
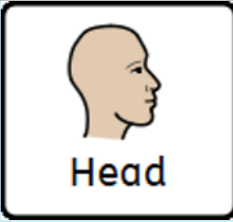

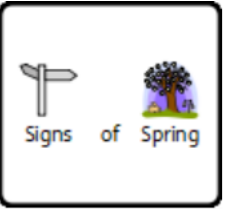
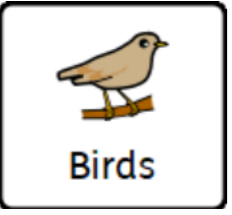
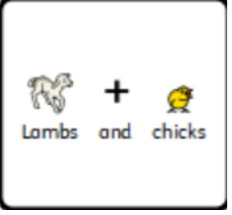


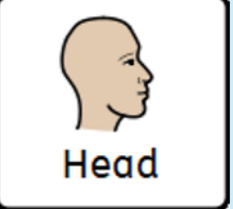






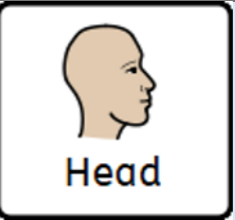


 <p>Hands - informal</p>	 <p>Heart – semi formal</p>	 <p>Head - Formal</p>
 <p>Snow</p>	<p>Create a winter tuff tray Use a winter story or resources that are linked to winter. For example, Snow by Sam Usher Pupils can role play putting on hats and scarf to keep warm and spend some time outside.</p>	<p>Exploring Snow Watch the Snowy Day film https://youtu.be/FmZCQfeWjeQ Discuss the film and what the pupils enjoyed. If cold, try and freeze bubbles. Making fake snow https://www.makelifelovely.com/diy-snow-tutorial/</p>	<p>What is snow? When does it snow? Pupils look at close-up photos of snowflakes and discuss their shapes & symmetry. Create snowflakes from paper & cutting shapes into it. Brainstorm words for snow and use to create some snow poetry. <i>NC: science patterns in natural world & maths: symmetry.</i></p>
 <p>Signs of Spring</p>	<p>What signs of Spring can we see? Walk around the school grounds. What can you see?</p> <ul style="list-style-type: none"> • Daffodils • Snowdrops • Blossom • Bird nests • Buds on the trees. <p>Pupils given photos of the signs of spring so they know what to look out for.</p>	<p>Looking closely at the signs of Spring Identify the different signs of Spring using this Spring id sheet from the Woodland Trust. https://treetoolsforschools.org.uk/activitymenu/?cat=spring Explore your grounds to identify the different signs of Spring. https://treetoolsforschools.org.uk/activities/pdfs/pdf_first_signs_of_spring.pdf Plant some spring bulbs.</p>	<p>Spring Plants Scavenger Hunt Pupils spot early signs of spring—buds, blossoms, plant shoots and photograph the evidence to explore further. Observational drawing of the different plants and their names. <i>NC: science – identify plants, seasonal changes: observe and describe how plants grow; art: observational drawing.</i></p>
 <p>Birds</p>	<p>Bird watching Take part in RSPB Schools' bird watch https://www.rspb.org.uk/whats-happening/get-ready-for-big-schools-birdwatch Create a range of bird feeders https://www.bbc.co.uk/cbeebies/makes/bird-feeder Sensory play with the bird feed ingredients</p>	<p>Bird watching Take part in RSPB Schools' bird watch https://www.rspb.org.uk/whats-happening/get-ready-for-big-schools-birdwatch Create a range of bird feeders https://www.bbc.co.uk/cbeebies/makes/bird-feeder Sensory play with the bird feed ingredients</p>	<p>Bird Watching RSPB Big Schools' Bird Watch Identification card with 5 common garden birds to ID. https://www.rspb.org.uk/whats-happening/get-ready-for-big-schools-birdwatch/resources Include bird call IDs and then see if pupils can identify the birds from their call. Use of Merlin ID app on iPads to help. Create a range of bird feeders https://www.bbc.co.uk/cbeebies/makes/bird-feeder <i>NC: science: identify common animals.</i></p>
 <p>Lambs and chicks</p>	<p>Farm visit Maybe include lamb feeding, chick holding or find a farm visit that will come to school. https://www.southlakesfarmexperiences.co.uk/mobile-farms-for-schools-in-lancashire Go for a local walk near fields where lambs are present. Create a Tuff tray with wool and feathers. Play with farm animal soft toys – lambs and chicks.</p>	<p>Farm visit Identify new life around your school site, e.g. birds, plants, rabbits. Offsite visit to a local farm. Identify new life around site e.g. lambs, calves, chicks. Create an information poster about animals and their young. https://motherspet.com/blogs/animals-and-their-babies.html</p>	<p>Visit from local farmer with lambs and/or chicks. E.g. 2-week host of chicks in school for observation study. What do they need to survive? Pupils play a game to match eggs to their mothers. Give pupils a prompt: "A little lamb wandered away from the flock and met a little chick..." and then they can brainstorm and roleplay possible endings. <i>NC: science: basic needs for survival; literacy: sequencing, oracy.</i></p>

