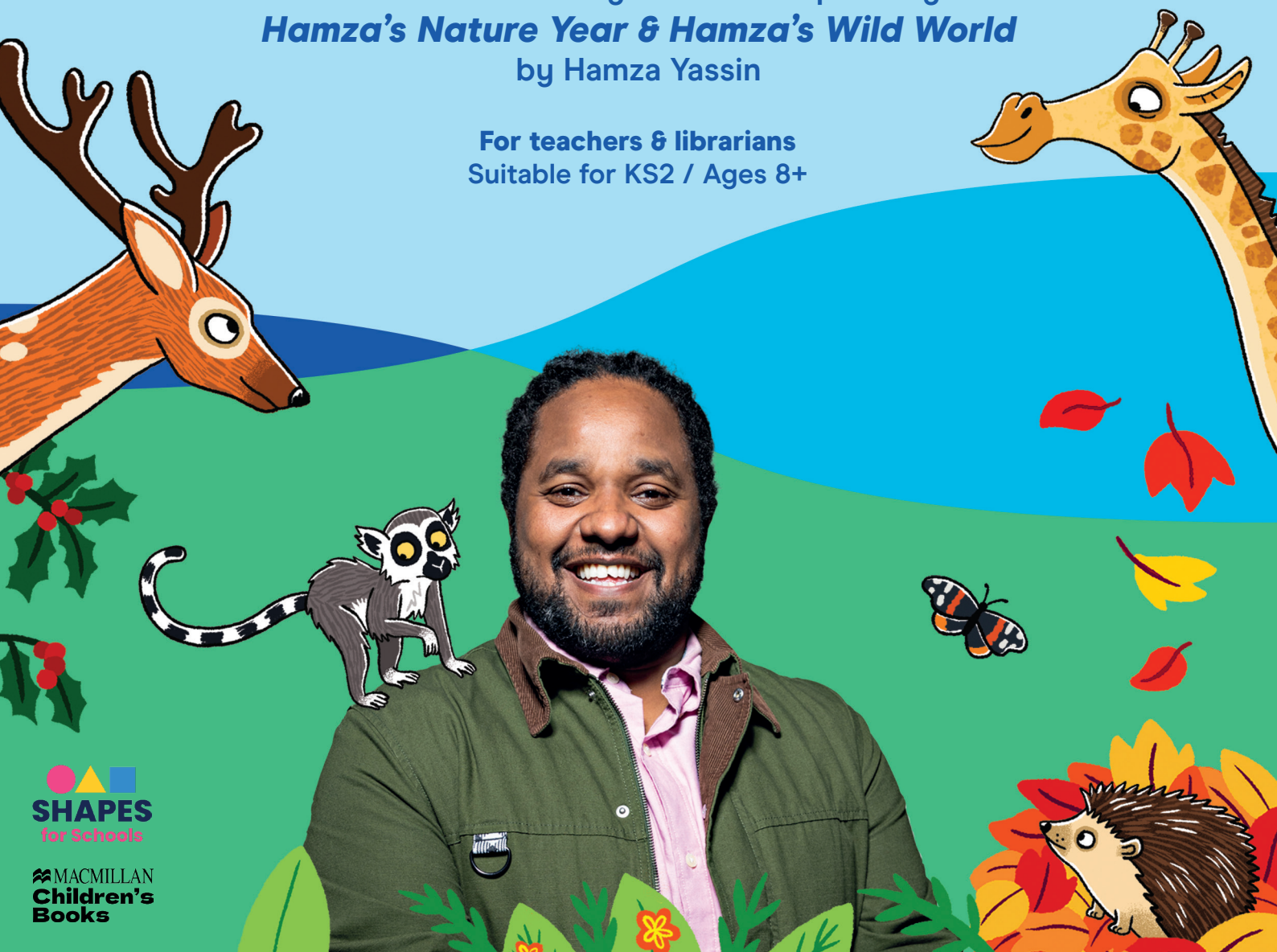
In association with

Canal & River Trust | Explorers

Hamza's Seasonal Spotter

An outdoor activity resource inspired by
Hamza's Nature Year & Hamza's Wild World
by Hamza Yassin

For teachers & librarians
Suitable for KS2 / Ages 8+



SHAPES for Schools

MACMILLAN Children's Books

See the Seasons with Hamza

In *Hamza's Nature Year*, Hamza explores how British wildlife changes through the seasons. This resource invites children to take that idea outdoors and create a nature year of their own.

Use the book's seasonal sections, spotting lists and fun activities as inspiration, then observe and record what you discover close to home or school. Complete one seasonal record, return to the same place throughout the year, or dip in whenever there's an opportunity to explore.

