

Individual Activity Lesson Plan

Date: Tuesday 26 th May 2020	
Activity Title: Seasons!	
Learning Intention: to discuss seasonal change and sort a set of objects.	Activity Overview: Read today's focus story and play a matching game.
Links to EYFS: -Developing an understanding of growth, decay and changes over time.(Understanding the World)	
Resources: *Link to today's story: https://www.youtube.com/channel/UCn9Kx_D9nnBpQO2txlssq-A?view_as=subscriber *'Match the Season' – Activity Sheet (printed if possible) If you don't have a printer available create your own picture cards or use real objects from around the house. *Children's scissors	Key vocabulary: Seasons, seasonal change, cycle, winter, spring, summer, autumn, changes.
ACTIVITY IMPLEMENTATION (including key questions)	
Introduction: *Read today's focus story <i>Tree</i> by Britta Teckentrup (see link above). *Remind your child he/she listened to a piece of music 'Storm' by a composer called Vivaldi last Thursday. Explain that he also wrote a piece of music called 'The Four Seasons'. Follow the link below to listen to the music. (You may want to skip through the seasons, as the whole piece is 40 minutes!) https://www.youtube.com/watch?v=3Csov5MShyA -Which instruments can you hear being played? -Are they playing the instruments quickly/slowly, loudly/quietly? -Which season do you think of when you hear this music? Why does it remind you of this season? -How does it make you feel listening to this piece of music? -Which season did you enjoy listening to the most?	
Main Activity: *Before you explain and begin the main activity discuss the seasons with your child. -What's your favourite season? Why is it your favourite season? -What do you think of if I say springtime/summertime/autumn/wintertime? *Explain to your child that today they are going to complete a sorting activity. *Print and cut the 'Match the Season' activity sheet. *Lay the season cards out and place the picture cards in a pile. *Explain to your child, he/she should turn the picture cards over, one at a time, and match them to the season they correspond with. *You may want to model this activity first (see 'support' for further instruction).	



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- What is on the picture card?
- In which season do you see this object?
- Can you match the picture with the season?
- Can you explain why you've matched the picture card with the season?

Additional Activity:

*Challenge your child to create a Spring Sensory bottle.



Additional ways to support your child:

Support your child by reducing the number of sorting cards. Model several examples first and verbalise your thinking. 'I'm going to pick the hat. I know I wear a woolly hat when it's cold. Which season is the coldest...winter! The hat matches with winter.'

Extension:

Challenge your child to make their own additional picture cards to be matched with the seasons.

-What else reminds you of winter time?