

# Spring Programme

Spring has arrived and we should be noticing the days are getting longer and brighter! The leaves are once more beginning to appear on the trees and animals are leaving their long hibernating state.

The small new leaves allow sunlight to reach the ground below the trees. This is very important as it allows the flowers on the ground to receive enough light to grow strong and healthy.

Walking about at this time of year, you will also see more bees, busy with their work. Bees and flowers have a very happy friendship, which this programme concentrates on.

The children will have the opportunity to identify the flowers they find outdoors. It is important to realise though that some flowers will appear in early spring, whilst others will only appear later on in the season.

Spring is the time when your local park will be bursting with energy as the bees buzz happily around the flowers in search of the sweet smelling nectar. Why not take a look at our Spring resources and learn more about this fascinating relationship, play our interactive bee game and get creative with crafts?

## Suggested Activity Location

Parks / Area With Trees

## You Will Need

- Teacher's Fact File
- Spring Flower ID sheet

## Activity sheets

- Children's Worksheet - flower identification
- Children's Worksheet - Colour and label
- Spring Flowers writing Activity
- Spring Flowers - Find and Draw Activity
- Flower County Activity 1
- Flower County Activity 2
- Building A Bumblebee Nest - Activity
- Game—Busy Buzzy Bumble Bee Game
- Art—Be a Bee

**Time:** These activities have been timed to enable you to plan and select what you have time for on the day (see over)

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The activities within this programme last about 3 hours 5 minutes in total. The times have been listed below along with the broad subject headings so that leaders can choose which of the activities there is time for in one session.

## Introduction 10/20 minutes (depending on break)

- **The Teacher's fact file** can be used for the introduction along with the Colour and Label or 'Find and Draw' Children's Worksheets to cut out one of the flowers and laminate another; so that the teacher can go through each of the flower parts and remove them until there is nothing left. The children then have to work together to re-attach the flower.

## Flower identification

- **Children's Worksheet - flower identification (20 minutes)** - you will need a colour copy of the Spring Flowers ID Sheet so that children can see the use colour to help identify the flowers. Using this worksheet children have the opportunity to walk around and identify the flowers they can see in the park.
- **Children's Worksheet - Colour and label (10 minutes)** (also included in Art below)
- **Spring Flowers - Find and Draw Activity (20 minutes)** (also included in Art below). Both find and draw and colour and label give children an understanding of the different parts of the flower.

## Literacy

- Spring Flowers writing Activity **(5 minutes)** (Asking the children to score out the words they use as they go will make it easier for them to do this activity.)

## Numeracy

- Flower County Activity 1- takes place in the park **(20 minutes)** - you will need 4 x 1m length poles and the worksheet.
- Flower County Activity 2 - this takes place back at school **(20 minutes)**

## Activity

- Building A Bumblebee Nest - Activity **(5 minutes prep; activity 15 minutes)**

## Art

- Art—Be a Bee **(15 minutes)**
- **Spring Flowers - Find and Draw Activity (20 minutes)** (also included in flower identification above)
- **Children's Worksheet - Colour and label (10 minutes)** (also included in flower identification above)

## Game

- Busy Buzzy Bumble Bee Game **(10/15 minutes)**

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## Learning objectives and Curriculum links

The Curriculum links and learning outcomes that are particular an activity are included on those sheets. More general ones that relate to each of the activities in this programme are listed below.

### Objectives

- To identify and name the flower parts - this can be reinforced with the activities
- To understand the inter-relationships between plants, animals.
- To increase healthy living by using parks;
- To appreciate parks in your local area;
- To develop observational, counting, recording and communication skills.

### Curriculum links

**The World Around Us—Interdependence** Pupils should be enabled to explore:

- How living things rely on each other within the natural world;

**The World Around Us -Place** Pupils should be enabled to explore:

- Ways in which people, plants and animals depend on the features and materials in places and how they adapt to their environment;

**Language and Literacy Talking and listening** Pupils should be enabled to:

- participate in group and class discussions for a variety of curricular purposes; know, understand and use the conventions of group discussion;
- share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals;
- formulate, give and respond to guidance, directions and instructions;

**Games** Pupils should be enabled to:

- progress from developing individual skills and partner activities and games to suitable small-sided, adapted and mini-games through both co-operative and then competitive play;
- develop control in running, jumping, changing speed, stopping and starting, with and without small equipment;

**Personal and Mutual understanding** Mutual Understanding in the local and wider community

- playing an active and meaningful part in the life of the community and being concerned about the wider environment.

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**Mathematics** - Patterns, Relationships and Sequences in Number

Pupils should be enabled to:

- explore and predict patterns and sequences of whole numbers; follow and devise rules for generating sequences;

**Art and Design** Pupils should be enabled to:

- engage with observing, investigating, and responding to first hand experiences, memory and imagination; collect, examine and select resource material to use in the development of ideas;
- appreciate methods used in the resource materials and use their appreciation to stimulate personal ideas and engage with informed art making;
- develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas.

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