No specialist wildlife knowledge is needed. A park, playground, garden, street, pond, hedge or even a view from a window can become a place to spot seasonal change.

How to use this resource

- **Choose a place.** Pick somewhere children can observe and, if possible, return to over time.
- **Start with the season.** Explore the relevant section of *Hamza's Nature Year* and choose something to look for.
- **Notice carefully.** A discovery might be something you see or hear, or a sign that an animal or plant has been there.
- **Record one good observation.** Children do not need to identify everything they find. A simple description, drawing or detail is enough.
- **Ask a question.** Use *Hamza's Wild World* to help children think about the animal, plant or habitat they have noticed.

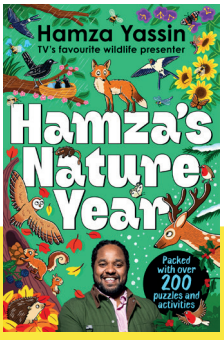
What children will learn

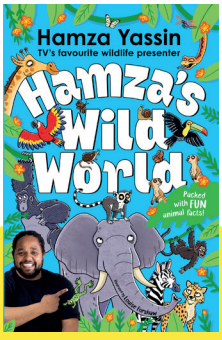
Children will:

- Notice signs of seasonal change.
- Observe plants, animals and habitats carefully.
- Record where, when and how they made a discovery.
- Think about how living things interact with their surroundings.
- Compare and share observations with others.

How to use the books

- Use *Hamza's Nature Year* to help children notice **when and how nature changes** – and complete the fun activities!
- Use *Hamza's Wild World* to help children ask deeper **questions about the animals and habitats they encounter.**





MACMILLAN
Children's Books

My Nature Year

'Not everyone realizes what an amazing place the UK is for wildlife – if you know where, when and how to look. And the great thing about British wildlife is that it's seasonal. Every season and every month brings something different to look out for and exciting new things to spot.' (Pages 1–2)

Choose your place

Pick one local place you can observe throughout the year: a tree, hedge, flower bed, playground edge, park, pond, street or view from a window. Choose a place you can return to and see how it changes.

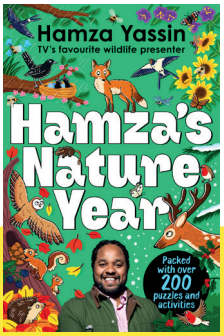
My Place *(Where is it? What can you see there?)*

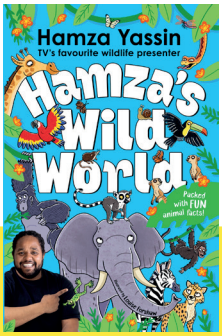
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SPRING	SUMMER
One sign I hope to spot	One sign I hope to spot
My first seasonal discovery	My first seasonal discovery
Date	Date
AUTUMN	**WINTER**
One sign I hope to spot	One sign I hope to spot
My first seasonal discovery	My first seasonal discovery
Date	Date

- A sighting can be something you see, hear or find a sign of.
- You do not need to know its exact name. Describe what you noticed.
- Add one strong discovery rather than trying to record everything.





MACMILLAN Children's Books

Spring Spotter Record

'In spring, the days are getting longer and warmer. It is a season of new growth. Many plants burst into flower and into leaf. Some animals come out of hibernation or arrive in the UK from Africa. Many animals pair up and have babies. Birdsong is loudest and most varied in spring.' (Page 6)

Start with the book

Explore the spring section of *Hamza's Nature Year*. Choose one of Hamza's suggestions to look for or record another seasonal sign you discover.

Place	Date	Time
Sunny/Cloudy	Rainy/Windy	Frosty/Snowy

My seasonal discovery (**I SPOTTED** *A name or simple description*)

.....

☐ I saw it ☐ I heard it ☐ I found a sign of it

☐ moving ☐ feeding ☐ resting ☐ calling ☐ growing ☐ something else

Make a quick record

(Draw one useful detail or add a label to help you remember what you noticed.)

One detail I noticed

.....

This feels like spring because

.....

Something I would like to spot next

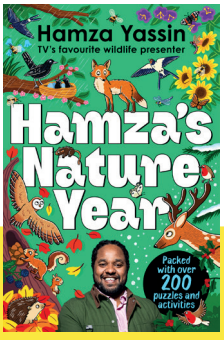
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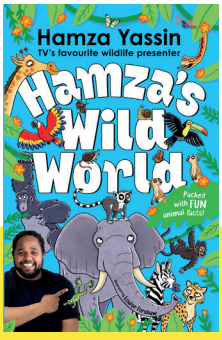
Explore it in *Hamza's Wild World* Circle one question:

How does it move? What can it sense?

