

## Trinity Stars Stage 3 – Activity plan – The Seasons

Stage: 3

Language aims:

- ▶ Seasons
- ▶ Simple present

Performance aims:

- ▶ Improvisation
- ▶ Mime
- ▶ Individual contributions
- ▶ Choral and group dialogue

A note about timing:

With any improvisation activities, it is hard to be exact about timing as the children may get very involved and want to continue for longer, or may not respond as you expected. However as a rough guideline, you could spend approximately 15 minutes on each activity. With very young learners it is better to do a little and often.

When rehearsing for a performance, spend at least one lesson making sure everyone knows where to move and when.

For Trinity Stars Stage 3, performances should last from 15-30 minutes.

### Activity

#### Months and seasons

1. If you have a birthday chart in the classroom, see if the children can remember in which month their birthdays fall.
2. It's hard to remember the order of the months but you can play these games to help them.

#### Game - birthday train

1. To begin: Ask the children who have their birthdays in January to stand at the front of the class. Then get the February birthday children to stand behind them. Continue until you have all the months in order in one long train. Ask them to remember who was behind and who was in front of them. Get them to disperse and then regroup.
2. Now get them to stand in separate groups, according to the months as if they are waiting for the birthday train on platforms. You can set off the train and call out January (etc) as you chuff through the classroom and stop at their platform. If you play this game several times, gradually the order of the months will sink in.

#### Practical activity

1. When the children are familiar with the names of the months, tell them that the year is divided into four seasons.
2. Depending on where you live, help them to think what the weather is like in each season.
3. Is it usually cold in winter and hot in summer? Do flowers bloom in the spring and do leaves fall from the trees in autumn?

#### Mime

1. With the children, think of some activities they do in each season. For example, maybe they swim in the sea in summer, kick leaves in autumn, make snowmen in winter and fly kites in spring.
2. In groups, ask them to secretly decide on one season and one activity and mime it to the rest of the class. Can they guess the season?

#### Tableau

1. When the children have had fun miming lots of different activities play Freeze Frame.

2. They mime an activity and you call out Freeze! They stop mid activity.
3. You could pretend to take a snapshot of them with a pretend camera or you could use a real camera to capture their tableau. If you take a real photo, you could use this as part of a Seasons project.
4. Help the children to label their group photo, eg – 'It's summer. We're playing on the beach.'

**Online resources:**

[Seasons flashcards](#)

[Weather flashcards](#)

**Performance**

1. Use this script as it is or as a basis for your own ideas.
2. Incorporate musical interludes if you would like to use music in your performance.
3. The script and directions can be found on the next page.

