

FOCUS ACTIVITY - SPRING NATURE WALK

During this term we have been encouraging the children to use their appropriate senses to notice the change of Season into Spring:

Looking at books about Seasons and particularly Spring, and reading stories about Spring.

Listening to Spring Music and recordings of some sounds of animals and birds during Spring-time.

Smelling, touching and looking closely with magnifying glasses at flowers, bulbs and Spring catkins, both Hazel and Willow ('Lamb's tails' and 'Pussy Willows'), and seeing tree branches coming into leaf.

Tasting and making boiled egg and fresh cress sandwiches, having grown the cress from seed.

On Wednesday 24th March at 12.30 p.m. we will be going on our Nature Spring Walk to the Park. We are encouraging the children to use as many of their senses as possible to notice the change in season and signs of spring. The children have made some '**Barna Bunny Ears**' to wear on the walk to help them remember to use their 'Listening skills' as well as their sense of sight and smell !

SUGGESTED ACTIVITY (Not Compulsory !)

We will have a strip of card available for each child, some crayons and sticky tape. It would be lovely if, with adult support, each child could maybe find up to a *maximum* of **5** signs of Spring that they could either draw, write or stick onto the card to bring back to Barna Bus to talk about. (Please do NOT pick *lots* of flowers - maybe a leaf, catkin, grass or flower, picture of a bird, or description of a smell etc.)

THINGS YOU CAN DO AT HOME TO EXTEND THIS LEARNING AND FUN ACTIVITY:

Don't worry if you are unable to come with us on the 24th March. Any time you get, weekends, holidays or early evenings (now the nights are getting longer !) to go for a walk with your children is of great benefit, both physically for health and to notice changes in the environment and continue this fun learning activity !

We have a small branch of Pussy Willow catkins to give to each child to take home for the holidays. Please put this in a vase / cup of water near to a window for some natural light and you and your child can observe the changes in the catkins over the next few weeks.

Maybe the children would like to draw a picture of the catkins or you could help them by writing down what they say about what it looks, feels or smells like as it changes, perhaps make a little diary or book with photos / drawings about how long it took to change ?

WE'D LOVE TO KNOW HOW YOU GET ON. HAVE FUN TOGETHER !

HERE ARE SOME OF THE WAYS THIS ACTIVITY LINKS TO THE
EYFS - (EARLY YEARS FOUNDATION STAGE) CURRICULUM :

- **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT** *Dispositions and Attitudes* - Seek and delight in new experiences. Have a positive approach to this activity. *Behaviour and Self-control* - Show care and concern for others, for living things and the environment *Sense of Community*. Showing affection for special people in their lives, by being accompanied on the walk by Mummy, Daddy, Grandparent or familiar adult.
- **COMMUNICATION, LANGUAGE AND LITERACY.** *Language for Communication*. Learning new words about signs of spring, plants and animals, and being able to use them to communicate about things that interest them. *Linking Sounds and Letters* - Distinguish one sound from another - birds, animals and other environmental sounds on the walk.
- **PROBLEM SOLVING, REASONING AND NUMERACY.** *Numbers as Labels and for Counting*. Count up to three or four objects by saying one number name for each item - spring flowers or leaves they have collected. *Calculating* - Begin to make comparisons between quantities. *Shape, Space and Measure*. Are beginning to understand variations in size. Show awareness of similarities in shapes in the environment - noticing shapes during walk to the park.
- **KNOWLEDGE & UNDERSTANDING OF THE WORLD - Exploration and Investigation**. Explore, play and seek meaning in their experiences. Use others as sources of information and learning. Show an interest in why things happen. Show curiosity and interest in the features of objects and living things. Describe and talk about what they see. Show an awareness of change. Explain own knowledge and understanding, and ask appropriate questions of others. Investigate objects and materials by using all of their senses, as appropriate. Find out about, and identify, some features of living things, objects and events they observe. Look closely at similarities, differences, patterns and change. *Time*. Develop an understanding of growth, decay and changes over time - seasons. *Place*. Show an interest in the world in which they live. Comment and ask questions about where they live and the natural world. Notice differences between features of the local environment.
Observe, find out about and identify features in the place they live and the natural world. Find out about their environment, and talk about those features they like and dislike.
- **PHYSICAL DEVELOPMENT -Movement and Space**. Are excited by their own increasing mobility and often set their own challenges - walking around park as much as possible..
- **CREATIVE DEVELOPMENT - Being Creative**. Explore and experience using a range of senses and movement.
- *Exploring Media and Materials*. Begin to be interested in and describe the texture of things. Explore colour and begin to differentiate between colours.