

Teacher resources:

# The seasons



**Trinity Stars**

YOUNG PERFORMERS AWARDS



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# Introduction

**Topic:** Seasons

**Suitable for:** Primary school

## Language used:

Spring, autumn, winter, summer, sun, lambs, leaves, bare (trees), summer holidays, paddle (in the sea), beach, sunsets, flowers, grass, picnics, cool, cold, breeze, snow, snowman, hibernate, bonfires.

**Directional and descriptive terms:** Wrap up warm (woolly hat and scarf), sledge down (the hills).

**Useful materials:** Flashcards, colouring pens, coloured card, glue, scissors, blu tack, template of a child.



You can also adapt the activities in this resource to cover types of weather.

Here are some flexible and engaging activities for all Trinity Stars levels. They are designed to encourage five key skill areas that match with primary education curriculums:



**Communication**



**Teamwork**



**Understanding**



**Creativity**



**Movement**

Teachers can choose and adapt activities based on the needs and learning goals of the children they are working with.





# Activity 1:

## The seasons

**Aim:** To encourage children to recognise and use vocabulary about the seasons.

**Skills developed:**



**Communication:** Learning and using words about the seasons through song.



**Understanding:** Showing understanding of words and images about the seasons and linking them together.



**Movement:** Using actions to describe the seasons and using the space to demonstrate understanding by moving to the correct flashcards.



**Creativity:** Interpreting the meaning of each season through actions and songs.



**Teamwork:** Working and performing together to sing and act out verses.

**Materials needed:** Seasons flashcards

### How to play:

-  1 Introduce the theme of the four seasons by showing the class **flashcards** of the different seasons (spring, summer, autumn, winter). Say each one and ask the children to repeat, discussing the season.
-  2 Sing the 'The Seasons' song (to the tune of Happy Birthday to you) to the children. Add actions and encourage the class to join in.
-  3 Divide the class into four groups. Give each group a verse of the song. Ask each group to sing their verse, in turn, adding actions.
-  4 Put pictures relating to each verse on four different classroom walls.  
For example:
  - ▶ Jumping lambs in the field
  - ▶ Shining sun at the beach
  - ▶ Orange and brown leaves on the ground
  - ▶ Somebody wearing a woolly hat and scarf in the snow
-  5 Call out one of the seasons and ask the children to move to the correct picture. Repeat this for each season.





# The Seasons song



Winter and spring, summer and fall.  
No matter the season, I love them all.  
There's always a reason to wake up and say,  
**What a lovely season it is today!**

In the spring I love the flowers.  
In the summer I love the sun.  
In the fall I love the falling leaves.  
They keep falling, one by one.



In the winter I love the flurries of snow.  
There's a magic in the air.  
When you open your eyes and look around,  
there's beauty everywhere.



Winter and spring, summer and fall.  
No matter the season, I love them all.  
There's always a reason to wake up and say,  
**What a lovely season it is today!**

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In the winter I love the flurries of snow.  
There's a magic in the air.  
When you open your eyes and look around,  
there's beauty everywhere.



Winter and spring, summer and fall.  
No matter the season, I love them all.  
There's always a reason to wake up and say,  
**What a lovely season it is today!**





# Activity 2:

## Season fun

**Aim:** To encourage children to use language to express likes and dislikes.

**Skills developed:**



**Communication:** Expressing likes and dislikes about the seasons.



**Understanding:** Showing understanding by linking words about the seasons with actions and images.



**Movement:** Using the body and movement to act out seasonal activities.



**Creativity:** Personalising seasonal activities.



**Teamwork:** Working together to explore and perform seasonal activities.

### How to play:

- 1 Select a season and ask the children what they like to do in that season.
- 2 Write the words on the board and draw an image.
- 3 Point to an image, say the word and act out the activity with the children. Repeat with each image on the board.
- 4 Continue this activity by exploring each season.





# Activity 3: ✨

## The four seasons of the year

**Aim:** To encourage children to explore language through poetry and performance.

**Skills developed:**



**Communication:** Using words, actions and art to communicate the meaning of the poem.



**Understanding:** Showing understanding of seasonal changes through discussion and movement.



**Movement:** Using movement and body to perform the poem.



**Creativity:** Interpreting each season through art and performance.



**Teamwork:** Working together to create artwork about the seasons.

### How to play:

- 1 Teach the children the following verse:

Spring, Summer, Autumn and Winter,  
Are the four seasons of the year.  
How can we tell them apart?  
Nature makes it clear.

- 2 Read aloud the poem and ask the children to join in each time with the verse that they have just learnt.
- 3 Repeat the poem and encourage the children to join in with you and add movement.
- 4 Divide the class into four groups. Assign each group one of the four seasons (eg Spring, Summer, Autumn or Winter).
- 5 Ask the children to create a picture based on that season.
- 6 Display the children's artwork on the classroom walls.





