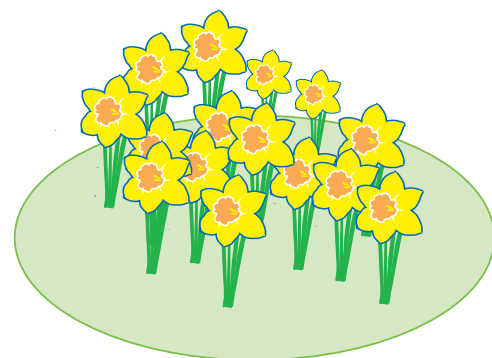


# School activity



## A spring walk

Mini Pots lesson plans are designed to be used as a guide. They can be adapted to suit your own teaching methods and the needs of your group.

Lesson plan: A spring walk

Age group: 3 - 7

Subject: Art and design, Science

England KS1 – 1 a),b); 2 a),b),c); 3 a),b); 4 a),b); 5 a),b),c) KS2 – 1 a),b),c); 2 a);4 a);5 b),c)

Scotland Early – EXA 0-02a, -04a, -05a First – EXA 1-03a, -04a, -05a Second EXA 2-03a, -04a, 05a

Wales KS1 – 2 1),2); 3 1),2) KS2 – 2 2); 3 1),2),3)





Northern Ireland KS1 – Art and Design KS2 – Art and Design

### Overview:



The daffodil is a spring flower. Pupils will go on a spring walk to observe their surroundings and hopefully see a daffodil like the one in their own [Mini Pots of Care](#). Then they will return to the classroom to draw a story board of their observations.

### Learning objectives:

Pupils will be able to:

-  Learn about spring flowers
-  Practise their observation skills
-  Record their observations
-  Understand the process of a story including beginning, middle and end

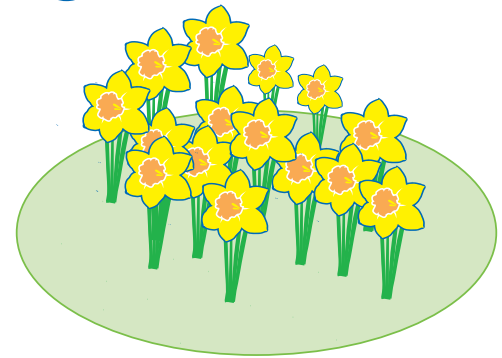
### Resources:

-  Spring walk storyboard (downloadable version attached– one per pupil)
-  Coloured pens or pencils



# School activity

## A spring walk



### Procedure:

#### Before the walk

1. If required ask for permission to walk on land outside the school grounds.
2. Put the pupils in pairs explaining that they will be going on a spring walk.
3. Discuss the seasons, specifically spring and that the daffodil is a spring flower.

#### During the walk

4. Ask the children to talk about what they can see, hear smell and touch. Highlight things which are specific to spring, ie the colour of the leaves, flowers – are they in bloom?  
Are there any animals they can see?

#### Following the walk

5. Hand out the storyboard sheets (one sheet per pupil) explaining to the children the different parts to a story: beginning, middle and end.
6. Ask the children to think about what they saw, smelt, and touched. Children can then draw their spring walk in the sequence that things took place.