

# Seasons - Lesson Plan

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## Learning Objectives:

1. To observe and describe changes in the natural environment across different seasons (e.g., weather, plants, clothing).
2. To express personal experiences and preferences related to seasonal activities through simple language and creative expression.
3. To collaborate with peers in a hands-on, play-based task that reinforces awareness of seasonal characteristics.

*(Derived from: "Children's natural curiosity about the world...should be nurtured" and "learning through first-hand experiences" in the Nature and Living key area; "use simple language to describe" and "share experiences" in communication development.)*

## Key Vocabulary:

- Seasons: summer, winter, spring, autumn
- Weather: hot, cold, sunny, rainy
- Clothing: hat, scarf, umbrella, T-shirt
- Nature: leaves, flowers, snow, sun

## Activity Description:

*Activity Title: "Seasonal Dress-Up and Nature Collage"*

### 1. Introduction (10 mins):

- Gather children in a circle. Show real/photographic images of the four seasons (e.g., snowy scene for winter, blooming flowers for spring).
- Use guided questions: *"What do you wear in summer? What sounds do you hear in autumn?"* Encourage sharing personal experiences.

### 2. Hands-On Play (25 mins):

- Set up four stations (one per season) with:
  - *Resources:* Seasonal clothing items (e.g., sun hats, scarves, raincoats), natural materials (fake leaves, cotton for snow, paper flowers), glue, large poster paper.
- Let children rotate in small groups. At each station, they:
  - Dress up in season-appropriate clothing.
  - Create a collaborative collage by sticking natural materials onto the poster labeled

with the season's name.

- Teacher prompts: *"Why do we wear a scarf in winter? What colors do you see in autumn?"*

### **3. Wrap-Up (10 mins):**

- Children present their collages briefly ("Our winter has snow because...").

- Sing a simple song about seasons (e.g., to the tune of "Frère Jacques": *"Leaves are falling, leaves are falling, red and gold, red and gold"*).

### **Assessment for Learning:**

1. **Observation:** Note if children use vocabulary (e.g., "cold," "flower") appropriately while dressing up or creating collages.

2. **Questioning:** Ask individuals, *"Tell me about your favorite season"* to assess ability to connect experiences to the theme.

*(Aligned with principles: Child-centredness (choices in materials), Learning through Play (dress-up/collage), Real-life themes (seasonal changes), Balanced Development (language, creativity, social collaboration)).*