# Poem

*Spring, Summer, Autumn and Winter,  
Are the four seasons of the year.  
How can we tell them apart?  
Nature makes it clear.*

Spring starts in March,  
And follows Winter's cold.  
The sun begins to shine again,  
And show its rays of gold.

Everything wakes up.  
The flowers start to grow.  
We see yellow daffodils all around,  
And tiny white snowdrops in a row.

Lambs are born and skip around,  
It's a joy to see.  
The nights get lighter,  
And people feel happy.

*Spring, Summer, Autumn and Winter,  
Are the four seasons of the year.  
How can we tell them apart?  
Nature makes it clear.*

Summer is from June to August,  
The season of sunny days!  
It's when people enjoy time outside,  
And go on their summer holidays.

Everyone likes to visit the beach  
And paddle in the sea.  
They have picnics in the park,  
Eating sandwiches and drinking tea.

The trees are full of leaves,  
And the grass is green.  
There are flowers all around,  
They're as pretty as can be.

*Spring, Summer, Autumn and Winter,  
Are the four seasons of the year.  
How can we tell them apart?  
Nature makes it clear.*

Autumn starts in September,  
And the weather turns cool.  
It's the end of the holidays,  
Time to go back to school.

The leaves start to die  
And turn golden on the trees.  
It's not freezing cold,  
But you can feel a breeze.

The days get shorter,  
It gets darker earlier at night.  
People enjoy having bonfires,  
And the sunsets are a beautiful sight.

*Spring, Summer, Autumn and Winter,  
Are the four seasons of the year.  
How can we tell them apart?  
Nature makes it clear.*

From December to February, it's Winter,  
The coldest time of the year.  
Everyone wraps up warm  
With woolly hats over their ears.

Children build a snowman,  
Using two big balls of snow.  
They like to sledge down the hills,  
And see how fast they can go.

Some animals hibernate to avoid the cold,  
The trees have no leaves, they're bare.  
On the 25th of December,  
Father Christmas visits everywhere.

*Spring, Summer, Autumn and Winter,  
Are the four seasons of the year.  
How can we tell them apart?  
Nature makes it clear.*



# Activity 4: ✨ ☆ ✨

## The sounds of the seasons

**Aim:** To encourage children to enjoy language through sounds and performance.

**Skills developed:**



**Communication:** Voice, body and sound. Expressing the different sounds of the seasons using voice, body and sound.



**Understanding:** Showing understanding of how the different seasons sound.



**Movement:** Using the body and movement to act out the seasons.



**Creativity:** Interpreting each season through sound and movement.



**Teamwork:** Working together to create a performance about the seasons.

### How to play:

- 1 Discuss the different sounds the children might hear during each season.
- 2 Call out each season and ask the children to make the different sounds associated with that season, using their voices and bodies.
- 3 Let children use simple instruments or classroom objects (eg rustling paper for autumn leaves, tapping sticks for rain) to create a layered soundscape.
- 4 Divide the class into four groups, assign each a season and have them prepare and present their own short performance to represent that season.





# Activity 5:

## Dress for the season

**Aim:** To develop children's language skills and creativity.

**Skills developed:**



**Communication:** Expressing ideas about seasonal clothing through artwork and performance.



**Understanding:** Showing understanding of what to wear in different seasons.



**Movement:** Using fine motor skills to draw outfits and gross motor skills to take part in the fashion show.



**Creativity:** Personalising an outfit that matches the season.



**Teamwork:** Working together to share ideas and perform in the fashion show.

**Materials needed:** Child templates

### How to play:

- 1 Discuss the different clothes that we might wear in each season. Write these words on the board.
- 2 Give everyone a template of a child.
- 3 Encourage the children to give their child a name and choose a season.
- 4 Ask them to draw clothes on their template which would be suitable for that season.
- 5 Invite the children to take part in a 'Seasonal Fashion Show'. Create a small 'runway' area in the classroom. One by one, children walk along the runway holding up their template, while the class claps and the child gives a short description of their outfit (or you read it for them if preferred).



**'This is Jemima.  
She is wearing a sun dress and sandals  
because she's going to the beach.'**

- 6 Display the children's artwork on the classroom walls.



# Activity 6:

## Seasons charade

**Aim:** To encourage imaginative play by exploring the four seasons.

**Skills developed:**



**Communication:** Expressing seasonal ideas through dialogue and role-play.



**Understanding:** Showing understanding of seasonal activities through response to mime.



**Movement:** Using the body to act out seasonal activities.



**Creativity:** Using imagination to mime and personalise seasonal activities.



**Teamwork:** Working together to guess and take turns acting out seasonal scenes.

### How to play:

- 1  Revise the four seasons with the class.
- 2  Ask one child to choose a season and act out an activity associated with the season. The others guess.
- 3  Repeat this as many times as you like.
- 4  Divide the class into four teams and ask them to number each team member.
- 5  Call out number one from each team and ask them to come to the front. Write a season on a piece of paper and show it to them secretly.
- 6  Number ones return to their team and act out an activity we do in that season.
- 7  The rest of the team needs to guess until the correct answer is given.
- 8  This is repeated until all team members have had a go.





