

Science – Year 1

Seasonal Change- threaded throughout the whole year

Is the weather always wonderful?

NC objectives - areas of study	End point of area of study	Vocabulary		
observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.	Children name the four seasons of the year and talk about the key features they have observed in each season. They will use their own evidence, photographs and experiences to talk about what they have experienced and make links to weathers typically associated with each season. For example in Winter we usually think of it snowing, however this year we had snow in March which is a Spring month. They talk about the differences in the day and how it gets darker quicker in Winter months so the daylight hours are shorter. They can explain that there are 365 days in the year and 366 in a leap year.	Basic	Adventurous	Technical
		weather (sunny, rainy, windy, snowy etc.) seasons (winter, summer, spring, autumn)		sun, sunrise, sunset, day length

Knowledge

Substantive Knowledge	Disciplinary Knowledge
<p>Every term, look at the seasonal changes. Have a focus area within school that is observed over the year. Create a whole class seasonal change book-ensuring to take opportunities as they arise, for example snow days. Daily record the weather as a class.</p> <p>How does the weather affect our mood?</p> <ul style="list-style-type: none"> Science is a way to understand our world by carefully thinking about it and testing our guesses with observations and experiments (retrieval) Know that days are longer in the summer and shorter in winter Know that weather changes through the year, getting hotter in the summer and colder in the winter <p>Reflect how the different temperatures make you feel</p> <ul style="list-style-type: none"> Know that the four seasons are spring, summer, autumn and winter and know the order of the cycle Know that the winter is likely to bring ice on the ground when water freezes due to the cold 	<p>Working as an Earth scientist- children observe the world around them and identify the seasonal changes. They will develop skills of working as a meteorologist as they explore the weather.</p> <p>Explore</p> <p>Children use first hand experiences to explore the school grounds on a daily basis. They identify the weather and look for patterns in the weather according to the seasons. They go outside in different seasons so that they can describe using their senses how each season feels and changes.</p> <p>Similarities and differences</p> <p>Asking questions about their observations, children recognise similarities and differences in the weather around them. They use their knowledge of plants, trees and animals to identify the season they belong to- for example spring flowers and new born animals. They observe closely key areas of the school</p>

- Know that the Earth orbits the Sun with one orbit constituting a year of 365/366 days

and explain the differences seen there at different times of the year. Regular photographs are taken to create a class season book that children can reference and use in their discussions with each other and adults in the classroom.
They identify key features of each season and are able to sort them.

Concepts

Biology

Chemistry

Physics

SKILLS

1. Compare

2. Explore

3. Identify

4. describe

5. classify

6. Question

7. observe

8. test

9. record

10. research

ASSESSMENT

KNOW MORE, REMEMBER MORE, DO MORE...

In this unit of learning, progress has been made when a learner knows more. This 'distance travelled' from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.