Pilgrim Federation Curriculum Coverage Ideas and Resources for the Learning Theme: Seasons

EYFS	
Continuous provision will be in place throughout the learning theme based on PLODS (Possible Lines Of Development)	
Art & Design	**Computing**
Creating with Materials ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. Art can be linked to seasonal change and materials. A range of techniques using shape, form, colour, texture. Techniques could include leaf printing in autumn and different printing techniques (direct object – block etc.) Using natural materials to represent – e.g. flower sculptures etc. Artists Who Unpacked the Symbolisms of the Four Seasons Giuseppe Arcimboldo, Winter 1573 Nicolas Poussin, Autumn (the Spies with the Grapes of the Promised Land) 1660-1664 Rasalba Carriera, Spring, mid 1720s Utagawa Kunisada I (Toyokuni III) Snow in the Palace Garden from the series 'The Four Seasons' 1847-52 Seasons Collage https://teachers.thenational.academy/lessons/seasons-collage-75j38d?from_query=seasons Seasons in Art https://www.tate.org.uk/art/weather-and-art	Opportunities to use a range of technological equipment to support learning e.g. light boxes and OHPs for ephemeral art. Recording equipment e.g. cameras/video aps to record seasonal change evidence.

Design & Technology	Geography
Links to art through sculpture (design) and developing sculpture for purpose e.g. outside free standing or aerial sculpture (technology). Design, make, evaluate- Designing equipment for a purpose with a seasonal need e.g. design, make, evaluate an apple press.	**People Culture and Communities ELG** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. Physical geography – landscape changes due to seasons. Seasonal change around the world – map work North, South, East, West – how does world position alter seasonal experiences? E.g. sunny in winter in the antipodes

History	Music
Past and Present ELG Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling Historical seasonal change e.g. Thames freezing over in winter. Seasonal celebrations (links to R.E. can be found here). Origins of these, how seasons are celebrated in the past compared to the present. A sense of time and timelines. Significant local people e.g. those who have begun traditions and celebrations for the school's locality.	**See also Charanga Schemes of work** **Being Imaginative and Expressive ELG** Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. Music related to seasons – children learn about a composer and a piece, they compare and contrast in response to 2 or more differing pieces. Children learn to play using a range of musical dimensions a piece of their own relating to the season. Listen and appraise Vivaldi's Four Seasons. Listen for instrument families. Suggest reasons for the use of specific instruments. Compose and perform a piece based on Vivaldi's Four Seasons.

Physical Education	Science
See also RealPE Schemes of work. **Gross Motor Skills ELG** Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. A range of basic movement is mastered. Team sports with tactical elements and teamwork skills. These could be linked to seasonal stories and studies if desired. Maypole dancing (link to spring & Summer) Curling – link to winter sports	**The Natural World ELG** Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Seasonal changes – signs of the new season and how these signs relate to previous season e.g. fruit in summer related to blossom in spring. Flora and fauna related to the season – fauna seasonal changes e.g. hibernation in winter. How do trees change across the seasons? https://teachers.thenational.academy/lessons/how-do-trees-change-across-the-seasons-chhk2r?from_query=seasons How does the weather change with the seasons? https://teachers.thenational.academy/lessons/how-does-the-weather-change-across-the-seasons-ctj34d?from_query=seasons Seasons and Change https://teachers.thenational.academy/units/seasons-and-change-3c8a?from_query=seasons https://www.bbc.co.uk/bitesize/topics/zkvv4wx/year/zjpqqp3

English	Maths
Fiction: Little Bear's Spring – Elli Woollard Why Do Leaves Fall From Trees? - Ruth Owen (NF) Pumpkin Soup - Helen Cooper (F) Tidy - Emily Gravett (P) The Fox in the Dark - Alison Green & Deborah Allwright (F) Where the Poppies Now Grow - Hilary Robinson and Martin Impey (F) Snowballs- Lois Ehlert Winter Magic - Various Authors Secrets of Winter - Carron Brown & Georgina Tee (NF) Shackleton's Journey - William Grill Jack Frost Non-fiction: Seasons by Hannah Pang Tree: Seasons Come, Seasons Go - Patricia Hegarty and Britta Teckentrup A Year in Nature: A Carousel Book of the Seasons - Hazel Maskell & Eleanor Taylor I Am the Seed That Grew the Tree: A Nature Poem for Every Day of the Year - Fiona Waters & Frann Preston-Gannon First Facts: Seasons - DK	

Courageous Advocacy	Developing Spirituality
Supporting Charities such as the Woodland Trust https://www.woodlandtrust.org.uk/ Begin to show an understanding in our changing climate (at an age appropriate level) and how we can play our part to reduce our impact on the planet.	Develop awe and wonder in the changing seasons. Develop an awareness of our surroundings and how they change over time.

Other Ideas
Outdoor learning should form part of the seasons coverage. Local visits are encouraged. Spring: Walsingham Abbey snowdrop walk. Farm visits – lambing, chicks etc. Summer: Morston – Seal trip Autumn – Any of the National Trust houses to see change in trees etc. Winter – anywhere to do a winter walk to compare and contrast to summer. https://www.bbc.co.uk/cbeebies/shows/where-in-the-world Exploring time and the seasons (EYFS) https://teachers.thenational.academy/lessons/exploring-and-discussing-time-and-the-seasons-6mwp8c?from_query=seasons Resources from Discovery Espresso https://app.discoveryeducation.co.uk/learn/channels/channel/1dc0e3e4-8747-40e0-935b-fa67d27bfb15?embed=false&embed_origin=false