

Science

Year 1 - Summer 1 – Seasonal Changes

National Curriculum / End Point Statement			
<p>Seasonal Changes</p> <ul style="list-style-type: none"> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies <p>Working Scientifically</p> <ul style="list-style-type: none"> 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. 			
Lesson 1	Lesson 2	Lesson 3	Lesson 4 (TAPS)
Recap previous knowledge – Seasonal changes from Autumn /Spring term WALT name the seasons	WALT make and record observations in a weather diary	WALT make and record observations using a rain gauge	WALT gather and record data about the 4 seasons
In Focus - https://explorify.wellcome.ac.uk/en/activities/whats-going-on/seasons	In Focus - https://explorify.wellcome.ac.uk/en/activities/whats-going-on/spring-flowers	In Focus - https://explorify.wellcome.ac.uk/en/activities/odd-one-out/mellow-yellow	In Focus - https://explorify.wellcome.ac.uk/en/activities/zoom-in-zoom-out/white-and-spiky
Success Criteria			
<p>I know what a season is</p> <p>I can name the four seasons</p> <p>I know which months of the year fall into which season</p> <p>I know the different types of weather</p>	<p>I can tell you which weather is most common within each season</p> <p>I can gather and record data to help me answer a question</p> <p>I can explain what I might need to wear according to the weather</p>	<p>I can identify what the weather will be like in each season</p> <p>I know how the season will affect the clothes I wear</p>	<p>I can gather and record data to help me answer a question</p> <p>I know how the season will affect the clothes I wear</p>
Suggested Outcome			

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Children can spot signs of Summer – make a sticky bracelet to collect petals, green grass, green leaves etc	Record temperature each day and complete a temperature diary. Ask questions about the temperature and discuss how it changed over the course of a week	Complete a weather diary for the week. Use symbols to describe the weather and compare differences/similarities in days.	https://central.espresso.co.uk/espresso/modules/news/tv_news/geography/things_to_do/010620g_weather.html?source=search-all-all-all&source-keywords=weather%20forecast Create a weather forecast to compare seasonal weather.
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Vocabulary	NC links
day, night, seasons, change, year, spring, summer, autumn, winter, weather, sun, moon	Geography unit of learning covers a lot of the small steps

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

Notable Scientists

John Dalton
Dr Steve Lyons (Extreme Weather)

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Holly Green (Meteorologist)
David Braine (Meteorologist)

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

Seasonal changes

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