





SUBJECT MEDIUM TERM PLANNING – SCIENCE

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| Year Group: 1 | TERM: Summer 2 | Theme: Seasonal changes |
| National Curriculum: <ul style="list-style-type: none"> Observe changes across the four seasons – Summer Observe and describe weather associated with the seasons and how day length varies – Summer | | |
| Context: - Children will observe autumn changes in and around the local area. Children will be identify weather that is typically associated with Summer | Concepts: Seasons | Vocabulary: Season – one of four part of the year. Summer – the season after spring and before autumn. |
| Prior Substantive Knowledge <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 |

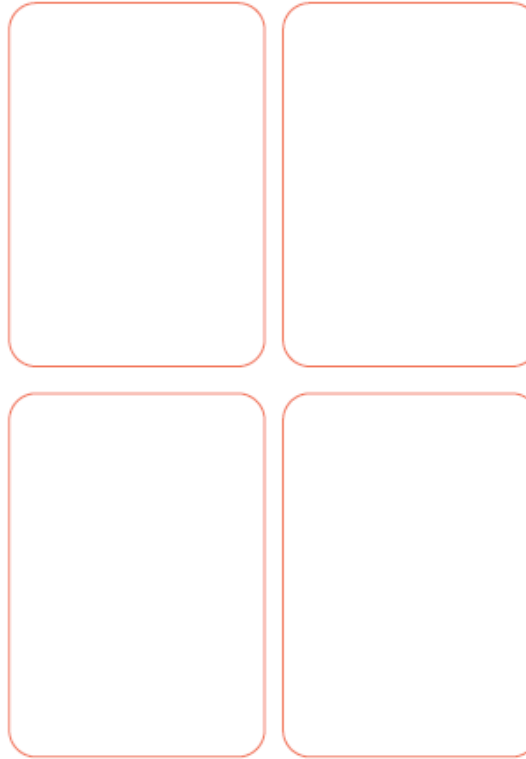
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| | <ul style="list-style-type: none"> identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. |
| End points /by the end of this unit pupils will.. | Crucial Knowledge |
| <ul style="list-style-type: none"> Name the 4 seasons | Spring, Summer, Autumn, Winter |
| <ul style="list-style-type: none"> Identify Autumn from the picture below.  |  |
| <ul style="list-style-type: none"> Recall two changes that occur in Summer. | <p>Examples include</p> <ul style="list-style-type: none"> Summer is usually the warmest season Nights are shorter Day light is longer Many plants grow in the summer Animals are more active in the summer |

Lesson Number 1
Changes in Summer – Step 1

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| <p>Key learning: Recognise changes across the seasons</p> <p>Context: Summer</p> | <p>Concepts: Seasonal changes</p> | <p>Assessment tool – Flashback Engage – 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) Concept map at the beginning of the topic. This will assess how much prior learning has been retained. What do the children already know about the topic?</p> |
| <p>Success Criteria: 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>Working scientifically: Identifying and classifying</p> | <p>Suggested resources: Flip chart Seasonal pictures Seasonal trees in resources cupboard</p> | <p>Introduce 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 https://www.bbc.co.uk/bitesize/topics/zkvv4wx/articles/zcx3gk7 Show children pictures of autumn, can they identify any changes that have occurred.</p> <p>Go walk around forest school.</p> <p>Independent task: Complete sheet based on the walk around school.</p> |



a) Draw **four** things you saw on your walk.

Four empty rounded rectangular boxes arranged in a 2x2 grid, intended for drawing four things seen on a walk.

Reflection – Re visit mind map from the beginning of lesson – has knowledge been progressed, address misconceptions

Vocabulary:

summer, daylight, night, weather, season

Lesson Number 2
Collect and record data – Step 2

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| Key learning: I can recognised the rain changes in summer | Concepts: Seasons | Assessment tool – Flashback Recap seasons Recap seasonal changes in Summer | | | | | | | | | | | | | | |
| 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 summer 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 <table><tr><td>Monday</td><td></td></tr><tr><td>Tuesday</td><td></td></tr><tr><td>Wednesday</td><td></td></tr><tr><td>Thursday</td><td></td></tr><tr><td>Friday</td><td></td></tr><tr><td>Saturday</td><td></td></tr><tr><td>Sunday</td><td></td></tr></table> | Monday | | Tuesday | | Wednesday | | Thursday | | Friday | | Saturday | | Sunday | |
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| Sunday | | | | | | | | | | | | | | | | |
| Vocabulary: summer, rainfall, weather, rain gauge | | | | | | | | | | | | | | | | |
| Lesson Number 3 What are the main changes in each season – Step 3 | | | | | | | | | | | | | | | | |

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| Enquiry question: What are the main changes in each season? | Concepts: Seasonal changes | Assessment tool – Flashback Recap what a season is and the 4 different seasons. P and C – Label the corners of the classroom spring, summer, autumn and winter Say facts and give children 10 seconds to identify the season and move to that area of the classroom. |
| Success Criteria: This should what the children should be able to do by the end of the lesson I know that there are 4 seasons. I can recall each season I can identify seasonal changes for each season. | Suggested resources: | Independent task – Draw a tree and divide into 4 sections (this can be given if needed) children draw the tree for each season. |
| Vocabulary: Season, winter, spring, summer, autumn | | |