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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)
- *Apuskidu: 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

# Ourselves Medium-term plan

## Expectations

<p><b>At the end of the unit, most children will:</b></p> <ul style="list-style-type: none"> <li>find out about past and present events in their own lives and in those of their families and other people they know.</li> </ul>	<p><b>Some children will not have made so much progress and will:</b></p> <ul style="list-style-type: none"> <li>find out about past and present events in their own lives.</li> </ul>	<p><b>Some children will have progressed further and will:</b></p> <ul style="list-style-type: none"> <li>place events, people and changes into correct periods of time;</li> <li>use dates and vocabulary relating to the passing of time;</li> <li>ask and answer questions and select and record information relevant to the focus of enquiry;</li> <li>recall, select and organise historical information.</li> </ul>
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## Key question What characterises the early stages of child development (e.g. baby, two-year-old, five-year-old)?

Learning objectives	Foundation stage profile	KS1 PoS	Stepping stones	Teaching and learning suggestions	Learning outcomes	KS1 cross-curricular links	Assessment opportunities
Children learn to: <ul style="list-style-type: none"> <li>use the vocabulary of time in discussions;</li> <li>sequence the stages of child development (baby, two-year-old, five-year-old);</li> <li>compare what a baby can do with what a five-year-old child can do;</li> <li>sequence the months of the year in the correct order;</li> <li>represent numbers of birthdays in each month in the form of a block graph.</li> </ul>	<b>ED</b> 4, 5, 6 <b>KUW</b> 4, 6, 7 <b>CD</b> 7, 8 <b>W</b> 4, 6, 7, 8 <b>LCT</b> 4, 5, 6, 7, 8 <b>PD</b> 4, 5, 8	<b>1a</b> <b>1b</b> <b>4a</b> <b>4b</b> <b>5a</b>	<b>Step 1</b> Talks about when they were a baby. <b>Step 2</b> Shows interest in babies and other children. <b>Step 3</b> Shows some evidence of emerging sense of chronology relating to the stages of development from birth to the age of five years. <b>Step 4 (goal)</b> Shows evidence of emerging sense of chronology. Can sequence stages of development and uses everyday terms for the passing of time.	Children: <ul style="list-style-type: none"> <li>discuss their own babyhood;</li> <li>sequence stages of child development;</li> <li>make their own observations about what a baby can do;</li> <li>recreate role-play experiences;</li> <li>sequence months of the year;</li> <li>make birthday cakes;</li> <li>make a birthday graph;</li> <li>use simple ICT activities to consolidate learning.</li> </ul>	Children: <ul style="list-style-type: none"> <li>sequence the development of a child, using appropriate vocabulary;</li> <li>understand the stages of child development.</li> </ul>	<b>Art and design</b> Exploring and developing ideas, 1a <b>English</b> En1: Speaking and listening, 1, 2; Group discussion and interaction, 3 <b>ICT</b> Finding things out, 1a, b; Sharing information, 3 <b>Maths</b> Ma 1: Using and applying number, 1e, 9 <b>Science</b> Sc2 Life processes and living things, 1b, 2f	Can the children: <ul style="list-style-type: none"> <li>use the vocabulary of time in discussions?</li> <li>ask questions about the development of a baby into a child?</li> <li>take simple photographs, using the digital camera?</li> <li>make a simple record of the baby's visit?</li> <li>use their knowledge in a role-play situation?</li> <li>understand the need for simple rules and codes of behaviour?</li> <li>use language to recreate their experience?</li> <li>listen with enjoyment to relevant stories, songs, rhymes and poems?</li> <li>communicate through phrases and simple sentences?</li> <li>use number to assist in the understanding of time?</li> <li>consolidate their learning with a simple ICT activity?</li> </ul>

# Ourselves

## Unit overview

**In this unit, children begin to make the distinction between past and present, and develop their sense of chronology by carrying out simple sequencing activities. Please note, Jehovah's Witnesses do not celebrate birthdays, and parents and carers who are Jehovah's Witnesses may prefer it if their children do not participate in *Sequencing the months* and *Birthday cakes*.**

## Foundation stage profile

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

## Stepping stones

### Step 1

Remember and talk about significant things that have happened to them  
*Talks about when they were a baby.*

### Step 2

Show interest in lives of people familiar to them  
*Shows interest in babies and other children.*

### Step 3

Begin to differentiate between past and present  
*Shows some evidence of emerging sense of chronology relating to the stages of development from birth to the age of five years.*

### 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 stages of development 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;

**5a** select from their knowledge of history and communicate it in a variety of ways (for example, talking, writing, using ICT).

