

A graphic titled 'Seasons Wheels' on a dark blue background. It features a central yellow sun with rays, surrounded by a circular path with a yellow dot. Four colored circles (green, orange, yellow, and blue) are positioned around the path, representing the seasons. Small starburst icons are scattered around the sun and path.

# Seasons Wheels

## AN ACTIVITY TO DO AFTER VISITING GEELONG BOTANIC GARDENS

Talking about the seasons with children can be completely different when you use a wheel or circle, rather than a calendar.

Young children need visual prompts to help them comprehend that seasons flow around and around in a circle continuously, driven by the orbit and tilt of the earth.

This activity is extremely simple but can lead to deep scientific and cultural understandings, such as:

- There is no 'standard' number of seasons.
- Seasons are names people give to predictable changes in the natural world, e.g. plants flowering, or weather turning cold.
- Seasons are driven by the orbit and tilt of the earth.
- The seasons are different in the different Hemispheres.
- Seasons repeat in a cycle just like the earth's orbit repeats.

TIP: Try to avoid saying there are 'four seasons' or that they 'start' or 'end' at a certain point - this is only one culture's way of doing it.

Early Years Learning Framework: Outcome 1, Outcome 4

Victorian Curriculum Links:

Foundation / Level 1 - Science: VCSIS050, VCSIS054, VCSSU046



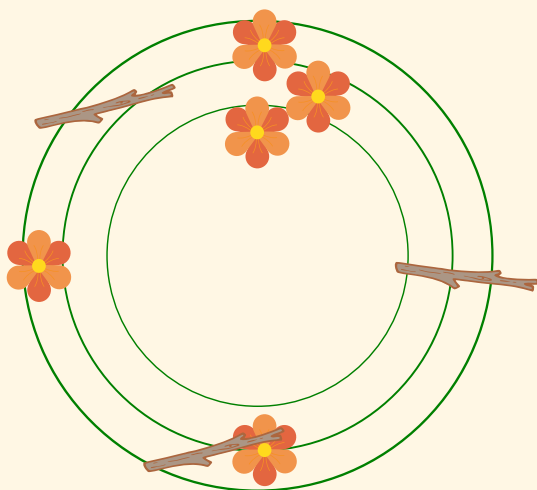
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# Seasons Wheels

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## resources

- A wide variety of natural materials from your school garden or green area, such as: leaves, seed pods, flowers, tiny pieces of bark, tiny twigs, gumnut caps, shells, pine cones, petals, pebbles and other natural materials.
- An open cleared space of earth or ground on which to build a pattern.
- A stick or chalk to draw a circle on the ground.
- A related picture book to read, such as *Walking With the Seasons in Kakadu*, by Diane Lucas and Ken Searle or *Big Rain Coming*, by Katrina Germein and Bronwyn Bancroft.



## directions

- Explore and discuss the natural materials you have gathered.
- Draw a rough circle on the ground.
- Working together, place items on the circle as you talk in general ways about the way the seasons cycle around, and around, and around.

### Talking about seasons

- Ask children when their birthday is, and make comparisons (it's hotter when it's my birthday).
- Talk about events that happen every year (festivals, sporting finals, holidays).
- Talk about plants that change in the seasons in your region (e.g. leaves might fall, or storms might come).
- Tell students that the earth rotates as it goes around the sun, and this is what makes the seasons happen again and again.
- Keep building a pattern of interesting natural materials as you talk and use your hand to show how the cycle goes around and around and around.
- Let the wind and animals scatter your artwork, maybe taking a photo for later.
- Read a cyclical seasons picture book together.

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