



# SEASONS

## Unit of work

### Introduction

This unit of work explores the seasons through the learning areas of Mathematics, Science, English and the Arts. Students will participate in various activities to explore when the seasons occur, the weather conditions in each season and how seasons are depicted in literature and the arts.

**Please note:** these lessons have been written to cater for students in Foundation to Year 2. Some of the activities will not be suitable for all year levels. Teachers should select, omit or adjust activities as required.

### Learning outcomes

By participating in these lessons, students will be able to:

- name the four seasons
- match the seasons with the months in which they occur
- list the types of clouds they may see in the sky and relate these to seasons/weather
- discuss how different authors portray the seasons in picture books
- create a colour palette relating to each season.



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## Lesson 1: What are the seasons?

### Introduction

In this lesson students will be introduced to the four seasons, or activate their prior knowledge about the seasons. They will consider the characteristics of each season, including the weather, activities and appropriate clothing. They will also practise writing the names of the seasons.

### Resources

- **'Season labels'** sheet (cut out labels)
- Computer with internet access
- 'Time: Four Seasons' song (<https://www.youtube.com/watch?v=NavWWM2iTEw>)
- **'Seasons mind maps'** activity sheets
- **'When do we do it?'** activity sheet
- **'Handwriting'** activity sheet
- Box of props and clothing items that relate to seasons (e.g. swimwear, gumboots, umbrella, autumn leaves, beach towel, scarf etc.)
- Four tables (one for each season)



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## Lesson steps

Prior to your lesson, have four tables ready, each labelled with a **'Season label'**. Ask students if they can name the four seasons that we experience in most parts of Australia (the northern regions do not experience four distinct seasons).

Show the suggested season song (in the resource list). You should review this before the lesson as it does mention 'fall' as well as 'autumn'. Play the song a few times and encourage students to join in.

Ask students what they know about each season. You could do this in small groups or pairs and have them share with the class. Using the props in the box, ask students to select an item and think about which season it may match. Students place the prop on the applicable season table. Encourage discussion here as some students may disagree and props may be appropriate for more than one season. Throughout this activity, you could start a word wall of 'season' words. Encourage students to bring extra items from home (clearly labelled with name) to add to the season tables.

Students then complete one or more pages of the **'Seasons mind maps'** activity sheet. Students could include ideas about the weather, food and activities they do. As an alternative or extra option, students can match the activity with the season on the **'When do we do it?'** activity sheet.

## Extension options

- Allow students to create season role plays, tableaux or dioramas using the props and items from the season tables.
- Students can practice writing the names of the seasons on the **'Handwriting'** activity sheet.

## Assessment options

- Contributions to class discussions
- Completed activity sheets



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## Lesson 2: When are the seasons?

### Introduction

In this lesson, students will identify which months align with each season. They will use this information to create a season-based calendar.

### Resources

- The following videos:
  - ‘Time: Four Seasons’ (<https://www.youtube.com/watch?v=NavWWM2iTEw>)
  - ‘Months of the year song’ (<https://www.youtube.com/watch?v=5enDRrWyXaw>)
  - ‘12 Months!’ (<https://www.youtube.com/watch?v=RBD5s-wuXyl>)
  - ‘12 Months of the year: Exercise song for kids’ (<https://www.youtube.com/watch?v=omkuE6Wa5kQ>)
  - ‘12 months of the year song for kids’ (<https://www.youtube.com/watch?v=MZcAuzEs1bQ>)
  - ‘The seasons song’ (<https://www.youtube.com/watch?v=H32W-6CKdfk&t=108s>)
  - ‘Skwirk Stage 1: Months and Seasons’ ([https://www.youtube.com/watch?v=dqdoad\\_\\_D-4](https://www.youtube.com/watch?v=dqdoad__D-4))
- Calendars – one for the current year and several old ones that can be taken apart.
- ‘**Seasons wheel**’ template (these will be sturdier if printed onto thin card)
- ‘**Seasons wheel – blank**’ template
- ‘**Calendar template**’ sheet
- Scissors
- Split pins
- Coloured pencils or textas



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### Lesson steps

Ask students to recall as many months of the year as they can.

