



EARLY LEVEL



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PACE Planner

Introductory Lesson

PART ONE

Spring

PART TWO

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BLURB

Explore the seasons of the year:
spring, summer, autumn and winter.

Find out about the weather, plants,
animals and clothing for each season.

Explore the changing levels of sunlight
through the year and how it affects
our lives and the lives of other living
things.

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OUTCOMES

TOPIC OR THEME	LEVEL	CURRICULUM AREA	TEACHERS
SEASONS	Early	Social Studies	

CURRICULUM FOR EXCELLENCE OUTCOMES

ART AND DESIGN

I have the freedom to discover and choose ways to create images and objects using a variety of materials.

EXA 0-02a

I can create a range of visual information through observing and recording from my experiences across the curriculum.

EXA 0-04a

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.

EXA 0-05a

I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully.

EXA 0-08a

Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance.

EXA 0-09a

I can respond to music by describing my thoughts and feelings about my own and others' work.

EXA 0-19a



HEALTH AND WELLBEING

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.

HWB 0-11a

I value the opportunities I am given to make friends and be part of a group in a range of situations.

HWB 0-14a

In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences.

HWB 0-19a

I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space.

HWB 0-21a

I know that being active is a healthy way to be.

HWB 0-27a

LITERACY

As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.

LIT 0-02a

I listen or watch for useful or interesting information and I use this to make choices or learn new things.

LIT 0-04a



LITERACY

As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.

LIT 0-10a

I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write.

LIT 0-12a

Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.

LIT 0-26a

MATHS AND NUMERACY

I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order.

MNU 0-02a

I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods.

MNU 0-10a

I can match objects, and sort using my own and others' criteria, sharing my ideas with others.

MNU 0-20b



SCIENCE

I have helped to grow plants and can name their basic parts. I can talk about how they grow and what I need to do to look after them.

SCN 0-03a

I have experienced the wonder of looking at the vastness of the sky, and can recognise the sun, moon and stars and link them to daily patterns of life.

SCN 0-06a

SOCIAL STUDIES

While learning outdoors in differing weathers, I have described and recorded the weather, its effects and how it makes me feel and can relate my recordings to the seasons.

SOC 0-12a

I am aware that different types of evidence can help me to find out about the world around me.

SOC 0-15a

I make decisions and take responsibility in my everyday experiences and play, showing consideration for others.

SOC 0-17a

Within my everyday experiences and play, I make choices about where I work, how I work and who I work with.

SOC 0-18a



TECHNOLOGIES

I enjoy playing with and exploring technologies to discover what they can do and how they can help us.

TCH 0-01a

I explore software and use what I learn to solve problems and present my ideas, thoughts, or information.

TCH 0-03a

I enjoy exploring and using technologies to communicate with others within and beyond my place of learning.

TCH 0-04a

I enjoy taking photographs or recording sound and images to represent my experiences and the world around me.

TCH 0-04b



PURPOSE	ACTIVITIES	CRITERIA	EVIDENCE
<ul style="list-style-type: none"> I am finding out about the seasons of the year. I am learning about plants during each season, including when they grow and their parts. I am discovering what weather to expect during each season. I am listening to music associated with the seasons. I am trying out some dance moves. I am learning that we wear clothes appropriate for the weather. I am discovering the activities of animals during each season. I am using different media to create art. I am participating in group work with my classmates. I am using technology to enhance my learning experience. I am discovering colours associated with the seasons. I am learning about sunlight levels during each season. 	<ol style="list-style-type: none"> Complete a handwriting worksheet for each section of the pack. Complete a sorting activity for each section of the pack. Complete a matching activity for each section of the pack. Create a seasons frieze. Talk about how the weather shapes our activities. Listen to music associated with the seasons. Complete artwork using a variety of media. Create a dance. Discuss animal habits. Take photographs of the local area during each season. Plant a seed and observe its growth. Examine plants in the local area and discuss plant parts. Discuss the growth cycle of crops, fruit and vegetables. Write about clothes that are appropriate for the weather. Use the internet to find pictures of seasonal changes. Count the days and weeks in each season. 	<ul style="list-style-type: none"> I can talk about the seasons and identify them on a calendar. I can identify the different parts of a plant. I can explain why sunlight levels change in different seasons. I can give examples of weather during each season. I can participate in a class discussion. I can listen to and appreciate different music styles. I can talk about the activities of animals during each season. I can use technology like the internet and digital cameras to enhance my learning. I can complete handwriting, sorting and matching activities. I can write new words associated with the seasons. I can explain that my activities change during the different seasons of the year. I can create artwork using a variety of media. 	<p>MAKE Draw a spring scene with animals and flowers. Draw your family at the beach. Draw yourself splashing in puddles. Create various artwork inspired by the seasons.</p> <p>SAY Participate in discussions about all aspects of this pack. Talk activities during each season. Talk about weather and wearing the appropriate clothes.</p> <p>DO Carry out matching activities. Plant a seed and observe its growth. Listen to and discuss music.</p> <p>WRITE Complete handwriting worksheets. Write lists of clothes for each season.</p>



Seasons– Introductory Lesson

The purpose of this lesson is to get an idea of what the children already know about the subject. It is a co-operative lesson for the whole class to get involved. Spelling and handwriting are not important.

At the end of the topic it will be useful to re-visit the results of this lesson and hold a class Q&A to discuss what they have found out and any unanswered questions they still have. The Q&A could be part of an ICT lesson where the children research their unanswered questions.

SPLIT THE GROUPS

In order to get randomly selected groups ask the children to sort themselves into age order without talking to each other. Then split the children into groups of 4 i.e. the first 4 children are one group etc.