How does it communicate? What might it eat?

What does its habitat provide?





MACMILLAN Children's Books

Summer Spotter Record

'In summer, the weather is generally warm or hot and the days are long. Many flowers bloom and some plants are already producing fruit. Animals are busy raising their young and finding food for them. Lots of insects are out and about.' (Page 74)

Start with the book

Explore the summer section of *Hamza's Nature Year*. Choose one of Hamza's suggestions to look for or record another seasonal sign you discover.

Place	Date	Time
Sunny/Cloudy	Rainy/Windy	Frosty/Snowy

My seasonal discovery (**I SPOTTED** *A name or simple description*)

.....

☐ I saw it ☐ I heard it ☐ I found a sign of it

☐ moving ☐ feeding ☐ resting ☐ calling ☐ growing ☐ something else

Make a quick record

(Draw one useful detail or add a label to help you remember what you noticed.)

One detail I noticed

.....

This feels like summer because

.....

Something I would like to spot next

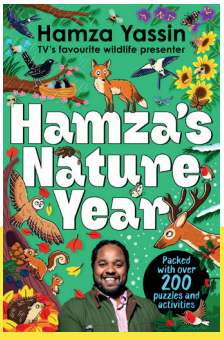
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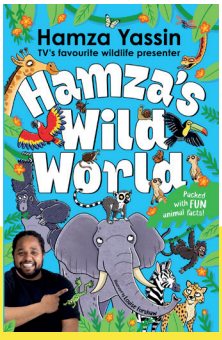
Explore it in *Hamza's Wild World* Circle one question:

How does it move? What can it sense?

How does it communicate? What might it eat?

What does its habitat provide?





MACMILLAN Children's Books

Autumn Spotter Record

'In autumn, the days are getting shorter and cooler. Often there are powerful storms. Everywhere I go, I see a beautiful transformation as deciduous trees change colour, and trees and hedgerows are full of ripe fruit. Many animals prepare for winter by storing food or getting ready to hibernate. Some leave the UK to fly south while others arrive from further north.' (Page 144)

Start with the book

Explore the autumn section of *Hamza's Nature Year*. Choose one of Hamza's suggestions to look for or record another seasonal sign you discover.

Place	Date	Time
Sunny/Cloudy	Rainy/Windy	Frosty/Snowy

My seasonal discovery (**I SPOTTED** *A name or simple description*)

.....

☐ I saw it ☐ I heard it ☐ I found a sign of it

☐ moving ☐ feeding ☐ resting ☐ calling ☐ growing ☐ something else

Make a quick record

(Draw one useful detail or add a label to help you remember what you noticed.)

One detail I noticed

.....

This feels like autumn because

.....

Something I would like to spot next

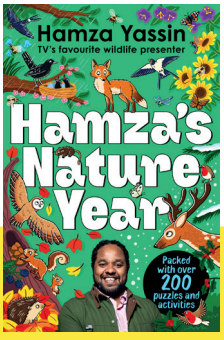
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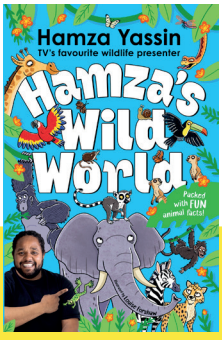
Explore it in *Hamza's Wild World* Circle one question:

How does it move? What can it sense?

How does it communicate? What might it eat?

What does its habitat provide?





MACMILLAN Children's Books

Winter Spotter Record

'In winter, the days are short and generally cold. Plants and animals have different ways to survive. Some animals hibernate, some grow thicker coats for winter and some move to different areas to find food. A few even change colour. Finding food can be hard work in winter, especially during snowy weather.' (Page 218)

Start with the book

Explore the winter section of *Hamza's Nature Year*. Choose one of Hamza's suggestions to look for or record another seasonal sign you discover.

Place	Date	Time
Sunny/Cloudy	Rainy/Windy	Frosty/Snowy

My seasonal discovery (**I SPOTTED** *A name or simple description*)

.....

☐ I saw it ☐ I heard it ☐ I found a sign of it

☐ moving ☐ feeding ☐ resting ☐ calling ☐ growing ☐ something else

Make a quick record

(Draw one useful detail or add a label to help you remember what you noticed.)

One detail I noticed

.....

This feels like winter because

.....

