



# SEASONS

## Lessons

### English

- Students to brainstorm a list of words that they associate with each of the seasons and use these to write a poem or song about one of them.
- Students to complete one or more of the **season acrostic poem** activity sheets.
- Students to think about a memory that relates to one of the seasons and create a story about it. They could do this in writing (as a narrative or recount), orally (sharing with a friend or the class) or in a visual format.
- Students to discuss and record what each season ‘looks like’, ‘sounds like’, and ‘feels like’ on the **‘Seasons Y chart’** activity sheet. This can be completed as a class, in small groups or individually.
- Students to complete the **‘Seasons – my favourite things’** activity sheet to share what their favourite activity is for each season (e.g. summer = going to the beach, winter = jumping in puddles etc.).
- Read some relevant picture books about the seasons to students. Some examples may include:
  - *Big Rain Coming* by Katrina Germein
  - *When Winter Comes* by Nancy Van Laan
  - *Walking with the Seasons in Kakadu* by Diane Lucas
  - *We’re going on a leaf hunt* by Steve Metzger
  - *Magic Beach* by Alison Lester
  - *Isabella’s Garden* by Glenda Millard and Rebeca Cool
  - *The Tiny Seed* by Eric Carle
  - *A year with Marmalade* by Alison Reynolds
- Students to add new and interesting words about seasons to a class word wall.

### Mathematics

- Students to investigate the seasons used by Aboriginal people and compare them to those used in Western society. Mark these on a calendar.
- Using a calendar, students count how many days there are in each season.



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- Students to gather temperature and/or rainfall data about their location (from the nightly weather reports, radio, newspapers or websites) and graph the results for a set period. Then they could discuss the average temperature, the highs and lows, the amount of rain etc.
- Students to conduct a survey with their classmates about their favourite season and what they like about it.

### Science

- Students to record what they know about the seasons on the **‘Seasons KWL chart’** activity sheet. This can be completed as a class, in small groups or individually.
- Students to write questions relating to each season on one or more of the following activity sheets:
  - **‘Summer is the answer – what is the question?’**
  - **‘Autumn is the answer – what is the question?’**
  - **‘Winter is the answer – what is the question?’**
  - **‘Spring is the answer – what is the question?’**

Thinking backwards (with the answer first) helps students to build problem solving skills. Students could use their questions to create a ‘Which season am I?’ quiz for their classmates.

- Students to discuss what changes happen in the sky and landscape during the seasons.
- As a class, or in small groups, students to make ‘rain in a jar’. This experiment requires a jar, shaving foam, blue food colouring, water and a dropper/pipette. Watch <https://www.youtube.com/watch?v=x4GePPTUAjl> for instructions.

### Humanities and Social Sciences (History, Geography, Civics and Citizenship, Economics and Business)

- In small groups, students to research the weather patterns of each season including rainfall and temperature.
- Students to use the **‘What time of the year?’** activity sheet to explore when seasons are experienced in other countries. This could be done as a class, or students may require additional support.



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- Students to use the information on the **‘What to wear?’** activity sheet to explore how they should dress in certain seasons or for particular activities.

### The Arts (Dance, Drama, Media Arts, Music, Visual Arts)

- Students to listen to Vivaldi’s Four Seasons and describe how the music for each season makes them feel. They could create some movements to go with each season.
- Provide a box of props for students to use to create a drama piece about the seasons. Small groups could randomly select a number of items from the box and try to identify which season they belong to, or select a season first and then choose props that would match that. Students could create a short role play or a series of tableaux to indicate their season.
- Students to collect different leaves and using autumn paint colours produce some leaf print art.
- Students to create a ‘paper plate sunflower’. You will find instructions here <https://www.youtube.com/watch?v=YuPKZsScuhl>

You will need:

- paper plates
- yellow paint
- glue
- sunflower seeds.

### Technologies (Design and Technologies, Digital Technologies)

- Invite a garden expert to come and speak to the class about how the seasons and climate affect the conditions for food production. Students could explore a ‘what’s in season’ chart and discuss how the weather and climate aligns with this.
- Students to look at various pieces of clothing appropriate to wear in particular seasons and discuss the features of the material used. Clothing could include swimwear, t shirts, rain coats, scarves, jeans, socks, hats (for summer and winter) etc. Students determine why the materials might be appropriate.
- Students to design and create their own rain gauge. What materials would be best suited and why?



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## Health and Physical Education

- Students to discuss and list the safety/health issues that may arise in each season. For example, sun burn in summer, hay fever in spring, colds in winter etc. In small groups students create a 'season action plan' to outline how they will keep themselves safe throughout the year (e.g. wearing sun cream, dressing warmly in winter etc.).
- Students to think about the types of food that we eat in particular seasons and how our cooking methods might change. They could interview the person (or people) in their family who are responsible for cooking to find out more. Students work in small groups to create a 'season restaurant' for one season. They design a menu that reflects what people might like to eat during that season.
- Students to investigate sports that are played in summer and sports that are played in winter. Why is this so?

## Languages

- Students to learn how to say summer, autumn, winter and spring in another language.
- Students to investigate the weather in seasons in other countries. How does it differ from their location?