

## Signs of Spring

Suitable for Years 1 and 2, March - May.

Children explore the arboretum using their senses to detect signs of seasonal change. They then relate these signs of change to plant parts and the lifecycle of plants and animals. They go on a minibeast hunt to find what animals are around in Spring and they look at the lifecycle of birds and build a nest.

### Key Concepts

Seasons, habitats, parts of a plant, what plants need to grow, lifecycles, minibeasts.

### Learning Outcomes

By the end of the programme, students should be able to:

- Use their senses to explore a habitat and recognise signs of seasonal change.
- Identify the parts of a plant and their functions.
- Can describe the lifecycle of a plant.
- Know what plants need to grow and survive.
- Know what minibeasts are around in Spring.

### Before you come

Q What signs of Spring do they predict they may see?

### Programme Outline

Learning Objectives	Activity
<ul style="list-style-type: none"> <li>• Children use their senses to explore the woodland habitat.</li> </ul>	<p><b>Nature Walk</b> Children look for signs of spring on a walk in the arboretum.</p>
<ul style="list-style-type: none"> <li>• Learn/reinforce the lifecycle of plants.</li> <li>• Learn how plant parts are specialised for certain stages in their lifecycle.</li> </ul>	<p><b>Lifecycle of a plant</b> Relate season and objects collected to stages in a plants lifecycle. Children act out the lifecycle of a plant.</p>
<ul style="list-style-type: none"> <li>• Looking at plant structure and function.</li> </ul>	<p><b>Build a Tree</b> The children use their bodies to create the different parts of a tree and look at the job of each part.</p>
<ul style="list-style-type: none"> <li>• To find out which minibeasts are around in Spring and relate to their lifecycle.</li> </ul>	<p><b>Minibeast hunting</b> Children look for minibeasts and identify them. Relate minibeasts found to their lifecycles and habitats.</p>

<ul style="list-style-type: none"> <li>Children learn how plants and animals in a habitat are interdependent.</li> </ul>	<p><b>Food Chain game</b></p>
<ul style="list-style-type: none"> <li>To use spring flowers as a craft material.</li> </ul>	<p><b>Natural craft/art activity</b> Children make colourful crowns using spring blossoms (weather dependent).</p>

### Complementary Programmes

Why not have a led day by adding a second, shorter programme to complement Signs of Spring. E.g. Woodland Art, Marvellous Minibeasts.

### Self-guided trails

To complement this half-day programme, we recommend the Forestry Commission's [Seasonal Play Booklet - Spring](#) and the [Seasonal Explorers backpack](#).

### National Curriculum links

#### Plants

- Year 1 – identify and name a variety of common wild plants, including deciduous and evergreen trees
- Year 1 – identify and describe the basic structure of common flowering plants, including trees.
- Year 2 – describe how seeds grow into mature plants.
- Year 2 – describe how plants need water, light, soil and air to grow and stay healthy.

#### Animals

- Year 1 – identify and name a variety of common animals.
- Year 1 – describe and compare the structure of a variety of common animals.
- Year 2 – notice that animals have offspring which grow into adults.
- Year 2 – find out about and describe the basic needs of animals for survival.

#### Seasonal changes

- Year 1 – observe changes across the four seasons
- Year 1 – observe and describe weather associated with the seasons and how day length varies.



***Living things and their habitats (Year 2)***

- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants.
- Identify and name a variety of plants and animals in their habitat.
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.