



Mathematics of the seasons

Summary

Date		Total duration	80 minutes
Subject	Mathematics - Seasons		
Year Group or Grade Level	5-6 years old		
Main topic	Time and counting through the year		
Subtopics or Key concepts	<ul style="list-style-type: none">Developing the concepts of “smallest”, “largest”, “warmest”, “thickest”, “lightest”, “thinnest”		

Learning Objectives

- developing the ability to recognise the seasons
- developing ability to segregate clothes according to their purpose
- developing counting skills
- developing ability to identify time sequence

Material needed

- pictures of the seasons
- jigsaw puzzles
- music
- coloured circles
- clothes for different seasons
- sheet of paper and materials for making a poster

Lesson Outline

	Duration	Guide	Remarks
warm-up	5 minutes	<p>The teacher asks the children, what seasons they know.</p> <p>The children assign an illustration to each season.</p> <p>The children do movement exercises – music play with Vivaldi's "Seasons". The teacher plays the music and the children dance to the rhythm of the music. When the music stops, the teacher shows a selected illustration and children name the season and do the exercises.</p>	
main activity	5 minutes	The teacher divides the children into 4 teams. Each team draws an envelope and assembles a picture from a jigsaw puzzle depicting the indicated season. Once assembled, children name and match the caption.	
	10 minutes	Talking about the seasons. Children count, how many seasons there are and point out, which season follows which. Then they list features of the seasons	
	5 minutes	Learning the sentence (rhyme in PL): "No one can stop the carousel spring, summer, autumn, winter".	

Lesson Outline

	Duration	Guide	Remarks
main activity	15 minutes	<p>Seasons movement game (spring = green, autumn = red, winter = blue, summer = yellow).</p> <p>Teacher interchangeably assigns the names of the seasons with the colour. The children run around the room and when the teacher says "Stop!", they stand by the chosen colour. The teacher, without looking at the children, says e.g. "spring, green". The children standing by this colour drop out. The winner is the one who perseveres to the end.</p>	
	10 minutes	<p>The teacher prepares different types of clothes and the children sort them according to the appropriate seasons of the year.</p> <p>Then they count the parts of their wardrobe and say which of the clothes are the most and which the least.</p>	<p>It is advisable to have the smallest number of winter clothes because this way the teacher can make children aware of difference between the volume of clothes and number of clothes, and which clothes are the warmest (thickest) and which are the lightest (thinnest)</p>
assessment	30 minutes	Assessment or Evaluation	

Assessment exercise

- This lesson finishes with the activity of making posters of the seasons in groups, including characteristics and colours.

Conclusions and recommendations

- Children are able to recognise and identify the characteristics of the seasons.