother-tongue discussion between them and a native speaker before beginning work on each unit.

Resources

In each unit, resources are listed before the practical activities at the beginning of each one, and additional, optional resources (such as music, books and ICT) are listed at the end.

The list of suggested books at the end of each unit is not exhaustive, and you will no doubt have your own favourites to add. All the recommended books can be found in high-street bookshops, libraries or via the Internet. Most of the rhymes suggested are traditional. You may choose to use your own relevant favourite rhymes.


The suggested works of art and music link with the themes covered; they can be integrated into the teaching in the unit or used to provide an enriched visual and auditory environment for the children. Once again, you may have your own favourite paintings or music. The music suggested could be used as a background to the physical activities, as an introduction to the theme, or could be played to encourage quiet reflection.

Many of the songs and musical rhymes can be found in the following publications:

- *Okki Tokki Unga; Action Songs for Children* (A&C Black)
- *Apusskidu: Songs for Children* (A&C Black)
- *The Tinder Box* (A&C Black)
- *Bobby Shaftoe, Clap your Hands* by Sue Nichols (A&C Black)

Throughout the file, there are suggested links to web-based visual resources, which are ideal for displaying on an interactive whiteboard. It is not unknown for unscrupulous individuals or organisations to place highly unsuitable material on websites to which children might have access. It is therefore essential that teachers check the contents of websites before allowing the children access to them. Although we have tried to suggest reliable sources, websites can sometimes be removed or have their addresses changed. LCP cannot be held responsible for websites that are removed, or change their addresses, nor for the content of websites.

On the CD-ROM, there is one simple sorting activity for each of the 12 units. These activities are designed to reinforce the differences between now and then, and would be best undertaken by children at the end of each unit as a consolidation of work undertaken. The activities are designed to be suitable for independent use, but some children will require further support.

It would be helpful, in many of the activities, for children to have access to a digital camera – this will reinforce their sense of chronology, and create useful mementos of the activities. Where you will need a digital camera, this icon is used: 


LCP History Resource File Foundation Stage CDs

A CD-ROM contains the 12 sorting activities, which are designed to consolidate children's learning. The units and medium-term plans, and the Foundation stage profile, are also available on the CD in Microsoft® Word format, as well as the Flipbook, perfect for projection on to an interactive whiteboard. Units and medium-term plans can be customised according to the way you use the *LCP History Resource File Foundation Stage* in your own setting. On a second CD, The Foundation Stage Audio CD, there are 24 simple songs and rhymes. Some are traditional, and others have been specially written for this resource.

Flipbook

A 20-page, full-colour flipbook accompanies the file, and is also available on the CD-ROM. This is an ideal resource for teaching your whole group.

Health and safety

Health and safety may sometimes be an issue – during food preparation, visits out and so on. In these instances, this icon is used as an indicator: 

Where visits out are suggested, it is essential that a full risk assessment is completed prior to each visit. A template for risk assessments has been provided among the Appendices. However, it is important that you follow the health and safety policy of your own setting, since it is the responsibility of all practitioners working with children to ensure their safety at all times.

It is obviously essential to gain permission every time you wish to take children on a visit out of your school setting. It is also important to ensure that you have some basic information about all of the children in your setting, particularly if you intend to take them on visits. When any child enters your setting, ensure that you have contact details for a parent or carer, and that you have an alternative emergency contact. Make sure that you know the name and address of the family doctor, and that you have obtained parental consent for medical treatment to be given in the case of an emergency. Be aware of any existing medical conditions or allergies, and ascertain whether children have received tetanus injections. Once you have this information, it should be acceptable to send out a simple request for permission for individual visits, such as the one provided in the Appendices.