Show them a calendar and go through each month. Ask students to point out any special celebrations that happen during the year (e.g. Easter, Christmas or their birthday).

Show students one (or more) of the 12 months of the year songs. Please note that these should be reviewed as some have aspects that are not applicable in Australia and may need to be discussed.

Place students in small groups and provide each group with an old calendar with the pages separated (i.e. the months are not in the correct order). Each group must work together to reconstruct the calendars. This could become a competitive game with each group trying to finish first.

Explain to students that each season aligns (approximately) with three months of the year. Show the 'Skwirk Stage 1: Months and Seasons' video. You may wish to stop the video before each season is discussed and ask students to share something about that season.

Show students 'The Seasons Song' video which reinforces the idea that the seasons last for three months and then change. Please note that this song is quite catchy and will reinforce the idea that seasons align with months, but it relates to the northern hemisphere. Ask students to disregard the calendars that appear on the left side of the screen. This could be discussed if you wish to explore the difference between the northern and southern hemisphere.

Provide each student with a copy of the '**Seasons wheel**' template. The seasons wheel will support students to make their calendar later in the lesson. There are labelled and blank templates for this activity. On the blank template, the students will need to write the months, the name of the season and draw a picture. Choose the one that is appropriate for your students.

In pairs or small groups (depending on the number of students in your class), ask students to create one page to contribute to a class calendar. The months can be allocated by the teacher or a 'lucky dip' system. All months must be covered.

When making their page students should think about which season is occurring and decorate the top part of the calendar with images that relate to that season. You can use the '**Calendar template**' for this activity. Students will need to label the week days and fill in the dates or you can do this for them (depending on their knowledge).

Collate the finished templates into a class calendar.



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## Extension options

- Students could individually make a whole calendar.
- Students could work in small groups to make their own video about the seasons and months of the year.
- Consider the Indigenous seasons and how these might be different to the European calendar. There are some great resources in the 'Indigenous weather knowledge' section of the Bureau of Meteorology website ([www.bom.gov.au](http://www.bom.gov.au)).
- Students investigate the seasons in the northern hemisphere.

## Assessment options

- Contributions to class discussions
- Page for class calendar
- Seasons wheel



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### Lesson 3: It's all in the clouds

#### Introduction

In this lesson, students will explore three basic types of cloud: cirrus, cumulus and stratus. They will discover the characteristics of each and make a facts poster to display in the classroom.

#### Resources

- 'Science video for kids: How are clouds formed?' (<https://www.youtube.com/watch?v=eCumUup9vWQ>)
- Cloud pictures – examples of cumulus, cirrus and stratus clouds
- '**Common clouds**' information sheet
- '**What cloud am I?**' activity sheet
- Cotton wool or balls
- Blue paper
- Grey paint
- Glue

#### Lesson steps

Ask students to share what they know about clouds with a partner. Record some ideas in a cloud shape on the board.

Show students 'Science video for kids: How are clouds formed?'. After watching, ask students if they can remember any of the names of the clouds from the video or how clouds are formed.

Show students some pictures of clouds (these can be easily found online). As they look at each one, ask them to share what they think the weather was like in the picture. What season do they think it might have been and why? Can students share their personal experiences or memories of seeing the types of clouds?

Read through the '**Common clouds**' information sheet. Ask students to try and match the pictures they were looking at to each type of cloud. If possible, take students outside to look at the clouds and see if they can identify what type they are.



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Provide students with a copy of the **'What cloud am I?'** activity sheet and ask them to fill in the blank spaces and draw a picture of each cloud. This relates directly to the information on the **'Common clouds'** information sheet.

To finish the lesson, students will use blue paper, glue, cotton wool and grey paint to make a cloud poster that shows all three types of clouds. On the paper, students will use the cotton wool to make each type of cloud:

- **Cirrus** – students take a piece of cotton wool and stretch it out so it becomes 'wispy'. This is glued to the paper.
- **Cumulus** – students place glue on cotton wool or balls and stick them on to the page to make a big, fluffy cloud.
- **Stratus** – students paint cotton wool grey, wait for it to dry and then glue it on to the page.

Students should label each cloud and record one fact about it.

Display the finished posters.