## KS1 cross-curricular links

**Art and design** Exploring and developing ideas, 1a

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

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

**Maths** Ma1: Using and applying number, 1e, g

**Science** Sc2: Life processes and living things, 1b, 2f

## Learning objectives

### Children learn to:

- use the vocabulary of time in discussions;
- sequence the stages of child development (baby, two-year-old, five-year-old);
- compare what a baby can do with what a five-year-old child can do;
- sequence the months of the year in the correct order;
- represent numbers of birthdays in each month in the form of a block graph.

## Learning outcomes

### Children:

- sequence the development of a child, using appropriate vocabulary;
- understand the stages of child development.

## Resources

- A4 exercise book with unlined pages
- **Activity sheet AS 1.1** *Growing up*
- **Activity sheets AS 1.2a/b** *Now and then*
- crayons
- digital camera
- flashcards of vocabulary words
- felt-tip pens
- **Flipbook, page 1**
- glue
- health visitor
- large-squared paper for graph
- mother and baby
- pencils
- photographs of the children as babies or drawings by the children of themselves as babies
- rubbers
- scissors
- soft toy

## Vocabulary

baby; crawled; cried; least; little; most; mother; now; rattle; shook; slept; smiled; sucked; then; thumb; tiny; tongue; when;

January; February; March; April; May; June; July; August; September; October; November; December

## Practical activities

### **Introductory activity**

**Resources:** photographs of the children as babies, or drawings by the children of themselves as babies

Ask each child to bring in a photograph or to draw a picture of themselves as a baby. Discuss the photographs/drawings in talking partners, then gather the children together and share their discussions with the class. Talk about differences, such as, *When I was a baby, I was smaller*, and similarities, such as *I still have blue eyes*.

### **Visit by a mother and baby**

**Resources:** A4 exercise book with unlined pages; a sheet of A4 paper for each child; digital camera; flashcards of relevant vocabulary; health visitor; mother and baby

To prepare for this activity, you will need to contact a local health visitor to arrange for him/her to bring a mother and baby to your setting. Let the health visitor know that the mother must be relaxed and confident, and ready to answer children's questions. Ask the health visitor to prepare a simple outline of the stages of development to five years.

You will also need to talk to the class about some of the questions they might like to ask. Be aware that some children may wish to ask sensitive questions, and be conscious of children's family circumstances. Display the vocabulary flashcards in the classroom.

Ask the children to take digital photographs of the visit. They can then make a record of the visit, including their own drawings and photographs. If appropriate, they can write a few words.

Stick each child's page into the exercise book to make a book about the visit.

### **Picture time line**

**Resources:** Activity sheets AS 1.1 *Growing up*; Flipbook, page 1; scissors

Show the children **Flipbook page 1**, and discuss the pictures of a six-month-old boy and girl, a two-year-old boy and girl, and a five-year-old boy and girl. Relate the photographs to the children's own experience. Give out **Activity sheet AS 1.1** *Growing up* and ask children to carefully cut out the pictures. Supervise the children as they use the scissors. Then ask them to look again at the pictures and think about what order they should be in, praising use of the language of time. If appropriate, discuss what the next stages will be – older child, teenager, adult and so on.

 **When I was a baby...**

**Resources:** large flashcards of the words *crawled, cried, slept, sucked my thumb, shook my rattle* and *stuck out my tongue*; large, open space; soft toy

This is a physical activity and you will need space for the children to move. Ask children to sit in a circle. Place the flashcards in the middle of the circle. Put on some soft, gentle music, such as Debussy's 'Arabesque No. 1' from *Deux Arabesques*. Explain to the children that they are going to play the game 'When I was a baby...'. Tell the children that they are going to pass the toy around the circle until the music stops. When the music stops, the child holding the toy should go and pick a card from the centre. The child then shows the card to the rest of the group and everyone reads the word aloud – provide as much help as necessary. When the word has been read, all of the children say together *When I was a baby I...* and carry out an appropriate action.

 **Now and then** 

**Resources:** A4 paper for younger or less able children; **Activity sheet AS 1.2a/b** *Now and then*; crayons; digital camera; pencils; photographs of the children as babies (sized to fit **Activity sheet AS 1.2**)

Ask pairs of children to take digital photographs of each other. You should then print them out, sized to fit **Activity sheet AS 1.2**.