Foundation stage profile

Throughout the *LCP History Resource File Foundation Stage*, we refer to the Foundation stage profile's key scale points by abbreviations. The abbreviations used are as follows:

DA – Dispositions and attitudes (*Personal, social and emotional development*)

SD – Social development (*Personal, social and emotional development*)

ED – Emotional development (*Personal, social and emotional development*)

LCT – Language for communication and thinking (*Communication, language and literacy*)

LSL – Linking sounds and letters (*Communication, language and literacy*)

R – Reading (*Communication, language and literacy*)

W – Writing (*Communication, language and literacy*)

NLC – Numbers as labels and for counting (*Mathematical development*)

C – Calculating (*Mathematical development*)

SSM – Shape, space and measures (*Mathematical development*)

KUW – Knowledge and understanding of the world

PD – Physical development

CD – Creative development

Seasons Medium-term plan

Expectations

At the end of the unit, most children will:	Some children will not have made so much progress and will:	Some children will have progressed further and will:
<ul style="list-style-type: none"> find out about past and present events in their own lives and in those of their families and other people they know. 	<ul style="list-style-type: none"> find out about past and present events in their own lives. 	<ul style="list-style-type: none"> place events, people and changes into correct periods of time; use dates and vocabulary relating to the passing of time; ask and answer questions and select and record information relevant to the focus of enquiry; recall, select and organise historical information.

Key question How do the changing seasons reflect the passage of time?

Learning objectives	Foundation stage profile	KS1 PoS	Stepping stones	Teaching & learning suggestions	Learning outcome	KS1 cross-curricular links	Assessment opportunities
Children learn to: <ul style="list-style-type: none"> sequence the seasons in order of time; observe changes in the natural environment over time; understand the differences in the seasons. 	DA 6, 7, 8 ED 4, 5, 6 LCT 4, 5, 6, 7, 8 W 4, 5, 6, 7, 8 NLC 4, 5, 6, 7 KUW 4, 6, 7, 8 PD 4, 5, 6, 7 CD 6, 7, 8	1a 1b 4a 4b 5a	Step 1 Talks about the weather. Step 2 Shows interest in the differences in the natural world in each season. Step 3 Shows some evidence of emerging sense of chronology relating to the seasons. Step 4 (goal) Shows evidence of emerging sense of chronology, can sequence the months of the year and uses everyday terms for the passing of time.	Children: <ul style="list-style-type: none"> use music as a stimulus for imagination; visit a tree and observe changes throughout the year; record the changing seasons as shown in a tree; use songs, music and movement to explore the seasons; recreate role-play experiences; contribute to a class book about the seasons; watch a seed growing and changing; use simple ICT activities to consolidate learning. 	Children: <ul style="list-style-type: none"> understand the differences between the seasons and how seasons, relate to the passing of time. 	Art and design Exploring and developing ideas, 1a English En1: Speaking and listening, 1, 2; Group discussion and interaction, 3 Geography Geographical enquiry and skills, 1a, 2d; Knowledge and understanding of places, 3a ICT Finding things out, 1a, b; Sharing information, 3 (digital photographs) Science Sc2 Green plants, 3a, b, c	Can the children: <ul style="list-style-type: none"> use the vocabulary of time in discussions? name the four seasons? ask questions about the seasons? record changes in the natural world? use their knowledge in a role-play situation? understand the need for simple rules and codes of behaviour? use language to recreate their experience? listen with enjoyment to relevant stories, songs, rhymes and poems? communicate through phrases and simple sentences? use number to assist in the understanding of time? consolidate their learning with a simple ICT activity?

Seasons ▲

Unit overview

In this unit, children begin to place events and objects in chronological order, and use the vocabulary of time. The passage of time is illustrated by reference to the changing seasons.

This ongoing topic commences in the Autumn term and continues throughout the year. At the start of the year, you should divide the children into mixed ability groups, with four or five children in each group.

It will be necessary to identify a suitable deciduous fruit-bearing tree within easy walking distance of the classroom. Suitable trees might be oak, ash, horse chestnut, or trees whose fruit is eaten.

It is helpful to have a small display area dedicated to the work, which can be changed with each changing season.

