Prime Areas of Learning

Personal, Social and Emotional Development

- Providing children with the opportunity to talk in front of their class/group during circle times or group work.
- Encouraging children to talk about what they can see outside their bedroom window with a friend to find similarities and differences and form friendships
- Identify how different types of weather and seasons makes them feel and why. (emotions) eg- storms – scared.
- Encouraging children to respect the perspectives of those around them; some people and friends may think differently and have different view-points to you and that is ok.

Communication and Language

- Learning key vocabulary and their meanings linked with seasons/change/weather and weather patterns.
- Expressing points of view and debating during circle times an small group work.
- Listening carefully during carpet input times/teaching times
- Knowing what a question is and asking questions about the weather/ what is happening outside the window. Introduce key words for questions such as why. Who, what, when, how?
- Using well-formed sentences to talk and describing what they see in detail. Adults to ask questions to prompt them to discuss further.
- Sharing stories based on seasons and weather.
- Story baskets with props so children can re-tell the story of the week.
- Singing songs based on months, days and seasons.
- Looking at non-fiction and fiction books.
- Knowing the difference between different types of texts.

Physical Development

- Going on a weather walk/seasons walk to notice patterns and changes that we may see. What is happening to the trees? Plants?
- Knowing the need to wear different clothes in different types of weather and seasons. Matching clothes to weather/seasons.
- How can you keep yourself healthy/look after yourself in different types of weather? Eg- hat/sun cream for hot weather, wearing appropriate clothing and drinking lots of water. Wearing warm clothes in the winter and eating plenty of healthy foods to keep up energy levels during the colder months.
- Provide children opportunities to practice putting different types of clothes on/off over the top of their school uniform.
- What animals do you see outside your window? How do they move? Can you move like a ….? How od you need to change your body movements to move in this way? Are you up high? Down low? Crawling?

Reception - Term 3

What is happening outside my window?

Specific Areas of Learning

Literacy

- Sharing texts based around seasons, days of the week and months of the year.
- Sharing the story 'tree'.
- Story baskets with props for children to re-tell stories in their own words.
- Labelling pictures from texts, labelling pictures of different weathers, seasons etc using post it notes.
- Singing songs based around weather, seasons, days of the week/months of the year.
- Create a collection of fiction and non-fiction books for a weather-themed book box for children to look at and read.
- Encourage children to explore mark making and writing. They could write a weather diary about what the weather is like each day or about their favourite activities to do during different weather conditions.
- Practise blending and segmenting to read topic words. Try revealing 1 letter at a time and encourage children to use their knowledge of sounds to identify different weather conditions e.g. sun, rain and snow.

Maths

- Ordering days of the week, months of the year and seasons
- Sequencing
- Counting to 12 (12 months of the year)
- Each day, complete the Weather Display and record further conditions throughout the day and week. Talk about how the weather changes during the day and over the course of a week and compare it to different seasons

Expressive Arts and Design

- Creating images/pictures/paintings using natural materials that has been found outside
- Providing photo frames and natural materials for children to create arrangements and pictures
- Drawing maps
- Finger painting four trees through the seasons
- Leaf printing
- Leaf/bark rubbing
- Creating storms in jars
- Making snow globes/ sensory bottles
- Possible artists: Scott Naismith, Vincent Van Gough, Giuseppe Arcimboldo
- Using images of different seasons, weather and from artists to display in creative area to inspire the children.

Understanding the World

- Using their senses to explore different natural materials linked with seasons and weathers. EG- leaves, pine cones, sunflower heads, ice, snow (manmade).
- Collecting items found on weather/season walks around the school grounds and bringing them back to the classroom to share what they have found. What is it? Where has it come from?
- Going on walks around the track/school playground to notice differences and changes. Why is it changing? What season it is? What happens during this season? What weather will we see? Allowing children the opportunity to describe what they hear and feel outside.
- Identifying what they can see outside the window each morning in the morning routine with the register. What day is it? What is the date? What is the month? The season? What does the weather feel like?
- Knowing the 4 seasons and their weather patterns.
- Planting seeds for this time of year, knowing what they need to grow/survive/live.
- Understand the key features life cycle of plants/animals.
- Looking at hibernation, what is it? What animals hibernate? Why?
- What do we need to look after our environment?
- Looking at what other people may see outside their window in comparison to us. Looking at different countries and what they may have outside their window? What are their weather patterns? How are they similar/different to ours? Why? What can they grow?
- Looking at our local community, where do we live, where are we on a map? What do we grow here? What do we have in Weston? Where is your house on a map?
- Providing children with a map of the local area and discussing what we have near to us. Locating the school, their houses, the doctor's surgery, hospital, police station etc.
- Looking at images of Weston from the past and present, how has it changed? What looks different? What is the same? Why has it changes?
- Looking at global warming and the effects on weather patterns, seasons and the impact on our environment.
- Teach the children how to access/ use the iPad to take photographs.