







# Creative Learning in Action Weather

Agrupamento de Escolas de Vialonga  
Erasmus+ KA219



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# Planning activities

Activities	Objectives/ competences	Subject
Construction of a weather station	<ul style="list-style-type: none"> <li>• Learn the measuring instruments of the elements of the climate;</li> <li>• Learn about the different seasons of the year;</li> </ul>	Natural Sciences
Construction of a barometer	<ul style="list-style-type: none"> <li>• Learn and construct instruments of measurement of the elements of the climate</li> </ul>	Natural Sciences Atelier Happens Speech therapy
Construction of a rain gauge	<ul style="list-style-type: none"> <li>• learn and construct instruments of measurement of the elements of the climate;</li> <li>• Identify characteristics of the weather in the different seasons of the year;</li> </ul>	Natural Sciences Atelier Happens Speech therapy
Seasons Study visit to IPMA	<ul style="list-style-type: none"> <li>•learn the elements of meteorology</li> </ul>	Math, Language Natural Science
Chronological Frieze Representation using the body of the elements of the seasons	<ul style="list-style-type: none"> <li>• Identification of weather, temperature, day of the week, days of the month, season of the year;</li> <li>• Sharing weekend activities and graphing them on a frieze;</li> </ul>	Math Language
Representation using the body of the various elements of the seasons	<ul style="list-style-type: none"> <li>• Mix of movement with sounds to represent: rain, wind, trees, sun.</li> <li>• Hearing and recognition of elements in the school lobby</li> </ul>	Psycomotor therapy Language Speach therapy

# Planning activities

Activities	Objectives/ competences	
Watching the movie "The Legend of the Guardians"	<ul style="list-style-type: none"> <li>• Identification of the "Autumn" season; Identification of nature elements related to the target station</li> <li>• and naming of appropriate clothing;</li> </ul>	Natural science Math
Making a poster with the elements of the season: Cut and paste images; Collection of sheets Poster building of a tree with nutshells	<ul style="list-style-type: none"> <li>• Identification of the seasons of the year and elements. Identification and naming of typical fruits; • Identification and naming of appropriate clothing; • Identification and naming of typical recipes;</li> </ul>	Arts Math Language
Making a nut cake with apple and cinnamon	<ul style="list-style-type: none"> <li>• Identification and naming of typical fruits;</li> <li>• Sensory stimulation</li> </ul>	Cooking Math Language
Painting and trimming of leaves and nuts	<ul style="list-style-type: none"> <li>• Identification and naming of changes in nature; • Sensory stimulation with the use of walnut shells; • Identification of elements of the typical autumn nature; • Tasting of typical autumn fruits; • Identification and naming of food; •; • Identification of elements of the nature typical of the seasons; • Perform counts;</li> </ul>	Language Math Arts
Making a poster with the elements of the "Winter" season: Cut and paste images Realization of "Cabbage soup"	<ul style="list-style-type: none"> <li>• Identification and naming of typical fruits; • Identification and naming of appropriate clothing; • Identification and naming of typical recipes;</li> </ul>	Language Natural science Math Cooking