Foundation stage profile

DA 6, 7, 8 ED 4, 5, 6 LCT 4, 5, 6, 7, 8 W 4, 5, 6, 7, 8 NLC 4, 5, 6, 7 KUW 4, 6, 7, 8 PD 4, 5, 6, 7 CD 6, 7, 8

Stepping stones

Step 1

Remember and talk about significant things that have happened to them

Talks about the weather.

Step 2

Show interest in lives of people familiar to them

Shows interest in the differences in the natural world in each season.

Step 3

Begins to differentiate between past and present

Shows some evidence of emerging sense of chronology relating to the seasons.

Step 4 (goal)

Find out about the past and present events in their own lives and those of their families and other people they know

Shows evidence of emerging sense of chronology, can sequence the months of the year and uses everyday terms for the passing of time.

Links to KS1 History

Children should be taught to:

1a place events, and objects in chronological order;

1b use common words and phrases relating to the passing of time (for example, before, after, a long time ago, past);

4a find out about the past from a range of sources of information (for example, stories, eyewitness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources);

4b ask and answer questions about the past.

KS1 cross-curricular links

Art and design Exploring and developing ideas, 1a

English En1: Speaking and listening, 1, 2; Group discussion and interaction, 3

Geography Geographical enquiry and skills, 1a, 2d; Knowledge and understanding of places, 3a

ICT Finding things out, 1a, b; Sharing information, 3 (digital photographs)

Science Sc2 Green plants, 3a, b, c

Learning objectives

Children learn to:

- sequence the seasons in order of time;
- observe changes in the natural environment over time;
- understand the differences in the seasons.

Learning outcome

Children:

- understand the differences between the seasons, and how seasons relate to the passing of time.

Resources

- **Activity sheet AS 2.1** *The tree*
- **Activity sheet AS 2.2** *Seasons*
- **Activity sheet AS 2.3** *Record sheet*
- **Activity sheet AS 2.4** *What clothes?*
- appropriate music, artwork and photographs
- apples
- autumn fruits, horse chestnuts, ash keys and acorns
- bare twigs
- blossom
- bulbs
- CD of Vivaldi's *Four Seasons*
- CD player
- crayons
- cross-section of tree to show the ring growth
- evergreen twigs
- fabrics, such as cotton, wool, denim, corduroy, linen and velvet
- **Flipbook, page 2**
- **History Foundation Stage Audio CD**, tracks 1 and 2
- hips and haws
- laminating machine
- large paintbrushes
- leaves
- paint
- **Permission letter** (Appendix)
- **Risk assessment form** (Appendix)
- scissors
- spring blossoms and catkins
- summer twigs
- transparent plastic container filled with earth, one for each small group (to grow seeds in)

Vocabulary

acorn; apples; autumn; blossom; branch; bulbs; change; conker; fruit; grow; hips and haws; leaves; pip; quarter; season; spring; summer; tree; winter; wood

Practical activities

Introductory activity

Resources: CD of Vivaldi's *Four Seasons*; CD player

Ask the children to close their eyes, relax and listen to the music.

Explain that Vivaldi was a man who lived a long time ago, and that he wrote the music you are listening to. He called this piece of music *Four Seasons*. Tell the children that we have four seasons in the year, starting with spring, then summer, autumn and winter. Play the children a short excerpt from each season. Ask: *How does it make you feel? What pictures can you see in your mind when you listen to it?* Talk about what happens in each season, in order to give children a sense of the differences. Discuss cold weather, summer holidays, festivals and so on. Emphasise that the process of the changing seasons is ongoing and cyclical by asking: *What comes after winter?*

The tree

Resources: Activity sheets **AS 2.1** *The tree*, one for each child; **Flipbook, page 2**; pencils; scissors

Show the children **Flipbook, page 2** (four trees) and discuss each picture with the children. Talk about the similarities and differences between the trees in different seasons, and what other changes we might see, such as different animals, and warmer or colder weather.

