

# Science

## Year 1 - Autumn 1 – Seasonal Changes

National Curriculum / End Point Statement				
<p><b>Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>observe changes across the 4 seasons</li> <li>observe and describe weather associated with the seasons and how day length varies</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions.</li> </ul>				
Lesson 1	Lesson 2	Lesson 3	Lesson 4(TAPS)	Lesson 5
Reactivation: Nursery/Reception weather WALT name and describe the seasons	WALT make and record observations about how weather changes over time (temperature)	WAL how trees change in autumn and winter. (Walk around the school grounds, looking for signs of Autumn)	WALT observe closely	WALT describe how weather varies during summer and autumn
In Focus - <a href="https://explorify.wellcome.ac.uk/en/activities/whats-going-on/seasons">https://explorify.wellcome.ac.uk/en/activities/whats-going-on/seasons</a>	In Focus - <a href="https://explorify.uk/en/activities/whats-going-on/falling-in-to-place">https://explorify.uk/en/activities/whats-going-on/falling-in-to-place</a>	In Focus – <a href="https://app.discoveryeducation.co.uk/learn/player/e39ff13f-7622-4898-8836-fab02ce97bc6">https://app.discoveryeducation.co.uk/learn/player/e39ff13f-7622-4898-8836-fab02ce97bc6</a>	In Focus – <a href="https://app.discoveryeducation.co.uk/learn/player/04376ec5-88c7-482f-9a6a-27c19439c4c8">https://app.discoveryeducation.co.uk/learn/player/04376ec5-88c7-482f-9a6a-27c19439c4c8</a>	In Focus - <a href="https://explorify.wellcome.ac.uk/en/activities/whats-going-on/falling-in-to-place">https://explorify.wellcome.ac.uk/en/activities/whats-going-on/falling-in-to-place</a>
Success Criteria				
I know what a season is  I can name the four seasons  I know which months of the year fall into summer and autumn  I know the different types of weather	I can tell you which weather is most common in Summer/ Autumn  I can gather and record data to help me answer a question  I can explain what I might need to wear according to the weather	I can tell you about the changes that happen to trees during autumn and winter  I can describe how a tree changes across the seasons	I can draw a leaf outline accurately  I can tell you about the features of the leaf  I can say what is the same and different about leaves in summer and Autumn.	I can tell you which weather is most common within each season  I can explain what I might need to wear according to the weather
Suggested Outcome				

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Children can spot signs of Autumn around the school grounds. Children can talk about the weather during the summer holidays and what they did/wore.	Record temperature each day and complete a temperature diary.  <a href="https://studio.discoveryeducation.co.uk/view?id=5fda8a0638cc286fa2f6f746&amp;page_id=f63fa8722eb044f8-8592-e8e9c06de990">https://studio.discoveryeducation.co.uk/view?id=5fda8a0638cc286fa2f6f746&amp;page_id=f63fa8722eb044f8-8592-e8e9c06de990</a>	Walk around the grounds looking for signs of autumn (changes in leaves, leaves on the ground, temperature, weather etc.) Return to classroom and children sort pictures	Children can draw an accurate picture of a leaf they have found and then compare it with a leaf from the same tree in the summer.	Children can compare Summer and Autumn and describe how the weather and temperature varies.
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Vocabulary	NC links
day, night, seasons, change, year, spring, summer, autumn, winter, weather, sun, moon, temperature	Geography

### Key Learning

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 the winter and hotter and drier 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 types of clothes worn by people.

Possible Evidence	Common Misconceptions
<ul style="list-style-type: none"> <li>Children can name the four seasons and identify when in the year they occur</li> <li>Children can describe weather in different seasons over time</li> <li>Children can describe days as being longer (in time) in the summer and shorter in the winter.</li> <li>Children can describe other features that change through the year.</li> <li>Children can use the evidence gathered to describe the general types of weather and changes in day length over the seasons</li> <li>Children can use their evidence to describe some other features of their surroundings e.g. themselves, animals, plants that change over the seasons</li> <li>Children can demonstrate their knowledge in different ways e.g. making a weather forecast video, writing seasonal poetry, creating seasonal artwork</li> </ul>	<p>Some children may think:</p> <ul style="list-style-type: none"> <li>It always snows in winter</li> <li>It is always sunny in the summer</li> <li>There are only flowers in the spring and summer</li> <li>It rains the most in winter</li> </ul>

### Notable Scientists

John Dalton  
 Dr Steve Lyons (Extreme Weather)  
 Holly Green (Meteorologist)  
 David Braine (Meterologist)

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### CPD opportunity

<https://www.reachoutcpd.com/courses/lower-primary/seasonal-changes/>

### Useful Links

[https://central.espresso.co.uk/espresso/primary\\_uk/subject/module/frontscreen/item1162014/grade1/index.html?source=subject:Science-KS1-Seasonal%20changes-Resource%20types](https://central.espresso.co.uk/espresso/primary_uk/subject/module/frontscreen/item1162014/grade1/index.html?source=subject:Science-KS1-Seasonal%20changes-Resource%20types)

### Seasonal changes

<b>Early learning goal</b>	<ul style="list-style-type: none"><li>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.</li></ul>
<b>Year 1</b>	<ul style="list-style-type: none"><li>Observe changes across the four seasons.</li><li>Observe and describe weather associated with the seasons and how day length varies.</li></ul>