Show the children the activity sheet and explain that they are going to think about what they could do when they were a baby and what they can do now. Recap the words used in the previous activity, and talk about things the children do now that they couldn't do when they were babies. Distribute **Activity sheet AS 1.2** *Now and then*, choosing the appropriate sheet for each child's ability. Ask the children to stick on the sheet the drawing or photograph of themselves as a baby, and the photograph that has been recently taken. Tell the children they are going to choose words to compare what they did when they were a baby with what they can do now. Model one of the answers. Give younger or less able children a sheet of blank paper divided into four. Ask them to stick the photos of themselves as babies on to the left-hand side and the photos of themselves now on to the right-hand side. Beneath these, they can draw a picture of themselves doing something they did as a baby, and something they do now.

 **Sequencing the months**

**Resources:** children's own name cards; felt-tip pens or coloured sticky squares; flashcards of the words *least* and *most*; large flashcards of months of the year; large-squared paper

This activity may take two sessions. Start the session by chanting or singing the 12 months with the children. Ask the children what month of the year it is now. Tell the children that there are 12 months in a year, and encourage the children to name them. Remind the children that after December comes January.

Give out months-of-the-year cards to 12 children. Ask those children to come to the front and stand in a random order. Discuss the line with the rest of the class, then help to sort the children into the correct order, giving prompts where necessary.

Give the months-of-the-year cards to another 12 children. Ask those children to stand up. With the class, sort the children into the correct order. Now get the rest of the class to go and stand by the month that their birthday is in. Together with the class, count how many people have birthdays in each month.

As a class, create a block graph of number of birthdays in each month, sticking coloured sticky squares on to the large-squared paper or filling in squares with felt-tip pen.

Introduce the words *least* and *most*, using the flashcards. Discuss months that have the least birthdays and months that have the most birthdays.

## **Birthday cakes** ⚠

**Resources:** additional adult help; bun tin or cupcake tin; electric mixer; ingredients for cakes (see recipe below); mixing bowl; paper cake-cases; oven

Start by talking to the children about birthdays. Explain to them that birthdays celebrate the day that people were born, and the fact that they are a year older. Explain that everyone has a birthday, and talk about birthday traditions. Be sensitive to children's family situations.

Check for any allergies before you begin cooking. Talk about the ingredients before they are mixed together. Allow children to assist you as appropriate, as you follow the instructions below, to make fairy cakes. This recipe makes 12 fairy cakes, so adjust it for the number of children in your group.

- two large eggs
- few drops vanilla essence
- 125 g caster sugar
- 125 g soft margarine
- 125 g self-raising flour
- birthday candles, coloured sweets, marshmallows and writing icing for decoration

Heat the oven to 180 °C/350 °F/Gas Mark 4. Put all of the ingredients into a bowl and beat them (using the electric mixer) until the mixture is smooth and slightly lighter in colour. Discuss the change in the appearance of the ingredients with the children. Line the bun tin or cupcake tin with the paper cake-cases, and allow each child to half-fill a case with the mixture. Cook the cakes for 18–20 minutes, or until they have risen, are golden in colour, and spring back into shape when lightly pressed.

When the cakes are cool, talk about other changes that have now happened to the ingredients. Allow the children to decorate their 'birthday cakes' with the sweets.

## **Plenary**

Talk to the children about growing up. Elicit information about what they can do now that they could not do when they were a baby. Ask the children to think about what they would like to do when they grow up.

## **Role-play opportunities**

Role-play a baby clinic, with newborn baby dolls, cards to record babies' weights, and scales to weigh babies.

Role-play a birthday party, with games, hats, invitations, place settings; real/play dough cakes with the right number of candles; thank-you letters.

## **Working outside**

Carefully wash the 'babies' (dolls) during water play.

Sequence the months of the year in the correct order on a washing line, using pegs and months-of-the-year cards.