Give out **Activity sheet AS 2.1** *The tree*. Ask the children to cut out the pictures and place them in the order they occur in the year; spring, summer, autumn, winter. More able or older children may be able to write the names of the seasons. Once again, discuss the fact that the change of seasons is cyclical.

What's happening to the tree?

Resources: Activity sheet **AS 2.3** *Record sheet*: digital camera; laminating machine; crayons; paper; **Risk assessment form** and **Permission letter** (Appendices) if you do not have a suitable tree in your school grounds

Throughout the year, go outside with the children and look at the natural environment. At the start of the year, choose one fruit-bearing tree, and go out once a month to visit it. If you do not have a suitable tree in your grounds, find one within walking distance of your school. Carry out a full risk assessment and send out a permission letter (using the risk assessment and permission letter provided in the Appendices).

When looking at the tree, search for clues as to what season it is. Each month, ask: *What season are we in now? What clues can we find to help us decide?*

On each visit, get the children to take a digital photograph of the tree, and complete a record sheet for their Seasons Book.

Each month the children can collect different evidence from the tree, for example, sketching the branches, making rubbings of the tree bark, collecting twigs, collecting leaves (these can be laminated and compared to leaves collected in another month), collecting the blossom, measuring around the tree, or collecting the fruit.

 **Apples**

Resources: enough apples for each child to have a quarter; sharp knife (adult use only)

Show the children the apples and then tell them that you are going to cut them into four pieces. Discuss hygiene and send the children in small groups to wash their hands before handling the fruit. Cut the apple into quarters and count the quarters with the children. Give out a quarter to each child. Encourage the children to observe closely and tell you what they can see. Point out that there are pips inside the core. Explain that the little pip can grow into an apple tree. Now ask the children to smell the apple. Ask: *What does it smell like?* Then get the children to taste the apple. Say: *What does it taste like?* Encourage use of descriptive language.

 **Springtime dances**

Resources: CD of Vivaldi's *Four Seasons*; CD player; large, open space

Remind the children of Vivaldi's *Four Seasons*. Play 'Spring' to them. Discuss what happens in the spring. Tell the children that they are going to pretend to be a little pip or seed in the earth. Walk around the children, 'being' the rain and the sun, and get the children to grow slowly to become a tree. Emphasise that children should move in time to the music and that their movements should be dictated by what is happening in the music. Talk about what movements and dances could represent the other seasons – how would they represent falling leaves, snow, hot weather and so on?

 **Plant a pip**

Resources: fruit pip or appropriate seed, transparent containers filled with earth, one for each group; paper and pencils

Ask the children to get into their groups, and make sure each group is closely supervised. Provide each group with a transparent container filled with earth, and prepare one spare container as a back-up. Each group will plant a pip and observe it as it grows and changes over time. It is best if this activity is done on a regular basis – on the same day of the week, at the same time. Each week, a nominated child from the group will draw what they see on a sheet of paper, headed 'Look how it grows'. The sheet should be labelled with the group's name and the date. All the record sheets for the group can then be put together into a folder so children can compare one week with another. Explain to the children that plants need certain things to survive – warmth, light and water – and that they are living things, which must be looked after. Take responsibility for looking after the plants yourself, but allow children to help you water them.

 **Seasons booklet**

Resources: **Activity sheet AS 2.2** *Seasons*, one for each child; **Activity sheet AS 2.3** *Record sheet*, four copies; flashcards of relevant vocabulary

This is an ongoing piece of work, which children should carry out individually. You should give out **Activity sheet AS 2.2** *Seasons*, at the beginning of the year, one to each child. Children can colour it in, decorate it and add their names – this will be the cover of their booklet. **Activity sheet AS 2.3** *Record sheet* should be handed out and completed once in each of the four seasons. The record sheets can be supplemented with sketches and digital photographs. At the end of the year, they can be stapled into a booklet for children to take home. Provide flashcards of relevant vocabulary as a prompt.

How old?

