Seasons

Year: R

About the Growing and Changing Unit

This unit provides the initial building blocks for learning about reproduction in plants and animals, including humans. Please review the material to decide whether it's appropriate for the needs of your children. If you don't have nursery age children in your school you can also draw on the SCARF nursery plans for Growing and Changing for extra/different foundational material.

Introduction - whole class

Read a book about seasons, such as *Tree: Seasons Come, Seasons Go* by Patricia Hegarty or *Skip through the Seasons* by Stella Blackstone and Maria Carluccio. (Versions of these are available on YouTube if you don't have a copy.)

Discuss the book with the children using the following questions:

- What are seasons?
- Can someone tell us what happens in the spring? Summer? Autumn? Winter?
- When it gets to winter the end of winter, what happens next? (It starts all over again.)

Seasons create a cycle throughout the year and this happens because sometimes the earth tips towards the sun, so we're a bit nearer to the sun. This means we get warmer weather and things grow better. Gradually the earth tips the other way, so it's a bit further away from the sun. Then the weather gets colder and things like plants die or don’t grow very much, if at all. That's why we have different seasons.

Go round the class and ask the children to say which season is their favourite and why they like it best.

Adult-guided activities (individual or small groups)

Here are some examples of activities to reinforce the cycle of seasons.

Activity 1 - The four seasons

Using the *Seasons* Activity sheet (see Resources needed area) ask the children to draw an object (or objects) in each square that represents that season, e.g. lambs in spring, ice cream in summer, brown leaves in Autumn and snowman in winter.

Go on a seasons walk and take photographs. Focus discussions on the change of seasons.

Activity 2 - My special season

Using paint, ask the children to create a picture showing one of the seasons. This could be as simple as choosing colours that the child associates with that season, to produce an abstract piece, through to a more complex piece showing things that we associate with that season.

Activity 3 - The seasons of the year go round and round

Work with small groups of children to create words for a new song about the seasons to sing to the tune of *The Wheels on the Bus go Round and Round.*

Here are some ideas:

Chorus

The seasons of the world go round and round,

Round and round, round and round.

The seasons of the world go round and round,

All year long.

Spring

The leaves on the trees they start to grow,

Start to grow, start to grow.

The leaves on the trees they start to grow.

All spring long.

etc. for summer, autumn and winter.

Enhancements for continuous provision

Arrange some wheels for children to explore the concept of cycles through their play, e.g.

- Waterwheels
- Bike wheels
- Wind wheels
- Toy Prams
- Toy Cars
- Hula hoops

Have some seasonal things on a tabletop feely tray. Try to have things from different seasons - you may need to use pictures of some things such as leaves at different times of the year. Place this near the writing table along with sentence starters:

- In summer I like to...
- In winter I like to...
- etc.

Library/book corner

Have books about the seasons in the writing area, so that children can draw pictures of things they like. Here are some examples:

Seasons by Hannah Pang

Pop Up Seasons by Anna Milbourne

Tree: Seasons Come, Seasons Go by Patricia Hegarty

Snowballs by Lois Ehlert

Snow, Storm, Rain and Sun all by Sam Usher

Out and About: A first book of poems by Shirley Hughes

Alfie's Weather by Shirley Hughes

Talking points

See above in the section ‘Enhancements for continuous provision’ which suggests using a tray with different objects/pictures that represent different seasons. These could be:

- Leaves of different colours
- Flowers
- Baby animals
- Snow (cotton wool or fake snow)
- Ice creams
- Hats, sunglasses, sunscreen
- Blossom
- Trees in different seasons
- Winter clothing/accessories

SCARF Time

Use SCARF time to explore the SCARF value of Resilience. This could be in relation to the cycle of learning new things.

Trees have a season when they grow. They have to put a lot of effort into growing; they need help from the sun, the rain and the soil they grow in. Sometimes they get a bit damaged - by the weather or lack of water. But they are tough, and usually survive these things.

This is a bit like when we are learning to do new things. Sometimes things are a bit hard and we can't do them at first. We need help from people around us. But if we keep practising over and over again, or try to do things in a different way, then we can get better at them. This is a kind of growing. You can show the children *Harold's Learning Line* here, to illustrate this (see Resources needed area - the learning line here is taken from the SCARF Assembly about Resilience, but can be used separately from it).

Use a circle activity to explore things that children can do now that they didn't used to be able to do.

Share your ideas

We'd really like to hear - and with your permission, share - any other ideas for enhancements for continuous provision that have worked well for you.

Please email us at CLE@coram.org.uk with your ideas if something has worked well and you think other teachers would like to try them.

Learning Outcomes

Overarching learning intentions across this unit

Children will be able to:

- Understand that there are changes in nature and humans.
- Name the different stages in childhood and growing up.
- Understand that babies are made by a man and a woman.
- Use the correct vocabulary when naming the different parts of the body.
- Know how to keep themselves safe.

Learning outcomes specific to this plan

Children will be able to:

- Name the different seasons and describe their differences.
- Explain the changes that occur as seasons change.
- Talk about how they have grown in resilience.

Key Vocabulary

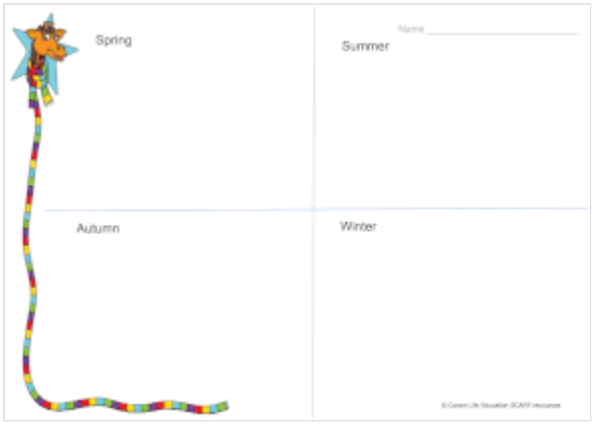
seasons
spring
summer
autumn
winter

cycle

Resources needed

Learning Line - displayed on IWB, or drawn on flipchart

A book about the seasons - see suggestions at start of plan.



Seasons - Activity sheet - enough copies for one each

Whiteboards

Resilience Assembly

DfE Relationships Education and Health Education statutory requirements

- **Physical Health and Mental Wellbeing (Health Education)**
  Changing adolescent body 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

DfE Relationships Education and Health Education statutory requirements (2025)

- **Developing bodies** 1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.