




Date:

Insert Subject	Spring is coming!
Insert NCL/KSL	

By the end of these activities:	Most Pupils Will... be able to identify the themes of spring
	Some Pupils Will... be able to identify the life-cycles and new life in spring
	Few Pupils Will... be able to experiment to create and discover spring themes

Activity	Step by Step	Resources	Cross- curricular Links	Sensory Input	✓		
					A c h i e v e d	R e v i s i t	R e d o
<p>Activity 1- <i>Frogspawn</i></p> <p><i>To develop the tactile sense by discovering frogs in the water beads.</i></p> <p><i>I can explain the life-cycle of a frog using a sensory tray</i></p>	<ul style="list-style-type: none"> ○ In a container/paddling pool or tuff tray, place pre-soaked waters beads ○ Place toy frogs and/or lily pads on and under the beads ○ You can incorporate learning with this by discussing the life cycle of frogs, placing numbers on the frogs or numbers on the lily pads ○ Allow pupils to feel and experiment with the "Frogspawn" 	<p>Water beads</p> <p>Container</p> <p>Frogs</p> <p>Lilypad's</p>	<p>⇒ English</p> <p>⇒ Maths</p> <p>⇒ Science</p> <p>⇒ Geography</p>	<p>✓ Visual</p> <p>✓ Proprioception</p> <p>✓ Vestibular</p> <p>✓ Tactile</p> <p>✓ Smell</p>			

							
<p>Activity 2- Magpie birds Nest</p> <p><i>To develop my visual sense by creating a birds nest and locating the chicks</i></p> <p><i>I can create and locate objects in a birds nest</i></p>	<ul style="list-style-type: none"> Using a container (a draw or tuff tray is idea) ask pupils to create a birds nest using different materials (Sticks, paper, packaging, straw, material) Ask pupil to collect shiny, interesting objects and place in their Magpie nest Ask pupils to swop their nest with someone else, or use a nest you have pre-made, and ask if the pupil can find all the shiny and interesting things in the nest (remember magpies are good at hiding their finds in the nest) 	<p>Materials to make a magpie nest</p> <p>Interesting objects</p>	<p>⇒ English</p> <p>⇒ Maths</p> <p>⇒ Science</p> <p>⇒ Geography</p> <p>⇒ Art</p> <p>⇒ PSHE</p>	<p>⇒ Visual</p> <p>⇒ Proprioception</p> <p>⇒ Vestibular</p> <p>⇒ Tactile</p>			
<p>Activity 3- = Frozen Spring flowers</p> <p><i>To develop my tactile and proprioception sense by</i></p>	<ul style="list-style-type: none"> Pupils can either make the flower blocks or you can pre-make. Pick spring flowers, and place in a container of water and freeze. 	<p>Water</p> <p>Container</p> <p>Flowers</p>	<p>⇒ Science</p> <p>⇒ Geography</p>	<p>⇒ Visual</p> <p>⇒ Proprioception</p> <p>⇒ Tactile</p>			

<p><i>melting ice to discover the flowers.</i></p> <p><i>I can discover the flowers out of the ice</i></p>	<ul style="list-style-type: none"> ○ Take frozen block out and ask pupils to try and melt the ice. ○ This can be using heat, salt, rubbing, etc. 						
<p>Activity 4- Coffee filter flowers</p> <p><i>To develop my visual by creating a coffee filter flower</i></p> <p><i>I can create a flower using a coffee filter</i></p>	<ul style="list-style-type: none"> ○ In a coffee filter, as pupils to squeeze different colored watercolors out of the pipettes ○ As the drips land the paint will spread- this is a great science experiment discussion point ○ The paint will fill the filter creating a flower 	<p>Pipettes Water colours Coffee filters</p>	<p>⇒ Maths ⇒ Science ⇒ Art</p>	<p>⇒ Visual ⇒ Proprioception ⇒ Tactile</p>			
<p>Activity 5- Spring bingo</p> <p><i>To develop my auditory processing by identifying spring sounds</i></p> <p><i>I can identify spring sounds and complete bingo cards</i></p>	<ul style="list-style-type: none"> ○ Print off animal bingo cards (there are many online) that include sheep, birds, tractors, etc. ○ Play sounds of spring, and ask pupils to cross off their cards when they hear it 	<p>Animal pictures Animal sounds</p>	<p>⇒ Maths ⇒ Science ⇒ Geography</p>	<p>⇒ Auditory ⇒ Visual</p>			

<p>Activity 6- <i>Spring soundscape</i></p> <p><i>To develop/ my auditory skill by creating a spring soundscape</i></p> <p><i>I can create a spring sound scape using sensory bottles and/or musical instruments</i></p>	<ul style="list-style-type: none"> ○ Following on from activity 5, ask pupils to either create a sound bottle, or experiment with existing one, and/or musical instruments ○ Ask pupils to create a soundscape what they think spring sounds like ○ You can ask pupils to dance/move to the sounds like a spring flower 		<ul style="list-style-type: none"> ⇒ Science ⇒ Geography ⇒ Art ⇒ PE 	<ul style="list-style-type: none"> ⇒ Auditory ⇒ Visual ⇒ Proprioception ⇒ Vestibular 			
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