Resources: cross-section of a tree, to show ring growth

Gather your group of children around and show them the cross-section from the tree. Pass it around and ask the children to observe very closely. Tell them to handle the wood carefully, as they could get splinters. Draw their attention to the rings of the tree. Tell the children that every year the tree grows, it adds another ring. Look at the cross-section with a magnifying glass. Decide with the children how old your tree might be.

Poetry, music and song

Resources: CD player; **History Foundation Stage Audio CD**, tracks 1 and 2

Share the following rhyme and action song with the children – sing/read them aloud, or listen to tracks 1 and 2 of the **History Foundation Stage Audio CD**.

The North Wind Doth Blow

The north wind doth blow
And we shall have snow,
And what will poor robin do then,
Poor thing?

He'll sit in a barn,
And keep himself warm,
And hide his head under his wing,
Poor thing.

This is the Way We Plant the Seed (sung to the tune of 'Here We Go Round the Mulberry Bush')

(Children bend down, planting)

This is the way we plant the seed,
Plant the seed,
Plant the seed.
This is the way we plant the seed,
Early in the morning.

(Children wriggle their fingers to represent raindrops)

This is the way the rain comes down,
Rain comes down,
Rain comes down.
This is the way the rain comes down,
Early in the morning.

(Children make a circle with their arms)

This is the way the sun shines out,
Sun shines out,
Sun shines out.
This is the way the sun shines out,
Early in the morning.

(Children slowly move their arms upwards)

This is the way the plant grows up,
Plant grows up,
Plant grows up.
This is the way the plant grows up,
Early in the morning.

What shall we wear?

Resources: Activity sheet AS 2.4 *What clothes?*, one copy for each group, photocopy-enlarged on to thin card; catalogues that show suitable clothes for each season; fabrics, such as corduroy, cotton, denim, linen, velvet, wool; glue; scissors

Ask children to work in small groups. Recap the names of the seasons. Taking each season in turn, ask the children: 'What clothes would we wear?'. Pictures from catalogues can help the children to answer these questions. Allocate a season to each group of children. Pass around the fabrics and get the children to feel and choose what fabrics they would choose for their season. Make sure you have a few samples of each fabric, as some may be suitable for more than one season. The children can then stick fabric on to the outlines on **Activity sheet AS 2.4** to make collage pictures.

Plenary

Talk to the children about the four seasons. Ask them to sequence the seasons in the correct order. Taking each season in turn, ask the children to tell their partner what is special about that season. Discuss their findings. Show the children works of art such as the ones listed below. Which season does each one represent? Why?

Role-play opportunities

Provide a variety of dressing-up clothes for all seasons.

Invite the children to role-play Arctic explorers, using cold-weather outdoor clothing, wellies, tent and a sledge.

Role-play a day out at the beach, using beach play equipment, a picnic hamper with play food and cutlery and a blanket.

Working outside

Much of the work in this unit makes use of outside areas. Further ideas for snowy weather include: making snow moulds; making patterns in the snow, using runny paint or food colouring; role-playing Arctic explorers; looking for/following animal tracks in the snow.

Additional resources

Books

Camille and the Sunflowers by Laurence Anholt (Frances Lincoln)

Fran's Flower by Lisa Bruce and Rosalind Beardshaw (Bloomsbury)

Jasper's Beanstalk by Nick Butterworth and Mick Inkpen (Hodder Children's Books)

One Child One Seed by Kathryn Cave and Gisele Wulfsohn (Frances Lincoln)

The Tiny Seed by Eric Carle (Puffin)

Works of art

Snow-covered Field with a Harrow (after Millet) by Vincent van Gogh

Sprig of Flowering Almond Blossom in a Glass (1888) by Vincent Van Gogh

Sunflowers by Vincent Van Gogh

Wheatfield with a Reaper by Vincent van Gogh

To view these online, visit www.vangoghmuseum.nl. Click on *Permanent collection* and then *Alphabetical list*, where you will find all of the suggested works of art.