# Planning activities

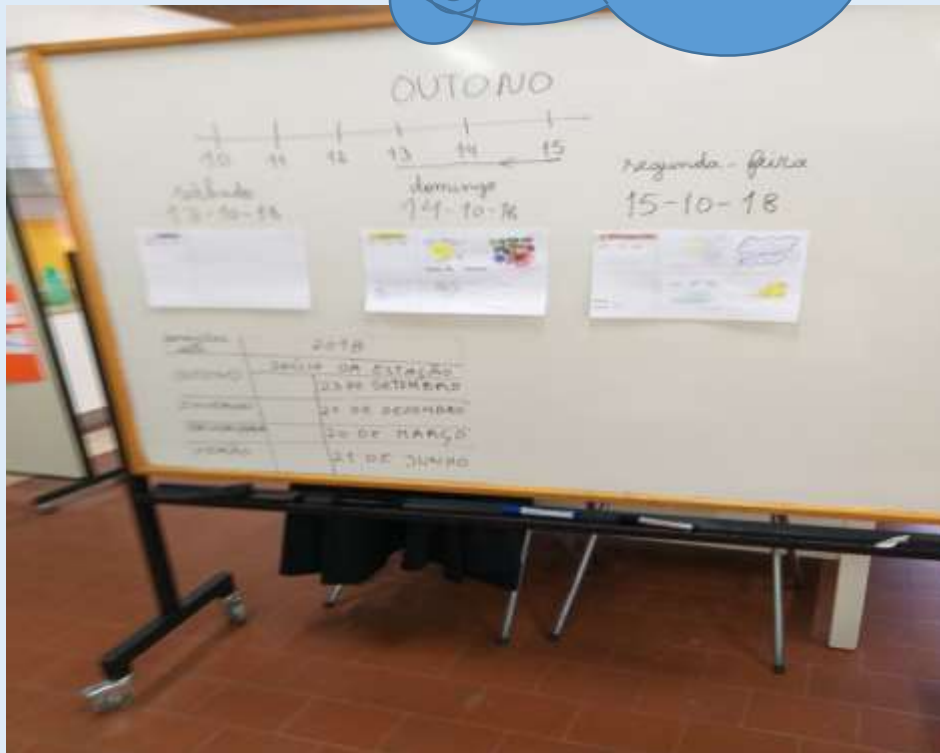
Activities	Objectives/ competences	Subjects
Construction of various supports to suit the clothes to the various seasons	<ul style="list-style-type: none"> <li>• Identification of the “winter” season;</li> <li>• Identification of nature elements related to the target station</li> </ul>	Language Natural science
Construction of elements alluding to Christmas in mass modeling Painting of elements alluding to Christmas	<ul style="list-style-type: none"> <li>• Develop fine motor skills;</li> <li>• Perform sensory stimulation;</li> <li>• Know the colors;</li> </ul>	Arts and crafts
Watching the movie "Bambi" Lotus of animals	Identification of the "Spring" season; • Identification of nature elements related to the target station; • Identification of forest animals • Identification and naming of forest animals;	Language
Production of a poster with the elements of the "Spring" season: • Cut and paste images; Realization of "Cheerful Rice" Flower painting Watching the movie "Mulan"	<ul style="list-style-type: none"> <li>• Identification and naming of typical fruits;</li> <li>• Identification and naming of appropriate clothing;</li> <li>• Identification and naming of typical recipes;</li> <li>• Identification and naming of changes in nature;</li> </ul>	Natural science Arts Language Gardening Cooking



# Learning about the weather

Identification of the weather, temperature, day of the week, day of the month, season, Location of weekend activities.

Identify the seasons of the year as well as the beginning of each season.  
Collage of various elements, taking into account the season.



Collage of various elements, taking into account the season of the year. Making a poster with the elements of the "autumn" season. Crop and paste images.

Identification and naming of changes in nature.



Poster of a tree with nutshells and leaves of trees.



Stories smelling autumn.

# Learning about the seasons

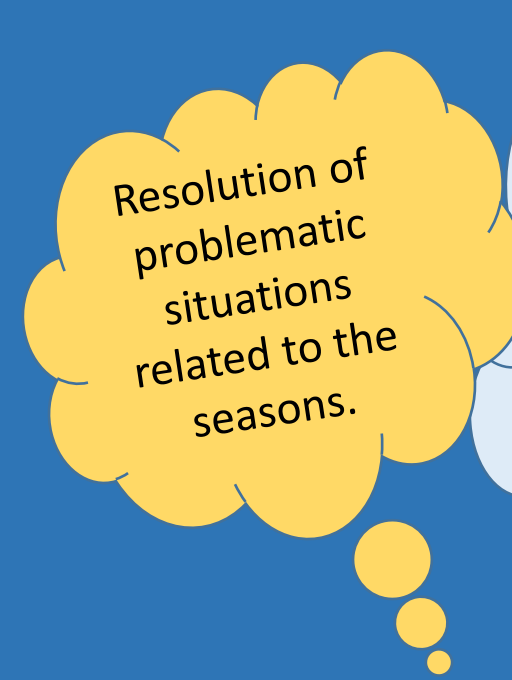
Students painted drawings alluding to the seasons while listening to "The Four Seasons" by Vivaldi.



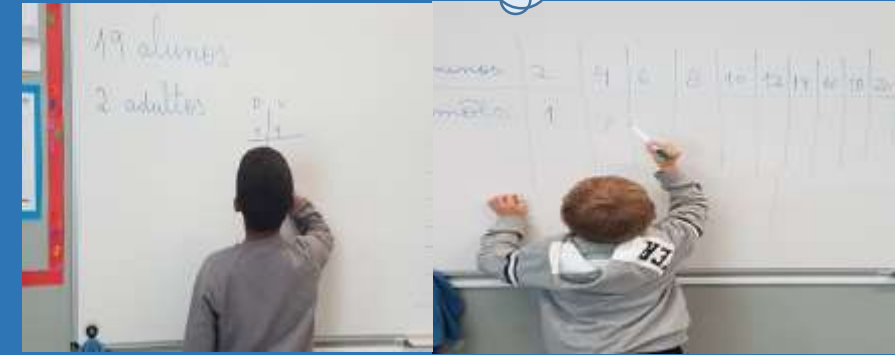
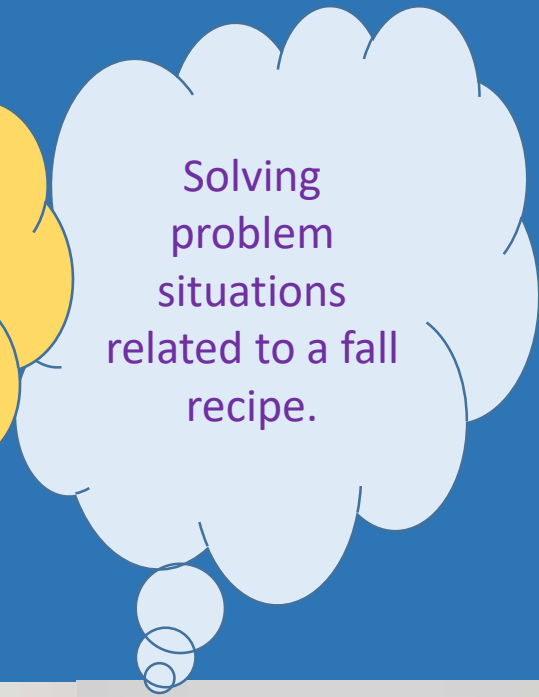
Listening to a story. The students heard a story about Christmas, ate the candy, and drank their tea.



Resolution of problematic situations related to the seasons.



Solving problem situations related to a fall recipe.





Painting allusive to  
the theme of  
autumn, with  
elements of nature.



Work  
done by  
students  
with their  
parents





winter



Spring



Summer



Automn





# Cooking with Autumn fruits

Making a apple  
cake with nuts  
and cinnamon  
Nham ---

Apple  
cake



# Cooking Marmelade

Marmalade jam confection. Students had to weigh the food and prepare an estimate of the quantities needed to complete the task.

Confection of a winter infusion. Brief reference to capacity measures and division.



Preparing chefs



# Evaluation – End of theme

Q1 – How many teachers/non-teaching staff were involved in the project? How many pupils were affected by the project? Were other people (e.g. parents, external organizations etc.) involved in the project?

- 2 primary schools
- 2 primary classes with
- 1 support center for learning and inclusion
- 40 students in the primary school age 8-9
- 16 students in the secondary school – age 10-17
- 10 teachers
- 2 assistants
- 4 therapists



# Evaluation – End of theme

Q2 – How did you plan the project theme? How did you work collaboratively?

- We started working the theme “weather“ with different methodologies:
- Group discussion with students with special education needs about their perceptions
- Teachers collaborative work - teachers meet every month to discuss defined objectives and plan the activities, exploring the different areas of the curriculum.

# Evaluation – End of theme

Q3 – How do you feel about the project now? Did you get more energy and motivation? Was it a heavier workload? (If yes, why? Are there any changes possible for the next theme?)

In this school year, some little changes in the teachers team, and one more class was involved in the project. Teachers remained very motivated and hardworking in the project activities. At the beginning, a lot of ideas were discussed about the weather and the decision was to work about the seasons and the weather changes in each season.

Of course the autumn and winter were the most explored with all the elements that students could observe and experience (each season colours, clothes, temperature, stories, food, materials...) and students could explore and learn on different subjects in a interdisciplinary methodologies. The topic was interesting and meaningful for the students and for teachers. Such as in the evaluation of the previous themes, the team consider it's important to have more time to work in each theme, so the theme will continue during the school year.

# Evaluation – End of Theme

Q4 – What did you do well during this project theme? What will you do differently next time?

- The team believe that the objectives were achieved with significant learning for the students and the project activities were successful. Exploring and learning about the weather working on different curricular subjects in a integrated and creative way.



# Evaluation – end of theme

## Q5 – Any other comments?

The team believes that the participation in this project has allowed to increase the collaborative work between the teachers and the development of new pedagogical methodologies in the work with students with special educational needs.

The sharing of experiences and the development of work in partnership with other European schools, has contributed to the development of new professional skills in teachers and new learning for students, overcoming linguistic, cultural and relational barriers. Undoubtedly a contribution to the inclusion and to the increase of the participation of the students with SEN improving their learning and autonomy.