### Extension options

- Explore the full water cycle and how clouds are formed.
- Students could complete a 'cloud in a bottle' experiment. You can find multiple examples of these online.

### Assessment options

- What cloud am I? activity sheets
- Cloud posters
- Contributions to class discussions





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## Lesson 4: Seasons in literature

### Introduction

In this lesson, students will consider how seasons are represented or presented in literature. They will compile a range of words and images that they can use in their own writing and discuss how the literary technique of 'show, not tell' is used to add interest to stories. Two picture books have been suggested in the resources list, but this activity can be undertaken with any relevant children's literature.

### Resources

- *All through the year* by Jane Godwin (there are read aloud versions of this available on YouTube, but the lesson requires photocopies of the pages)
- *A year with Marmalade* by Alison Reynolds
- Sticky notes
- Large paper (at least A3 size)
- Textas/pencils
- Old magazines
- Computers with internet access

### Lesson steps

Read *All through the year* to students. After reading once for enjoyment, ask students to listen or look for references to the seasons. Each time they hear or see one, ask them to raise their hand. Ask the students which season it is, write their answer on a sticky note and place it in the book. You could use different coloured notes for each season. Ask students to explain how they know it is that season. Record words that students mention. These can go on the season word wall (if one was created in lesson 1). You should also draw students' attention to the illustrations and how these can give us more information. This book allows links to be made between the months and the seasons, drawing on students' knowledge from lesson 2. Use this activity to draw students' attention to the idea of 'show, not tell', a common literary technique used by authors.

Once you have done this as a class, provide students with copies of the book, or photocopied pages and ask them to work with a partner to identify the season on each page and mark, or make note of the clues in the text and illustrations.



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To challenge students, you could have them do this with an unfamiliar text, such as *A year with Marmalade* by Alison Reynolds.

After completing the annotation activity, students contribute words and images to a seasons wall then use these as inspiration to draw a picture or write a poem/paragraph about one of the seasons without mentioning the season name. Display these and see if other students can identify the season.

### Extension options

- Students visit the library and look for books that show the seasons. Collect these for the class library.
- Students create dioramas with settings for each season.

### Assessment options

- Annotated book pages
- Season poem or paragraph



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## Lesson 5: Exploring seasons through the arts

### Introduction

In this lesson students will view pictures relating to the different seasons and identify the colours they see, then they will create a colour palette for one or more seasons. They will also listen to Vivaldi's *Four Seasons* and make connections to their artwork.

### Resources

- Pictures relating to the various seasons (you can make a folder of these on the students' computers or print and laminate copies for students to view)
- Vivaldi's *Four Seasons* ([www.youtube.com/watch?v=GRxofEmo3HA](http://www.youtube.com/watch?v=GRxofEmo3HA))
- Paints
- Paint brushes
- Art smocks
- Newspaper or plastic sheets to cover tables
- Water pots
- Paint palettes
- **'Colours of the seasons'** palette template (these are sturdier if printed on thin card)

### Lesson steps

Show students the *Four Seasons* video and ask them to note the colours they see in the images for each season. Start a list for each season. Ask students to think about shades of colours (e.g. light green, bright green, grass green etc. rather than just green). This video is long, so you may wish to show a few minutes from each season only (the timing is shown below). Students should also think about how the music makes them feel.

- Spring – 0:00 to approx. 10:30
- Summer – 10:30 to approx. 21:00
- Autumn – 21:00 to approx. 33:00
- Winter – 33:00 to end



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Show students several pictures relating to each season and ask them to identify any more colours they see. Add these to the list. You could also take students outside to notice the natural colours of the season you are currently in, or ask them to use their own knowledge of the seasons to think about colours they have seen.

Provide students with access to various colours of paint and copies of the '**Colours of the seasons**' palette templates. Students will be mixing colours for each season and applying them to the palette template. They can experiment with creating lighter or darker shades of the colours. They can make palettes for one or more of the seasons and these can be displayed around the room. You may wish to punch a hole in the palettes and present them as mobiles.

Printing the palette templates onto thin card will make them sturdier.

### Extension options

- Students use the colours from their palettes to make a season-inspired artwork.
- Collect natural materials relating to the current season and make a collage.

### Assessment options

- 'Colours of the seasons' activity sheet