Additional resources (continued)

Music

Four Seasons by Antonio Vivaldi

ICT links

There are many useful resources on the Internet that will reinforce the topic of 'Seasons'.

A game based on clothes suitable for different seasons can be found at www.bbc.co.uk/wales/bobinogs/games/game.shtml?1

Visit www.bbc.co.uk/cbeebies/tikkabilla/stories/sunflower.shtml to read a story about the life of a sunflower, www.sebastianswan.org.uk/autumn/bkau.html is a story about autumn.

Carry out the Unit 2 sorting activity from the CD-ROM

Assessment opportunities

Can the children:

- use the vocabulary of time in discussions?
- name the four seasons?
- ask questions about the seasons?
- record changes in the natural world?
- use their knowledge in a role-play situation?
- understand the need for simple rules and codes of behaviour?
- use language to recreate their experience?
- listen with enjoyment to relevant stories, songs, rhymes and poems?
- communicate through phrases and simple sentences?
- use number to assist in the understanding of time?
- consolidate their learning with a simple ICT activity?

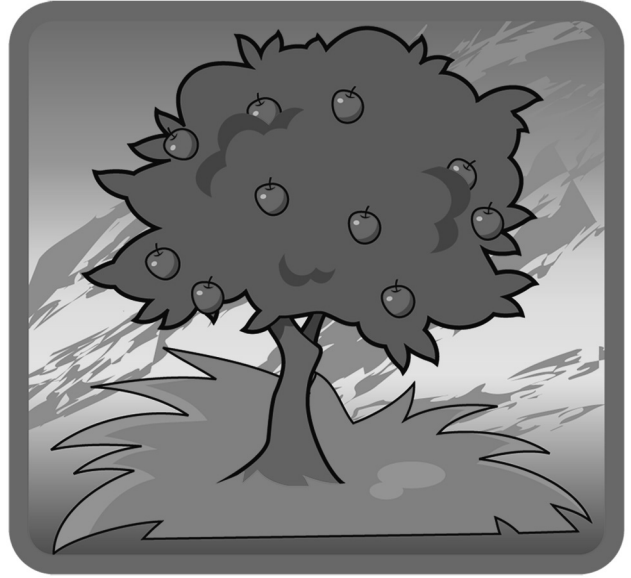
Evaluation

- What evidence of children's learning have you collected?
- How did the activity go?
- Have the children achieved their learning objectives? If not, why not?
- Is consolidation needed?
- Was there enough challenge for each group?
- Did I get the timing right? What went well? What could have been better?
- How did the children rate it? (thumbs up, down, sideways)

The tree



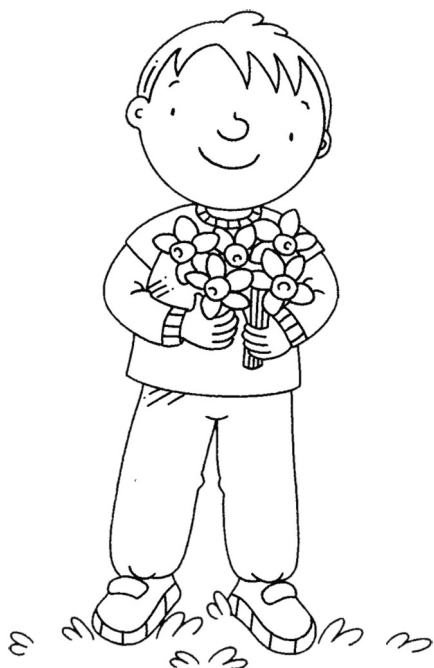
name:



Seasons



name:



Record sheet



name:

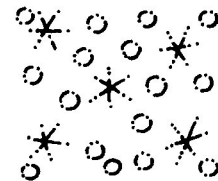
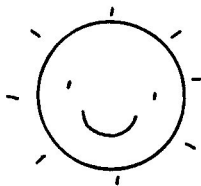
The season is

The year is

The month of the year is

The day of the week is

The weather today is



Today I saw

What clothes?



name:

