

KS1 Discovering the Seasons

AIM

To help children understand what happens in each of the seasons

OBJECTIVES

To learn about each of the seasons

To understand what a number of animals and plants do in each season

To understand the basics of adaptation and seed dispersal

CURRICULUM

Science. Life Processes and Living things.

English. Speaking and Listening.

PSHE. Developing confidence and responsibility.

ESDGC.

Resources

Seasonal cards

Feely bags

Cushions for sitting on

Various teddies

Various other dependent on the seasons

PRELIMINARY LESSON

Tell the children that they are going to be detectives and are going to find out what season it is. Ask the children to guess what season they think it is. Go through each of the 4 seasons by holding up a season card and talking about what happens in each season, what they wear etc.

Using feely bags, put examples of each season in and get the children to try and guess what they can feel.



Get the children to place the cards in a circle in the middle of the class in the correct order and ensure that they understand the seasons are cyclical and therefore continuous i.e. after winter, it is spring again.

MAIN ACTIVITY

This will vary throughout the seasons

Spring

- Colour cards. Start by giving children colour cards and asking them to find as many of the colours as they can.
- Sticky flower. Use a flower shaped card and put sticky patches on with double sided tape. The children must decide what colour to make their flower. They must then go and find tiny pieces of that colour to cover their flower.
- Smelly cocktails. Children collect the smelliest plants, leaves etc that they can find and bring it back to the circle. After giving their drink a name and show it to other class members. They then give a celebratory 'cheers' and throw it over their shoulder.
- Scavenger hunt. Test if it is spring by giving them a card with examples of things that they will find in your reserve at this time of year.
- The children meet a bird (teddy) and learn that they have just come back after the winter and that they have now found a partner and are making nests. Using your beak and without talking, work in pairs to make a nest to use.
- Fox and rabbits. Discuss with the children how rabbits can survive against the fox. The fox is quick so rabbits must hide, but they also need to know where the fox is at all times.

This game is like hide and seek. The child who is 'it' is the fox and counts to 50. All other players are rabbits and must hide in a place where they can't be seen but they must always be able to see the fox. When the fox has finished counting he will where he is and shout out the names of anyone that he can see. When he is satisfied that he cannot see anyone else, he raises his hand and does a hand signal. After this signal has been



shown all the rabbits that are left come out and stand where their backs to the fox. They show the signal to the fox and if it is correct they are the winners of that game.

Bug Hunts. Children can see what bugs can be found in the spring months. By looking closely it is easy to notice what survival skills they have developed.

Summer

- Sticky flower. Use a flower shaped card and put sticky patches on with double sided tape. The children must decide what colour to make their flower. They must then go and find tiny pieces of that colour to cover their flower.
- Scavenger hunt. Test if it is summer by giving them a card with examples of things that they will find in your reserve at this time of year.
- Meet a butterfly. Discuss the different stages of a butterfly's lifecycle. Hide different coloured caterpillars (pieces of wool) around the site. Which colours are easier to spot? Explain that the reasons butterflies are very colourful are so that they can camouflage, attract a mate and act as a warning.
- Fox and rabbits. Discuss with the children how rabbits can survive against the fox. The fox is quick so rabbits must hide, but they also need to know where the fox is at all times (see Spring).
- Bug Hunts. Children can see what bugs can be found in the summer months. By looking closely it is easy to notice what survival skills they have developed.

Autumn

- Sticky flower. Use a flower shaped card and put sticky patches on with double sided tape. The children must decide what colour to make their flower. They must then go and find tiny pieces of that colour to cover their flower.
- Scavenger hunt. Test if it is autumn by giving them a card with examples of things that they will find in your reserve at this time of year.

- Ash tree seeds. Find approx 5 ash tree seeds (helicopters). Go into the meadow and throw them up into the air and see how they spin down to the ground. Explain that in the wind they will fly away. Using role play, children act as the seeds spinning away from the adults (until they reach the ground).

- Meet a squirrel (teddy). The squirrel hides nuts in the winter so that he has plenty of food to eat. See if you can find a handful of nuts and then take the group to go and hide them. Return to the same area in 20 minutes and see if you can remember where they hid them.

- Meet a dormouse. They hibernate on their own over winter and need to keep warm. Make a nest for your dormouse and then fill a small container with hot water and see which is warmest when you return after another activity.

- Meet a ladybird. Ladybirds hibernate together underground. Role play and get the children to work together to squash together, underneath a blanket. Make a ladybird house to take away using tins filled with straws. Decorate the outside by putting stickyback plastic on and sticking leaves etc to it.

- Meet a hedgehog. Hedgehogs must weight 600g in order to hibernate. Hide food cards around the area that the children must find in order to get up to their weight.

FOLLOW UP ACTIVITY

Find out how many of the animals the children can remember. Come up with a list of ideas that we can do to help these animals. Make a class display of ways in which we can help protect wildlife.