



Subject: Science
 Year group: 1
 Term: Summer 1
 Unit name: Seasonal Change
 Strand: Physics

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

Key Scientists:

Meteorologists
 Weather presenters

Suggested books:



Seasons- Hannah Pang & Clover Robin

National curriculum:

- To observe changes across four seasons.
- To observe and describe weather associated with the seasons and how day length varies.

Working Scientifically:

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions.

Compassion

Hope

Key learning objectives- Highlighted boxes = Learning Objective for that lesson. The other two are your Success Criteria.		
Knowledge	Working Scientifically	Scientific Enquiry
To observe the changes across four seasons.	To notice similarities and differences within the seasons.	To identify the four seasons.
To observe the changes across four seasons. Today's focus= Autumn	To predict what colours are hiding in my leaf.	To look for patterns with the colours found in different leaves.
To observe the changes across four seasons. Today's focus= Winter	To explain what winter feels like.	To observe how crystals form over time.
To observe the changes across four seasons. Today's focus= Spring	To record different signs of spring using labelled diagrams and pictures.	Part 1 SE: To identify signs of spring. Part 2 SE: To compare my results to research about rainfall in different seasons.
To observe the changes across four seasons. Today's focus= Summer	To observe the changes across four seasons. Today's focus= Summer	To carry out a comparative test.
To observe and describe weather associated with the seasons and how day length varies.	To ask simple questions about what is going on and make careful observations	To identify different clouds and understand how they are formed.
Scientific Enquiry Key	Comparative / fair testing Changing one variable to see its effect on another, whilst keeping all others the same.	Pattern-seeking Identifying patterns and looking for relationships in enquiries where variables are difficult to control.
	Research Using secondary sources of information to answer scientific questions.	Identifying, grouping and classifying Making observations to name, sort and organise items.
	Observation over time Observing changes that occur over a period of time ranging from minutes to months.	Problem-solving Applying prior scientific knowledge to find answers to problems.
Assessment- Key indicators: Can name four seasons and identify when in the year they occur. Can observe and describe weather in different seasons. Can describe days being longer in summer and shorter in winter. Present data in tables charts and compare seasons.		