

Personal Social Emotional Development (PSED)

- Circle time to discuss the different types of weather and the effects of each
- Circle time to discuss consequences of not being prepared for each type of weather
- **Itsy Bitsy Spider**: sing the songs and talk about how water washes things away
- Ask the children to think about where rain comes from, prompt clouds and how you hang clothes out to dry- where does the water go then?
- Children sort out which clothes are worn in what season.
- Talk about how some types of weather occur at certain types of year, think why that might be
- Explain how rain freezes and turns to snow

Investigating the Weather and Seasons Topic Web SPRING 1 2016-17

Physical Development (PD)

- Weather Symbol Pencil Control
- Weather play dough Mats
- Discuss movements and effects of the weather, e.g. how wind moves; fast/ gentle/flowing, how the sun helps plants grow
- Children move like weather as each type is called out. Focus on different directions, flowing/sharp movements. contrast high and low movements think about shape size to show the strength of the weather
- Create a dance to show the build up of a storm, the storm in full flow, and the storm settling down
- A variation of this would be to think about a sunny sea with a build-up of a storm. Use movements to mimic the waves using the above criteria
- Movement of trees in different types of weather (windy/growing in the sun)

Communication and Language (CL)

- Ask the children where they think rain comes from, where clouds come from etc. Look at the [water cycle](#) and talk about how each step is important to the next
- Use drama to help illustrate the water cycle by giving out visual aids to each child in a group with [water cycle visual aids](#)
- Discuss why the weather forecast is useful and have the children make their own in groups using [weather forecast role play pack](#)
- Ask the children where they think snow comes from and why we only have it around winter. Explain how rain freezes and turns to snow
- Talk to the children about how all words have beats and introduce the word syllables. Model clapping the beats in the word thunder storm and ask the children to count them. Encourage children to try this with their own names
- Children can then play with syllable cards and instruments. Repeat for different types of weather
- Place frozen balloons/latex gloves of coloured water on the table and children watch them melt throughout the day and turns back to water. Ask them why they think this is. Children write what happens. Place objects/Lego models inside them and then freeze them

Understanding the World (UW)

- Making shadow puppets
- Weather boxes outdoors - making weather boxes during afternoon sessions
- Making and testing boats
- Talk about water and why we need it - look at countries with not enough water and contrast with flood pictures - discuss in circle time
- Watering cans/sieves/water wheel etc in water tray to make own rain
- ICT: making symmetrical pictures on the computer
- Tuff spot with shaving foam for snow
- Investigate ice melting - have animals frozen into blocks of ice in water tray to explore
- Planting seeds and talking about what factors they need to grow
- Make a seasons wheel
- ICT: using 2simple create a rainbow, thinking about the order of the colours. Attempt to write colour words around picture Making a sundial in outdoor area
- Drawing around a puddle and watching it evaporate
- Using outdoor weather boxes
- Make windmills and test
- Testing waterproof materials to make an umbrella for teddy

Expressive Arts & Design (EAD)

- Weather nursery rhymes
- Freeze balloons/latex gloves containing coloured water to show that water turns to ice (see literacy)
- Make a collage of a weather scene
- Observational [videos of extreme](#) weathers
- [Hand print season calendar](#)
- Paint/print symmetrical butterflies
- Children each create piece for a [rain wall](#)
- Show children images of this [musical building](#) as inspiration. Make music for different types of weather
- Use body percussion to simulate a storm building up then ending

Mathematics (M)

Nursery Number

Counting sets
Comparing two groups - more/less
Matching number to quantity
Tallying
SSM
Sorting/sequencing
Using shapes to construct
Language of size

Reception Number

Say and use the number names in order, in familiar contexts
Count reliably up to 10 everyday objects
Recognise numerals 1 - 9 *moving on to 10 -20*
Begin to use language associated with addition and subtraction
Find 1 more or 1 less than a number from 1 - 10
Experience practical activities to solve simple calculations

SSM

Talk about, recognise and recreate simple patterns
Use language such as circle or bigger to describe the shape and size of solid and flat shapes

Literacy (L)

Nursery

Writing

Mark Making

Reading

Name recognition

Concepts about print

Describing main characters/events

Reception:

Writing:

To use a comfortable and efficient pencil grip
To expect written text to make sense and to check for sense if it does not
That words are ordered left to right and need to be read that way to make sense
To track the text in the right order, page by page, left to right, top to bottom; pointing while reading. To write their own names/labels or captions for pictures and drawings.

Reading: Reading letters that represent the sounds a - z, sh, ch, th (extending to include 'ss, ll, ff, zz, ng, ck, ai, oo, ee, igh, oa, ar, or, ow, oi')
Writing each letter in response to sounds, as above. To read on sight, a range of familiar words, e.g. children's names, captions, labels and the words from favourite books.
To read on sight the 60 high frequency words (to be taught by the end of Reception).