# Activity 7: ✨

## The seasons role-play

**Aim:** To encourage imaginative play by exploring the seasons.

**Skills developed:**



**Communication:** Expressing ideas about seasonal changes and events through dialogue and role-play.



**Understanding:** Showing understanding of a seasonal story by responding with movement and speech.



**Movement:** Using body language and space to bring a seasonal narrative to life.



**Creativity:** Enhancing the story through imaginative actions and optional prop-making.



**Teamwork:** Working together to act out the story.

### How to play:

- 1 Narrate a simple story (either a published one or one you have made up) about one or all of the seasons. Add relevant background sounds or music to enhance the experience.
- 2 Act this out together with the children.
- 3 You can offer the children an opportunity to create their own props to enhance their performance.





# Activity 8:

## Our favourite season

**Aim:** To encourage independent dramatic exploration of children's favourite seasons.

**Skills developed:**



**Communication:** Expressing ideas through dialogue and role-play.



**Understanding:** Showing understanding of a seasonal story by responding with movement and speech.



**Movement:** Using body and space to act out the story.



**Creativity:** Personalising responses to the story, including making props.



**Teamwork:** Working together to act out the story.

### How to play:

- 1 Draw four columns on the board. Ask the children to name the four seasons and write these as headings at the top of each column.
- 2 Discuss with the children their favourite season, giving reasons. Write each child's response in the appropriate column, including their name. This will help you to form groups.
- 3 Tell the children that they are going to create their own short play based on their favourite season.
- 4 Allocate small groups by reading names from the board. Ask each group to go to four places within the classroom.
- 5 Ask them to share their ideas and to create a short play together.
- 6 Each group performs their play to the rest of the class.
- 7 You can offer children an opportunity to make their own props to enhance their performance.





## Suggested resources with the theme of the seasons:

### Nursery rhymes



- ★ 'Good Morning Sun' – Traditional
- ★ 'Mr Sun' – Traditional
- ★ 'Big Round Sun' – Traditional
- ★ 'Ten Happy Flowers' – Traditional
- ★ 'Five Little Snowmen' – Traditional
- ★ 'I'm a Little Snowman' – Traditional
- ★ 'The North Wind Doth Blow' – Traditional
- ★ 'Dressing for Winter' – Traditional
- ★ 'Winter's Coming' – Traditional
- ★ 'Autumn Leaves are Floating Down' – Traditional

### Songs



- ★ 'The Seasons Song' – Super Simple Songs
- ★ 'Here We Go Round the Mulberry Bush' – Traditional
- ★ 'Sunny Day (come and play with me)' – Super Simple Songs
- ★ 'I'm a Little Snowman' (sung to the tune of 'I'm a Little Teapot') – Traditional
- ★ 'Sing a Rainbow' – Traditional

### Stories



- ★ *A Walk in the Woods* – Flora Martyn
- ★ *A Story of the Seasons* – James Mayhew
- ★ *The Leaf Thief* – Alice Hemming
- ★ *Pop-Up Seasons* – Anna Milbourne
- ★ *Spring/Summer/Autumn/Winter* – Child's Play
- ★ *Spencer Knows Spring* – Tiffany Obeng
- ★ *Hello Spring/Hello Summer/Hello Autumn/Hello Winter* – Jo Lindley
- ★ *Busy Spring: Nature Wakes Up* – Sean Taylor
- ★ *Tree: Seasons Come, Seasons Go* – Patricia Hegarty
- ★ *Seasons: A fun guide through the four seasons* – Annabel Griffin
- ★ *Winnie Loves Winter* – Tiffany Obeng
- ★ *The Seasons: Magic Story of Summer* – Anna Garnet



## Poems



- ★ 'Fallen Leaves' – David Greygoose
- ★ 'Summer Picture' – Moira Andrew
- ★ 'Hush Now' – Mike Barfield
- ★ 'On a Wild, Wild Walk...' – James Carter
- ★ 'November Poem' – Danielle Sensier
- ★ 'Bed in Summer' – Robert Louis Stevenson
- ★ 'Autumn Woods' – James S Tippet
- ★ 'Summer Song' – John Ciardi
- ★ 'Summer Days' – Anne English
- ★ 'Winter' – Dorothy Aldis
- ★ 'Winter Morning' – Ogden Nash
- ★ 'Goodbye Song' – Enid Blyton
- ★ 'Spring Heralds' – Enid Blyton
- ★ 'An Autumn Greeting' – Enid Blyton
- ★ 'Over the Snow' – Enid Blyton
- ★ 'The Wind' – Enid Blyton
- ★ 'The Weather' – Enid Blyton







