

The months and the seasons

CURRICULUM ALIGNMENT

MEA.TIM.2a understand how time is measured, expressed and represented.

INTERACTIVES Drag Sort · challenge, display, explore

WHAT THIS LESSON TEACHES

A season is one of the four parts of the year: spring, summer, autumn and winter. They come round again and again and each month belongs to one season in fixed order.

- In Ireland, June, July and August are summer months; December, January and February are winter months.
- March is a spring month; September is an autumn month.
- January comes before February; February comes before March.

MODEL THIS ON THE BOARD

PLACING THE WINTER MONTHS

- 1 Name the four seasons in order: spring, summer, autumn, winter.
- 2 Winter holds the months **December**, **January** and **February**.
- 3 Write winter and list those three months under it.
- 4 Check the order: December then January then February.
- 5 After winter the next season is spring.

LESSON ARC

Open with four Irish season scenes on the board and name the season we are in now. On the drag-sort interactive, place December, January and February in Winter, then walk one month into each season and order January–April first to last. Pupils take turns sorting months into season mats while the class agrees out loud. Copybook: write the four season names and the winter trio. Class Challenge runs four brisk board sorts with a check after each.

TEACHING MOVES

1. **Getting Started.** Show the four Irish scenes and ask which season we are in right now. Take two or three short answers, then point: Which picture is Christmas time? Which is summer holidays? Keep it under two minutes — months come next.
2. **Watch and Notice.** On the drag-sort interactive, drop December, January and February into Winter and ask what is the same outside in those months. Hold one month per season and wait for the class to name the season before the card settles. For January–April, ask which comes first and which comes last before you reveal the order.
3. **Try It Together.** Call one month at a time (December, March, May, June, July, September, October, January). Before each drop, ask which season it belongs to; the class agrees or corrects out loud. Between turns, quick call-and-response: you say June, the class says summer. Rotate who comes to the board.
4. **Write the four seasons.** Pupils write spring, summer, autumn, winter and the winter months December, January, February in their copybooks. Walk the row; flag autumn gently — au-t-u-m-n, the mn is quiet. Whole-class practice, not marking.

5. **Class Challenge.** Run the four board rounds briskly: Where does December go?; sort the summer months; order January–April first to last; six months into four seasons. Check each answer with the class before the next. On summer, watch for March or December slipping in; if a pupil freezes on December, ask What big day is in December?
6. **What Did We Notice?.** Point back at a winter and spring sort already done. Ask: after winter, which season next? After spring? Revoice: the months keep the same path, so the seasons come round again. Head off because the weather likes it — push back to the fixed month order. Optional: When do we go back to school after the summer holidays?

COMMON MISCONCEPTIONS

⚠ Pupils drop March or December into Summer because they link any warm-sounding or holiday month with summer.

Stop and ask: What big day is in December? What grows or is born in March in Ireland? Rebuild Winter as December–January–February on the season mats, then place March in Spring with the class naming it before the card lands.

⚠ Pupils order January, February, March, April by starting at ‘this month’ or reversing the run, as if the line can begin anywhere.

Before any drag, ask which of these four comes first in the year and which comes last. Lay sticky notes 1st to 4th and place January on 1st first so the path is fixed before the others move.

⚠ Pupils say the seasons come next ‘because the weather likes it’ rather than because the months follow a fixed order.

Point at the January–April order already sorted. Revoice: the months keep the same path every year, so winter then spring then summer then autumn come round again — not because the weather chooses.

DIFFERENTIATION

EMERGING

- Give only the three winter month cards plus the Winter mat first; add one spring month when those three sit correctly.
- Pre-place the four season labels on the mats so the pupil only chooses which mat a named month goes to.

DEVELOPING

- After a correct summer sort, hide the labels and ask the pupil to name the season for May, then October, out loud before placing.
- On the order round, remove April and ask where it should sit once January–March are placed — justify first, last, or middle.

PROFICIENT

- On the six-month mix, ask the pupil to place all six, then tell the class one month that must come before another and why the seasons force that order.
- Stretch on the board: ‘Name the season that comes after the one May is in’ — no card move, just the cycle spoken aloud.

✓ **Cross-curricular:** Link to SESE — pupils name one Irish outdoor clue per season (lambs, bare trees, fallen leaves, beach days) before the first sort.

ANSWER KEY

Q1: June, July, August

Q2: spring

Q3: autumn

Q4: September, October, November

Q5: May

Q6: winter

a) **Always** : In Ireland the winter months are December, January and February.

b) **Always** : The months always keep the same order from first to last.

c) **Never** : September is an autumn month, not a summer month.

d) **Never** : January always comes before February.

EXTENSION SHEET · STRETCH ANSWERS

S1: November

S2: February

S3: November

S4: February