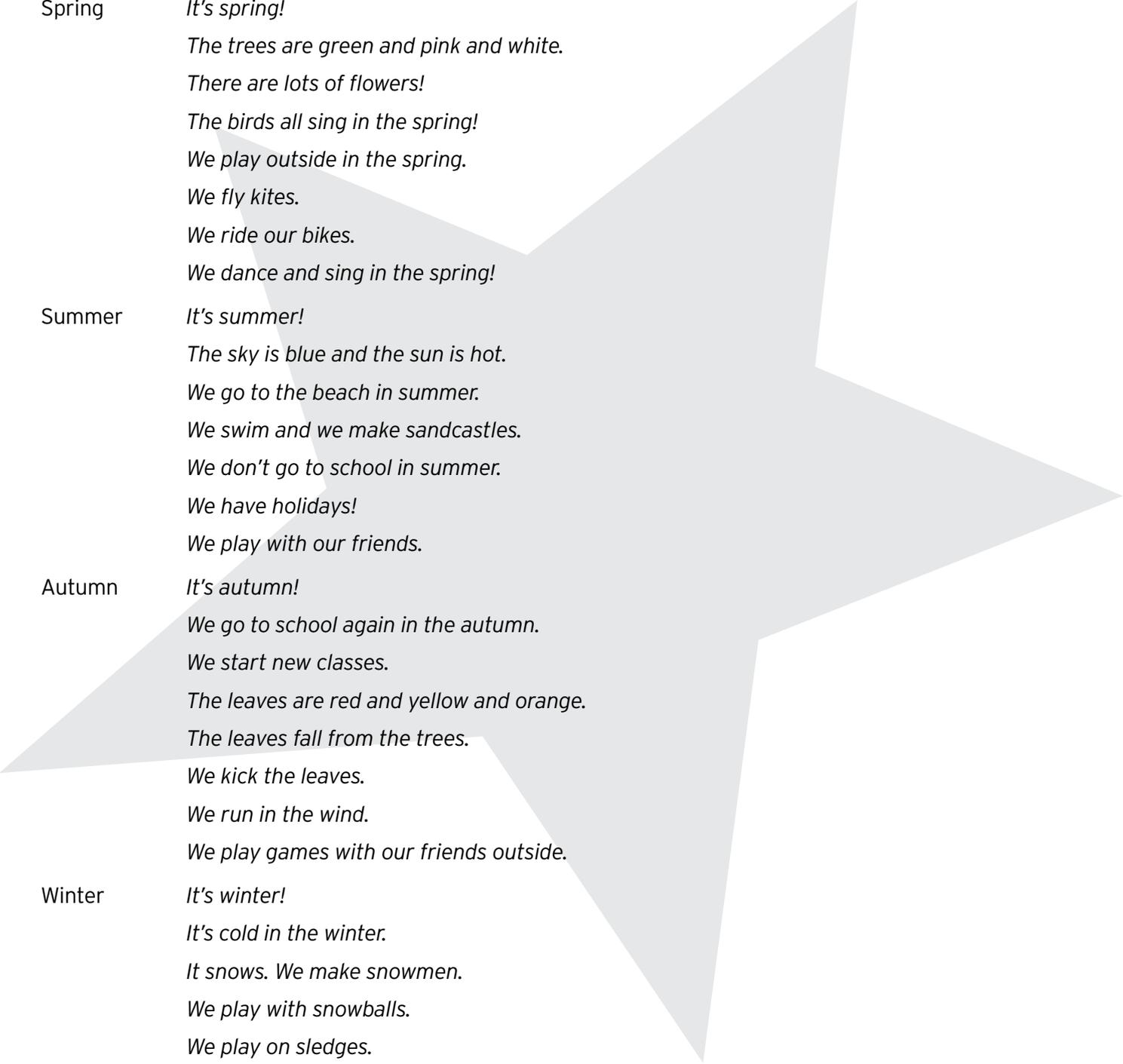
**Project ideas**

Below are some ideas for projects that could be used with this activity plan:

- ▶ Four trees: give the children brown card and a template of a tree with branches to draw around and cut out. Now supply different coloured cut-outs of leaves and blossom – some green, some red and yellow, some small, some large. Help them to decide how they should decorate the trees for each season. Then help them to label their trees with the names of the seasons.
- ▶ Seasonal garlands: give the children card rings to serve as the base of garlands. Supply different coloured paper in the shapes of leaves and flowers. Let them choose their favourite season and decorate their garland appropriately. They could write short sentences on the backs; 'In autumn the leaves are red and yellow' for example.

## The Seasons performance

This script is based on typical seasons in Europe. Change according to your own country. Divide up the speech according to how many students you have. Children could speak in groups or individually. As the children speak about the different seasons, use mime or tableaux to depict the scenes and actions they are describing

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- Spring      *It's spring!*  
*The trees are green and pink and white.*  
*There are lots of flowers!*  
*The birds all sing in the spring!*  
*We play outside in the spring.*  
*We fly kites.*  
*We ride our bikes.*  
*We dance and sing in the spring!*
- Summer      *It's summer!*  
*The sky is blue and the sun is hot.*  
*We go to the beach in summer.*  
*We swim and we make sandcastles.*  
*We don't go to school in summer.*  
*We have holidays!*  
*We play with our friends.*
- Autumn      *It's autumn!*  
*We go to school again in the autumn.*  
*We start new classes.*  
*The leaves are red and yellow and orange.*  
*The leaves fall from the trees.*  
*We kick the leaves.*  
*We run in the wind.*  
*We play games with our friends outside.*
- Winter      *It's winter!*  
*It's cold in the winter.*  
*It snows. We make snowmen.*  
*We play with snowballs.*  
*We play on sledges.*  
*There are no leaves on the trees.*  
*We play in our homes in winter.*  
*We wear warm clothes and hats and gloves.*

Song            *In the spring, in the spring*  
*The birds all sing in the spring*  
*Tweet tweet, tweet, tweet,*  
*The birds all sing in the spring!*  
*In the summer, in the summer*  
*We splash in the sea in the summer.*  
*Splash, splash, splash, splash.*  
*We splash in the sea in the summer.*  
*In the autumn, in the autumn*  
*We kick the leaves in the autumn.*  
*Crunch crunch, crunch, crunch,*  
*We kick the leaves in the autumn.*  
*Crunch crunch, crunch, crunch,*  
*We kick the leaves in the autumn.*  
*In the winter, in the winter*  
*We throw snowballs in the winter.*  
*Splat splat, splat splat!*  
*We throw snowballs in the winter.*

The children join hands and take a bow.