Something I would like to spot next

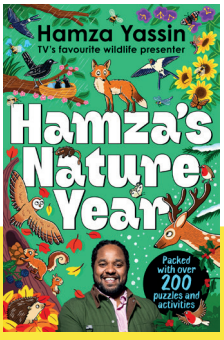
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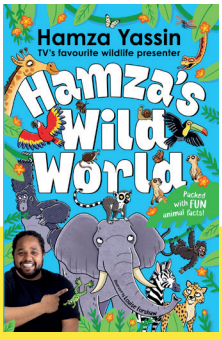
Explore it in *Hamza's Wild World* Circle one question:

How does it move? What can it sense?

How does it communicate? What might it eat?

What does its habitat provide?





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Share Your Findings

Share your discoveries on a seasonal calendar, wall display or local map.

My display card

Season *spring/summer/autumn/winter*	
Date and place *When and where?*	
We spotted *A name or description*	
We saw/heard/found *What kind of evidence?*	
Our best detail *What made this discovery interesting?*	

Look at the whole class record

- Which season produced the most sightings?
- Did several people spot the same thing?
- Which discoveries were unexpected?
- What changed as the weeks passed?
- What should the class look for next?

My final reflection

My favourite seasonal discovery

.....

I became better at noticing

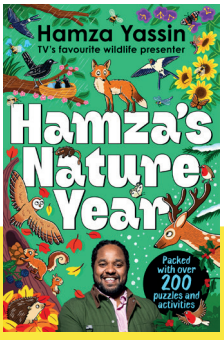
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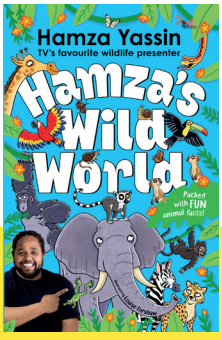
Next season, I hope to spot

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Keep looking like Hamza!

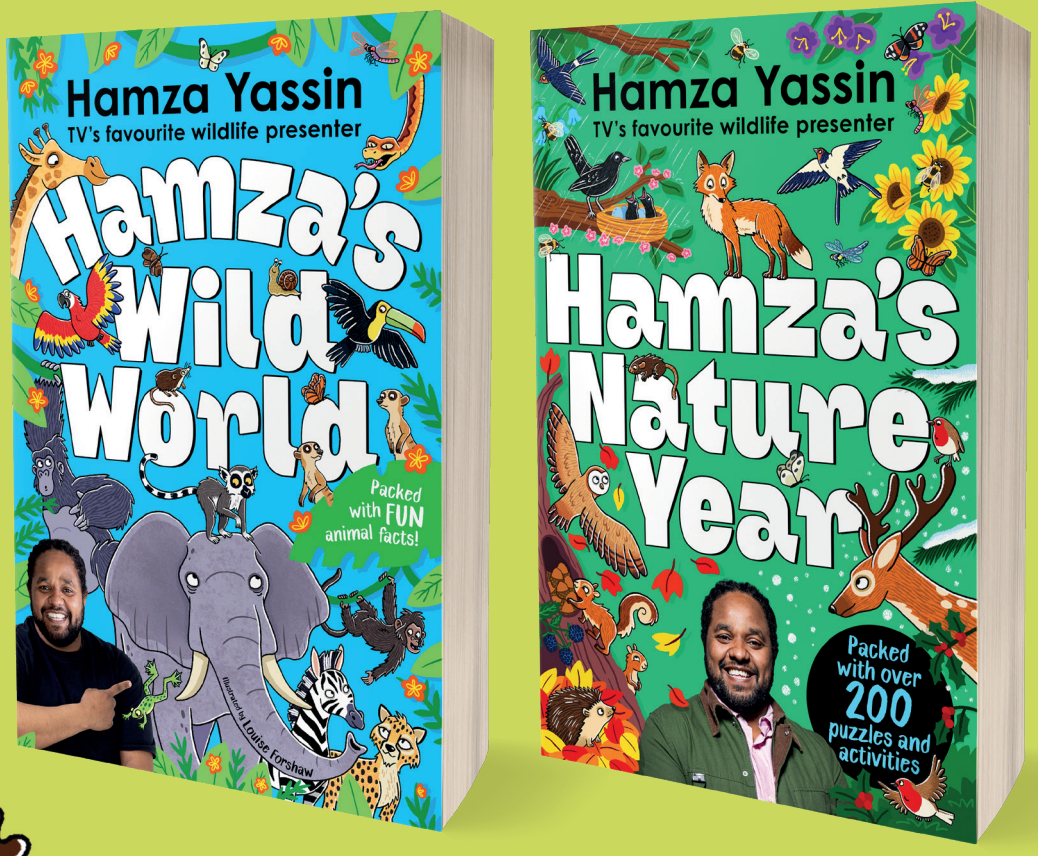
The wild world is close to home, nature's year never stands still.





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The wild world is close to home!





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