Once in their groups the following jobs should be randomly allocated:

1. Group Leader (who has curly hair?)
2. Writer (who's wearing trousers?)
3. Reporter (who loves Art?)
4. Timer (who has the biggest school bag?)

Sheets of A2 paper are laid out on the desks each sheet should be labelled with one of these titles:

1. Spring
2. Summer
3. Autumn
4. Winter

Then split the sheet into two columns:

1. What do I know?
2. What do I want to find out?

The groups then rotate around each sheet. A time limit should be given.



PART ONE

Spring



Spring TEACHER'S NOTES

WHEN?

Spring is a season that takes place in March, April and May.
Spring is a time of new life and growth.

PLANTS

During the winter the ground and atmosphere is too cold for plants to grow. When spring arrives and the temperature increases plants and trees start to grow, you can see blossom and buds on trees and flowers starting to emerge.

SPRING FLOWERS

daffodil

bluebell

snowdrop

crocus

tulip

primrose

ANIMALS

Spring is the time when many animals and birds have their babies. During Spring there is lots of food available for animals to feed their young.

DAFFODILS

LEAVES

BLOSSOM

SPRING COLOURS

FOOD

During spring crops, fruit and vegetables begin to grow. They grow all summer ready for harvest in autumn.

SUNLIGHT

The earth is on an axis which means that it tilts as it orbits the sun. In spring the earth starts tilting towards the sun which gives us more sunlight and longer days.

ANIMALS BORN IN SPRING

lambs

deer

owl

ducklings

seals

rabbit

signets

fox

calves

WEATHER

During spring the weather starts to get warmer. In March there is a risk of frost or snow. In April the weather is showery. In May it is sunny and bright. In the UK we often get a mixture of rain, sun and wind during spring.

CLOTHES

In spring you have to wear a variety of clothes. In March you need a scarf and gloves, in April you need a waterproof jacket and wellies and in May you can start wearing shorts and t-shirts!



Spring ACTIVITY SUGGESTIONS

These activities are split into curricular areas for ease of navigation. It is at the teacher's discretion which activities are carried out or if any additional activities are included.

LISTENING AND TALKING

- Discuss changes in the outside world when spring arrives.
- Discuss and describe some of the baby animals that are born in spring.
- Talk about wearing clothes that are appropriate for the weather.

HEALTH AND WELL-BEING

Discuss some activities you might take part in as the weather warms up in spring.

MUSIC

Listen to these songs and discuss why they might put you in the mood for spring.

- Here Comes the Sun by The Beatles
- Happy by Pharrell Williams
- Now is the Month of Maying
- Vivaldi's Four Seasons - Spring

All music available on YouTube.

TECHNOLOGIES

- Use Google Images to find pictures of spring flowers and animals born in spring.
- Use a digital camera or phone to take pictures of new plant growth in spring.

WRITING

Write a list of clothes you might need for a spring holiday.

ART AND DESIGN

- Add blossom to a bare tree using pink paint and your finger.
- Create a 3D lamb or chick using a template and tissue paper balls.
- Make a paper plate caterpillar.
- Create handprint tulips.
- Make a bumblebee with pipe cleaner antennae and tissue paper wings.

MATHS

Count the days and weeks in spring. Mark spring on a calendar.

DANCE

Create a dance routine using the music above.

SCIENCE

Plant a variety of seeds, observe and compare their growth and discuss the plant parts.



I like to splash in puddles in April.

Spring lasts from March until May.

Signets are baby swans.

Yellow, green and pink are spring colours.

Snowdrops and tulips are spring flowers.

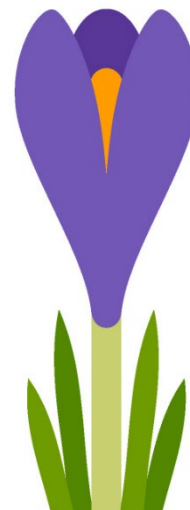
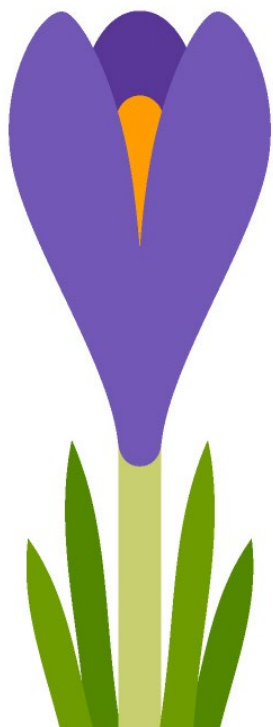
spring

warm

grow



1. Cut out the spring flowers.
2. Sort the pictures from big to small.
3. Match the pictures.



Cut out and match the picture, fact and word.

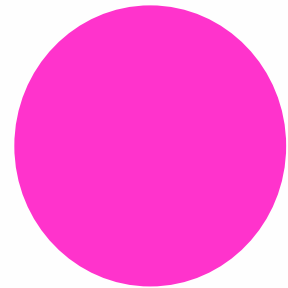
CHICK

I am a colour. I am the colour of some blossom. You can make me by mixing red and white.



SNOWDROP

I am yellow and fluffy. My mother is a hen and she keeps me warm until I hatch from my egg.



PINK

I am a flower found in Britain. I grow in early spring. My flowers are small and white.



Draw a picture of some spring animals and flowers.



PLAYING ASSESSMENT

NAME _____

Fill in the missing letters.

_oys

outsi_e

ska_es

chut_

bloc_s

tram_oline

game_

tu_ns

_nap

playin_

Describe your favourite toy or game.

Write down three toys in the class.

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Write down a time when rules helped you play a game.





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