## Additional resources

### Books

*Baby Brains: The Smartest Baby in the Whole World* by Simon James (Walker Books)

*Love You Forever* by Robert Munsch and Anthony Lewis (Red Fox)

*Tadpole's Promise* by Jeanne Willis and Tony Ross (Andersen Press)

### Poetry

'Now We Are Six' and 'When We Were Very Young' by A. A. Milne (available together from Heinemann Young Books)

### Works of art

*The Graham Children* (1742) by William Hogarth – visit [www.nationalgallery.org.uk](http://www.nationalgallery.org.uk) and search for 'The Graham Children', or show **Flipbook, page 10**

### Music

'Arabesque No. 1' from *Deux Arabesques* by Claude Debussy

*Gymnopedie No. 1* for piano by Erik Satie

*Minuet in F* (K.2) by Wolfgang Amadeus Mozart (composed at the age of five)

*Sonata in C*, 1st movement, by Wolfgang Amadeus Mozart

### ICT links

Share with the children the story from [www.sebastianswan.org.uk/swan/bksw1.html](http://www.sebastianswan.org.uk/swan/bksw1.html), which looks at the life of a swan. Carry out the Unit 1 sorting activity from the CD-ROM.

## Assessment opportunities

### Can the children

- use the vocabulary of time in discussions?
- ask questions about the development of a baby into a child?
- take simple photographs using the digital cameras?
- make a simple record of the baby's visit?
- 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?

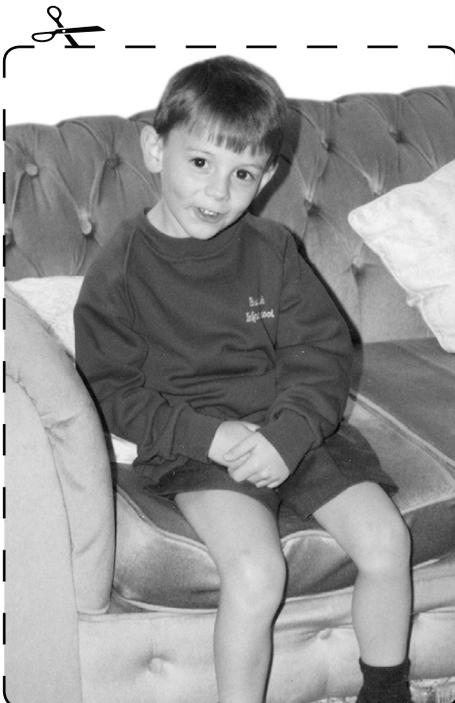
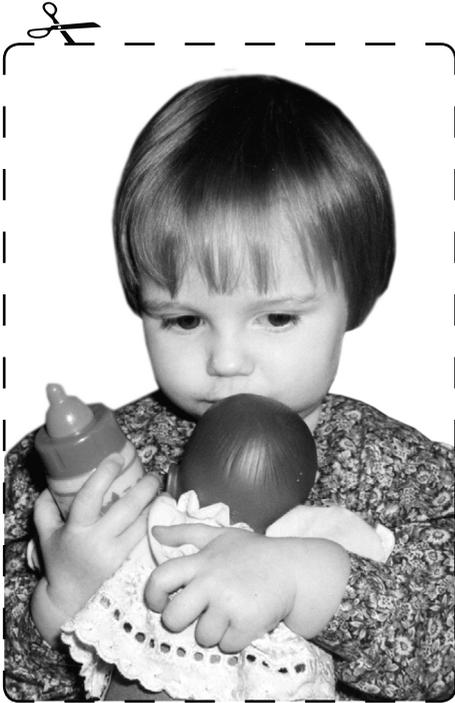
## Evaluation

- 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 the activities? (thumbs up, down, sideways)

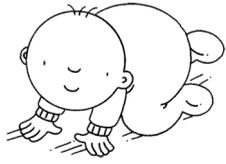
# Growing up



name:



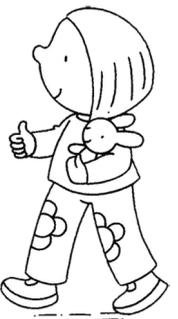
# Now and then

name: 

When I was a baby I crawled.

When I was a baby I cried.

When I was a baby I had no teeth.



teeth

walk

talk

# Now and then



name:

When I was a baby I \_\_\_\_\_

When I was a baby I \_\_\_\_\_

When I was a baby I \_\_\_\_\_

cried      crawled      slept

Now I can

Now I can

Now I have

walk

talk

teeth

# Seasons Medium-term plan

## Expectations

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

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

# 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](http://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](http://www.bbc.co.uk/wales/bobinogs/games/game.shtml?1)

Visit [www.bbc.co.uk/cbeebies/tikkabilla/stories/sunflower.shtml](http://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](http://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)