	 Hands - informal	 Heart – semi-formal	 Head - formal
 Daffodils	<p>Create a Tuff tray Collect yellow materials; tissue paper, crepe paper, cellophane, felt. Green lollipop sticks and pipe cleaners. Photos of daffodils</p> <p>Pupils to look for daffodils around the school ground. Bulbs would need to be planted in Autumn.</p>	<p>Daffodil Diaries RHS Daffodil Diaries / RHS https://www.rhs.org.uk/science/daffodil-diaries</p> <p>Explore you ground and local area and go on a daffodil hunt. Classify what type of daffodil there are, link to daffodils mapped around the UK Could link to Wordsworth poetry.</p>	<p>Daffodil Diaries Go on a walk and search a local area for daffodils – take photos of any different types found. Transfer the photos to a format (digital or paper) where they can be drawn and named. Challenge: label different parts.</p> <p><i>NC: science: observe and describe how plants grow; art: observational drawing.</i></p>
 Micro-herbs	<p>Grow Micro-greens Pupils to harvest micro greens. Good examples are basil, pea shoots, coriander, broccoli, kale and spinach. Use a shallow tray with a wet base (felt, cotton wool), sprinkle the seeds and keep moist with water spray mist. Snip when the leaves are 2-5cm tall.</p>	<p>Sensory herbs Create a mini-herb garden planting different types of herbs. Use pre-bought herbs to create some sensory playdough and explore senses</p> <p>Create a meal using basic herbs pasta pesto or something similar.</p>	<p>Plant growth Grow plants from seed and measure growth over time (cress, beans, sunflowers). Record growth in simple bar charts.</p> <p>At the end, harvest and taste them.</p> <p><i>NC: science: observe and describe how plants grow, healthy eating; maths: statistics.</i></p>
 Local Wildlife	<p>Local Wildlife What wildlife is local to your area in the Morecambe Bay? What can you see in your school grounds?</p> <p>Write a simple story including the wildlife you might see in your area. Use soft toys or laminated pictures as visuals for the story.</p>	<p>Local habitat Explore different habitats around school Identify the different place and complete task to improve the habitat https://www.rspb.org.uk/helping-nature/what-you-can-do/activities/habitat-explorers</p> <p>Explore the different insects and wildlife in the area.</p>	<p>Spring Minibeasts Scavenger Hunt Spot early signs of spring: insects and photograph the evidence to explore further. Observational drawing of the different insects and their names. Choose one insect and create factsheet.</p> <p>Create a bug hotel and observe over time.</p> <p><i>NC: science: identify common animals; art: observational drawing.</i></p>
 River	<p>Create a Water tray Green leaves created from cellophane and laminated card to represent river plants. Blue food colouring added to the water. Optional mud could be added for the riverbed. Plastic fish/toy fish.</p>	<p>Explore a river Discover your local river or blue space. Use resources from The Rivers Trust https://theriverstrust.org/our-work/schools-and-youth-groups Depending on access, complete a riverside walk and look at the different habitats around the river. Map the river source to sea or look at the basic features of a river.</p>	<p>Where is our nearest river? Visit the nearest river and investigate what lives here. Take photos of any living thing. Write up a record of what was found (or a description of the inhabitants told by the river.</p>

	 Hands Hands - informal	 Heart Heart – semi formal	 Head Head - formal
 Beach	<p>Create a Sand tray Set up with buckets, spaces, moulds. Pupils can scoop and form shapes with the sand. Try wet and dry sand options. Place shells in the sand.</p> <p>Is it possible to go to the local beach?</p>	<p>Research our local beach This may link with the river activity being were the river reaches the coast. Depending on access / risk assessment make a visit to the local beach Seashore Education pack https://cardiganbaysac.org.uk/wp-content/uploads/2021/06/School-education-pack-English1.pdf</p> <p>Safe byThe SeaFactsheet.pdf https://www.lancaster.ac.uk/media/lancaster-university/content-assets/images/morecambe-bay-curriculum/SafebyTheSeaFactsheet.pdf</p> <p>MBC A Day at the Beach activity https://www.lancaster.ac.uk/media/lancaster-university/content-assets/documents/morecambe-bay-curriculum/SGBGPrimaryGeog.pdf</p>	<p>Where is our nearest beach? Write a list of any beaches the children have visited and discuss what they were like (stone/sand). Ask pupils to predict where the nearest beach is and then investigate (discuss lake beaches). Visit the local beach and investigate what lives there.</p>
 Litter pick	<p>Litter Pick Pupils to go around the school grounds and pick litter. Litter pickers and black bags to be made available.</p> <p>When back inside the rubbish can be sorted By which materials can be recycled, By types of materials, By properties, e.g. flexible and stiff.</p>	<p>Keep Britain Tidy Complete a litter pick and classify and recycle the waste. This can be done in the school grounds or local area.</p> <p>https://www.keepbritaintidy.org/get-involved</p>	<p>What a load of rubbish! Walk around the school grounds (or wider if possible) and collect all the bits of litter and return to school. Sort the litter into different materials. How long would each material take to break down?</p>