



# Continuous provision: Changing seasons

These optional activities complement the learning objectives of the 'Changing seasons' unit by reinforcing key concepts, encouraging independence and accommodating different learning styles.



## Fine motor area (autumn)

Provide pine cones and lengths of wool for the children. Introduce the task of decorating pine cones for Pip's autumn party (see Lesson 1: Autumn treasures). Demonstrate wrapping the wool around a pine cone, ensuring it passes between the spikes for full coverage.

Ask the children to use the autumn leaves to make decorations for Pip's party. Provide individual hole punchers and instruct the children to punch holes in the leaves creating confetti. Also, provide coloured paint markers and encourage the children to draw patterns on the leaves.

## Creative area (autumn)

Provide the children with modelling dough and a variety of autumn objects like conkers, acorns, feathers, sticks, pine cones and leaves. Demonstrate how to use these natural resources to create sculptures. Encourage the children to make models of the character Pip, a small house for Pip or various woodland creatures that might attend Pip's autumn party.

## Messy play area (winter)

On a snowy day, fill a large tray with snow and provide paint brushes along with different colours of powder paint. Encourage the children to paint the snow using different colours and observe how the powder paints transform once wet.



## Number area (spring)

Read 'The Very Hungry Caterpillar' by Eric Carle to the class. Afterwards, place the storybook in the number area. Provide word cards labelled Monday, Tuesday, Wednesday, Thursday and Friday. Ask the children to read the storybook and arrange the word cards in the correct order on a whiteboard. Beside each day, instruct them to draw the corresponding number of fruits that the hungry caterpillar ate on that day.



## Reading area (summer)

Provide the following weather word cards for children to read: sun, fog, wind, rain, hail, snow, cloud, storm. Ask them to read the words and draw pictures on whiteboards representing the different weather types.

## Writing area (summer)

Read 'Lucy and Tom at the Seaside' by Shirley Hughes to the class. Provide postcards for the children to write to their grown-ups about a fictional visit to the seaside. Encourage them to imagine being Lucy or Tom. Ask them to describe what they saw, heard, felt, smelt and tasted during their visit. For example, they might write, "I saw seaweed and a crab's claw," "I heard seagulls," or "I felt wet sand on my feet."