





## SUBJECT MEDIUM TERM PLANNING – SCIENCE

<b>Year Group:</b> 1	<b>TERM:</b> Autumn 2	<b>Theme:</b> Seasonal changes
<b>National Curriculum:</b> <ul style="list-style-type: none"> <li>Observe changes across the four seasons – Winter</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul>		
<b>Context: -</b> By the end of the session, Children will be able to recognise key changes in the weather, temperature and day light hours for winter. The children will be able to identify and compare evergreen and deciduous trees.	<b>Concepts:</b> seasonal changes	<b>Vocabulary:</b> <b>Season</b> – a part of the year <b>Winter</b> – the season after autumn before spring.
<b>Prior Substantive Knowledge</b> <ul style="list-style-type: none"> <li>Explore the natural world around them. (EYFS – Seasonal changes)</li> <li>Describe what they see, hear and feel whilst outside. (EYFS – Seasonal changes)</li> <li>Understand the effect of changing seasons on the natural world around them. (EYFS – Seasonal changes)</li> </ul> <b>Prior Disiplinary Knowledge</b> <ul style="list-style-type: none"> <li>Asking Questions with a yes/no question to aid sorting</li> <li>Ask 1 or 2 simple research questions linked to a topic</li> <li>Observation - compare objects based on obvious features</li> <li>Predictions - Children consider in advance what might happen or what they may find out</li> </ul>		<b>Future Substantive Knowledge</b> <ul style="list-style-type: none"> <li>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. (Y3 - Light)</li> <li>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)</li> </ul> <b>Future Disiplinary Knowledge</b> <ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> </ul>

			<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>Identify the 4 seasons from the picture below.</li> </ul>			
			 <div> <span>Spring</span> <span>Summer</span> <span>Autumn</span> <span>Winter</span> </div>
<ul style="list-style-type: none"> <li>Recall two changes that occur in winter</li> </ul>			Some trees lose their leaves It gets colder Days get shorter and nights get longer
Lesson Number 1			
Changes in winter – Step 1			
<b>Key learning:</b> discuss changes across the seasons Context: Winter	<b>Concepts:</b> Seasonal changes	<b>Assessment tool – Flashback</b>  <b>Introduce</b> Recap the 4 seasons and discuss the months of the year that fall into them.	

<p><b>Success Criteria:</b> This should what the children should be able to do by the end of the lesson</p> <ul style="list-style-type: none"> <li>• I can name the 4 seasons.</li> <li>• I can name the months of the year that occur in each season.</li> <li>• I can identify changes in weather and temperature</li> </ul> <p>Link with book – The Squirrels Busy year</p>	<p><b>Suggested resources:</b></p> <p>The Squirrels Busy year book</p>	<p>Show children pictures of Winter, can they identify any changes that have occurred.</p> <p>Teach children about events that occur during that time.</p> <p>Take children to forest school – ask them to take pictures or collect things that are signs of winter</p> <p><b>P and C</b> – Children to group the seasonal changes for winter</p> <p><b>Independent task:</b> Children to have different seasonal pictures, in groups children to identify which pictures relate to winter</p>
<p><b>Vocabulary:</b> Season, winter, daylight, weather, night</p>		

<p align="center"><b>Lesson Number 2</b> <b>Collect and record data – Step 2</b></p>		
<p><b>Key learning:</b> I can recognised the rain changes in Winter</p>	<p><b>Concepts:</b> Seasonal changes</p>	<p><b>Assessment tool – Flashback</b></p> <p>Recap seasons Recap seasonal changes in Winter</p>

**Success Criteria:**

This should 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 Winter,

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 fell and the weather for each day.

Record in table

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

**Vocabulary:**

Rainy, snowy, windy, cloudy, frosty, sunny