

	Year 1	Topic: Seasonal change
	National Curriculum links: <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. 	

Prior learning	Future learning
<ul style="list-style-type: none"> • Understand the key features of the life cycle of a plant and an animal.(Nursery - Plants & Animals, excluding humans) • Explore the natural world around them. (Reception - Seasonal changes) • Describe what they see, hear and feel whilst outside. (Reception -Seasonal changes) • Understand the effect of changing seasons on the natural world aroundthem. (Reception - Seasonal changes) 	<ul style="list-style-type: none"> • Recognise that light from the sun can be dangerous and that there areways to protect their eyes. (Y3 - Light) • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. (Y5 - Earth and space) • The seasons and the Earth's tilt, day length at different times of year, indifferent hemispheres. (KS3)

WHAT PUPILS NEED TO KNOW OR DO TO BE SECURE		
Show understanding of a concept using scientific vocabulary correctly		
Key learning	Possible evidence	
<p>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.</p> <p>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..</p>	<ul style="list-style-type: none"> • Can name the four seasons and identify when in the year they occur • Can describe weather in different seasons over a year • Can describe days as being longer (in time) in the summer and shorter in the winter <p>Can describe other features that change through the year</p>	
Key vocabulary		
weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, summer, spring, autumn, Sun, sunrise, sunset, day length		

Common misconceptions

Some children may think:

- it always snows in winter
- it is always sunny in the summer
- there are only flowers in spring and summer
- it rains most in the winter.

Apply knowledge in familiar related contexts, including a range of enquiries

Activities

- 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..

Possible evidence

- Use the evidence gathered to describe the general types of weather and changes in day length over the seasons.
- Use their evidence to describe some other features of their surroundings, e.g. themselves, animals, plants that change over the seasons
- Demonstrate their knowledge in different ways e.g. making a weather forecast video, writing seasonal poetry, creating seasonal artwork

Lesson 1

LO:

Key Assessment Questions

Lesson 2

LO:

Key Assessment Questions

Lesson 3

LO:

Key Assessment Questions

Lesson 4 LO:	Key Assessment Questions
Lesson 5 LO:	Key Assessment Questions
Lesson 6 LO:	Key Assessment Questions

If completing topic over a term, objectives can be covered over more than one lesson ensuring scientific enquiry skills (working scientifically) are being developed