



Unit Title: Seasonal changes

Year Group: 1

Academic Year: 2024-2025

## Science Intent:

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

<i>Prior Scientific Learning:</i>	<i>Literacy Links (including texts/media used):</i>	<i>Maths Links:</i>
<ul style="list-style-type: none"><li>. Explore the natural world around them.</li><li>. Describe what they see, hear and feel whilst outside.</li><li>. Understand the effect of changing seasons on the natural world around them.</li></ul>	<ul style="list-style-type: none"><li>. Variety of books in book corner re seasons</li></ul>	<ul style="list-style-type: none"><li>. Time and months of the year.</li></ul>
<i>Scientific Knowledge</i>	<i>Scientific Enquiry Approaches:</i>	<i>Working Scientifically:</i>
<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>	<ul style="list-style-type: none"><li>• Observations over time</li></ul>	<ul style="list-style-type: none"><li>• <b>Asking simple questions and recognising that they can be answered in different ways</b> - While exploring the world, the children develop their ability to ask questions (such as what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen). Where appropriate, they answer these questions.</li><li>• <b>Observing Closely</b> - Children explore the world around them. They make careful observations to support identification, comparison and noticing change. They use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make their observations.</li></ul>



<p><b>Lesson 1: WALT:</b> To identify the signs of Autumn</p>	<p><b>Key Vocabulary:</b></p>
<p><i>Discuss the features of Autumn. Discuss what happens to leaves in Autumn. Children to go on a woodland walk to observe differences between the leaves on the ground to leaves still on plants and trees. Children collect examples to bring back to class. Do they notice any changes from the last woodland walk? Children to use descriptive words e.g. pointy, sharp edges, smooth etc record observations in Floor book.</i></p> <p><i>All children will be able to describe a leaf</i>  <i>Most children will be able to compare two different leaves using description</i>  <i>Some children will be able to discuss why leaves on the ground can look different to the leaves on the trees still.</i></p>	<p>weather, sunny, rainy, raining, shower, windy, cloudy, hot, warm, cold, storm, thunder, lightning, puddles, rainbow, seasons, autumn,</p>
<p><b>Lesson 2: WALT:</b> Identify signs of Winter</p>	<p><b>Key Vocabulary:</b></p>
<p><i>Recap the signs of Autumn.</i>  <i>Discuss what we think happens in Winter what changes?</i>  <i>Discuss how the weather changes in Winter and how this affects the animals and plants. Go on a winter walk (Do on a cold and icy day). Discuss ice/ frost/ icicles/ snow if any.</i></p> <p><b>Activity:</b>  <i>Children to draw and label signs of Winter that they find on our walk.</i>  <i>All children will be able to verbally discuss a sign of Winter.</i>  <i>Most children will be able to verbally discuss multiple signs of Winter.</i>  <i>Some children will be able to verbally discuss a sign of Winter and say how it is different to other Seasons.</i></p>	<p>weather, sunny, rainy, raining, shower, windy, snowy, cloudy, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter</p>



<p><b>Lesson 3: WALT:</b> Identify signs of Spring</p>	<p><b>Key Vocabulary:</b></p>
<p>Recap the signs of Autumn and Winter.          Discuss what we think happens in Spring what changes?          Discuss how the weather changes in Spring. Read the book <i>Serens Seasonal Changes</i> and discuss Spring.          Go on a Spring walk and discuss what we can see, hear, feel, smell.</p> <p><u><b>Activity:</b></u>          Children to draw and label signs of Spring that they find on our walk.</p> <p>All children will be able to verbally discuss a sign of Spring.          Most children will be able to verbally discuss multiple signs of Spring.          Some children will be able to verbally discuss a sign of Spring and say how it is different to other seasons.</p>	<p>weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, frost, puddles, rainbow, seasons, spring, sunrise, sunset, day length</p>
<p><b>Lesson 4: WALT:</b> observe signs of summer</p>	<p><b>Key Vocabulary:</b></p>
<p>Recap Autumn, Winter and Spring what have we learnt so far. Use pictures of Seasonal walks to support.          Watch <a href="https://www.youtube.com/watch?v=Z3RSpxiD8tc">https://www.youtube.com/watch?v=Z3RSpxiD8tc</a> and identify signs of summer. Discuss how this is similar or different to the other seasons focus on all senses.</p> <p>Go on seasonal walk can we identify the signs we have spoken about outside?</p> <p><u><b>Activities:</b></u>          Children to create a senses chart drawing, labelling, sticking signs of Summer</p>	<p>weather, sunny, rainy, raining, shower, windy, cloudy, hot, warm,, storm, thunder, lightning, puddles, rainbow, seasons, summer, Sun, sunrise, sunset, day length</p>



<p>All children will be able to verbally discuss a sign of Summer.  Most children will be able to verbally discuss multiple signs of Summer.  Some children will be able to verbally discuss a sign of Summer and say how it is different to other seasons.</p>	
<p><b>Lesson 5: WALT:</b> Compare all four seasons</p>	<p><b>Key Vocabulary:</b></p>
<p>Use feely bags to share what we learnt about each season one bag for autumn, one for winter, one for Spring and one for summer. Discuss how the seasons are similar and different and make a class mind map.  Have a range of images in the middle of the carpet sort them into the four seasons and discuss why.  <u>Activity:</u> Children to draw and label images to go with each seasons seasonal poster  All children will be able to name the four seasons.  Most children will be able to discuss what happens in each of the four seasons.  Some children will be able to compare the four seasons.</p>	<p>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</p>
<p><b>Stunning Start/Marvellous Middle/ Fabulous Finish:</b> For each season utilise outside area and go on season walks.</p>	<p><b>OAA/Trips/Visits/Visitors:</b>  Trip to ECO area</p>