



## SUBJECT MEDIUM TERM PLANNING – SCIENCE

**Year Group:** 1

**TERM:** Autumn 1

**Theme:** Seasonal changes

**National Curriculum:**

- Observe changes across the four seasons – Autumn
- Observe and describe weather associated with the seasons and how day length varies – Autumn

**Context: -**

Children will observe autumn changes in and around the local area. Children will be identify weather that is typically associated with Autumn

**Concepts:** Seasons

**Vocabulary:**

**Season** – one of four part of the year.

**Autumn** – the season after summer and before winter.

**Prior Substantive Knowledge**

- Explore the natural world around them. (EYFS – Seasonal changes)
- Describe what they see, hear and feel whilst outside. (EYFS – Seasonal changes)
- Understand the effect of changing seasons on the natural world around them. (EYFS – Seasonal changes)

**Prior Disiplinary Knowledge**



- Asking Questions with a yes/no question to aid sorting
- Ask 1 or 2 simple research questions linked to a topic
- Observation - compare objects based on obvious features
- Predictions - Children consider in advance what might happen or what they may find out

**Future Substantive Knowledge**

- Recognise that light from the sun can be dangerous and that there are ways 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)



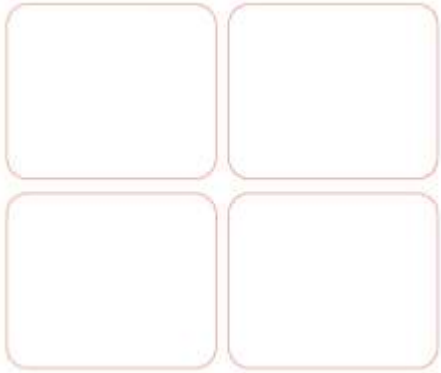
**Future Disiplinary Knowledge**

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

	<ul style="list-style-type: none"> <li>identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>
End points /by the end of this unit pupils will..	Crucial Knowledge
<ul style="list-style-type: none"> <li>Name the 4 seasons</li> </ul>	Spring, Summer, Autumn, Winter
<ul style="list-style-type: none"> <li>Identify Autumn from the picture below.</li> </ul> 	
<ul style="list-style-type: none"> <li>Recall two changes that occur in Autumn.</li> </ul>	<p>Examples could include</p> <ul style="list-style-type: none"> <li>Leaves change colour (red, brown, orange)</li> <li>Some leaves fall off the trees</li> <li>It gets colder</li> </ul> <p>Days get shorter/nights are longer</p>

## Lesson Number 1

### Changes in Autumn – Step 1

<p><b>Key learning:</b> Recognise changes across the seasons.</p> <p>Context: Autumn</p>	<p><b>Concepts:</b> Seasonal changes</p>	<p><b>Assessment tool – Flashback</b> <b>Engage</b> – What do we already know about seasons? – Generate a class mind map of all what children know about the seasons based on prior knowledge (this will allow you to identify misconceptions within the lesson) <b>Concept map at the beginning of the topic.</b> This will assess how much prior learning has been retained. <b>What do the children already know about the topic?</b></p>
<p><b>Success Criteria:</b> This should what the children should be able to do by the end of the lesson</p> <p>I can name the 4 seasons. I can name the months of the year that occur in each season. I can identify changes in weather and temperature</p> <p><b>Working scientifically:</b> Identifying and classifying</p> 	<p><b>Suggested resources:</b></p> <p>Flip chart</p> <p>Seasonal pictures</p> <p>Seasonal trees in resources cupboard</p>	<p><b>Introduce</b> the 4 seasons and discuss the months of the year that fall into them – show children an image of a tree that has changed over the different seasons. Show children the bbc bitesize video that explains what a season is <a href="https://www.bbc.co.uk/bitesize/topics/zkvv4wx/articles/zcx3gk7">https://www.bbc.co.uk/bitesize/topics/zkvv4wx/articles/zcx3gk7</a> Show children pictures of autumn, can they identify any changes that have occurred.</p>  <p><b>Go walk around forest school.</b></p> <p><b>Independent task:</b> Complete sheet based on the walk around school.</p> <p>Draw four things you saw on your autumn walk.</p>  <p><b>Deepening-</b> Show children a weather forecast – what do they notice about the temperature, day light hour? (link this to maths moments each day)</p> <p><b>Reflection</b> – Re visit mind map from the beginning of lesson – has knowledge been progressed, address misconceptions</p>

**Vocabulary:**

Autumn, daylight, night, weather, season

**Lesson Number 2**  
**Collect and record data – Step 2****Key learning:**

I can recognise the rain changes in Autumn

**Concepts:**

Seasons

Assessment tool – Flashback

Recap seasons

Recap seasonal changes in autumn

**Success Criteria:**

This should be what the children should be able to do by the end of the lesson

I know what a season is.

I know some seasonal changes for Autumn,

Working scientifically: gather and record data to help answer questions

**Suggested resources:**

Plastic container

Independent – Make a rain gauge.

Leave an empty container outside for a week.

Each child to record each day how much water has fallen and the weather for each day.

Record in table

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

**Vocabulary:**

Autumn, rainfall, weather, rain gauge

