

Subject: Science

Year group: 1

Term: Autumn

Unit name: Seasonal Changes

National curriculum:

- Observe changes across the 4 seasons
- Observe and describe weather associated with the seasons and how day length varies

Prior Knowledge –
 Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes. (Early Learning Goal)

Key vocabulary

Weather (sunny, rainy, windy, snowy etc.)
 Seasons (winter, summer, spring, autumn)
 Sun
 Sunrise
 Sunset
 day length

<u>Scientific Enquiry</u>	
Classifying	Not relevant
Observing over time	Take weather measurements and make observations over time. Record/Photograph what children are wearing (jumper, coat, hats, scarves, etc.) Make observations of daylight hours e.g. send a diary and toy bear home with one child each day and ask the child to record their activities, but the bear needs to go to bed when it gets dark and the children must record the time this happens. (This gathers evidence, over time, that day length changes and so do activities.)
Pattern seeking	At the end of the year, look for patterns in evidence e.g. Does it rain more in spring? Do we have more sunny days in the summer? Which was the coldest month?
Comparative/fair testing	Not relevant
Researching	Not relevant

Spiritual Development *Isaiah 43:19*
 "See, I am doing a new thing! Now it springs up; do you not perceive it? I am making a way in the wilderness and streams in the wasteland."

Assessment for Learning

Recapping prior knowledge- beginning of unit- what do children already know?

Beginning of each lesson- focus on recall of previous learning (quick quizzes)

Key Learning- what will the children know by the end of the unit?

In the UK, the day length is longest at mid-summer (about 16 hours) and gets shorter each day until mid-winter (about 8 hours) before getting longer again. The weather also changes with the seasons. In the UK, it is usually colder and rainier in winter, and hotter and dryer in the summer. The change in weather causes many other changes. Some examples are: numbers of minibeasts found outside; seed and plant growth; leaves on trees; and type of clothes worn by people.








To know that there are 4 seasons.

Spring	March, April, May
Summer	June, July, August
Autumn	September, October, November
Winter	December, January, February

To know that there the weather patterns are different in each season.

To know that a weather forecast is a statement saying what the weather will be like today, the next day or for the next few days

To understand that weather forecasts use different symbols which are helpful.

	Sunny
	Sunshine with cloud
	Cloudy
	Raining
	Thunder
	Windy
	Snow

To know that when the weather changes, you need to wear the correct clothes and do different activities.

To understand how you can record the temperature using a thermometer to see how warm or cold it is.

Activity ideas

- Collect information about the weather regularly throughout the year.
- Present this information in tables and charts to compare the weather across the seasons.
- Collect information, regularly throughout the year, of features that change with the seasons e.g. plants, animals, humans.
- Present this information in different ways to compare the seasons.
- Gather data about day length regularly throughout the year and present this to compare the seasons.