

Y1 Science – Seasonal Changes

(Autumn 2 – Wonderful Weather)

Part of the unit is carried out as an observation over time throughout the year

NC Targets to be Covered:

Pupils should be taught to:

- talk about the changes to the weather across the seasons
- talk about the changes to plants across the seasons
- describe the four seasons
- observe and describe the weather within the seasons and how the length of the day changes.

Learning Ladders:

- I can observe and describe the weather within the seasons and how the length of the days changes.
- I can describe the four seasons.
- I can talk about the changes to plants across the seasons.
- I can talk about the changes to the weather across the seasons.

Working Scientifically

1. I can ask simple questions and recognise that they can be answered in different ways.
2. I can observe closely, using simple equipment.
3. I can perform simple tests.
4. I can identify and classify.
5. I can use my observations and ideas to suggest answers to questions.
6. I can gather and record data to help in answering questions.

Key Vocabulary

- weather (sunny, rainy, windy, snowy etc.)
- seasons (winter, summer, spring, autumn)
- sun, sunrise, sunset, day length

Week	Order of Study
(4 lessons over the year) (Start of Autumn 2 – Autumn Start of Spring 1 – winter Start of summer 1 – Spring Summer 2 – Summer)	Start of unit quiz LI: I can describe the four seasons. Type of Scientific Enquiry – observation over time – what is the same or different about each season? Starter – Present the children with a picture of each of the four seasons. Ask them what's the same and what's different. Discuss how they are all different seasons. Ask is the weather the same in each season? (Discuss how sometimes it is, but each season has a generic weather). Main lesson/Task – Play song to the children. Children to have a sheet for the seasons work with 4 boxes on and 'observation over time' symbol for children to investigate what the weather is like during each season. They will go for a short walk outside to observe what they see and watch videos/PowerPoints showing the relevant season, refer to stories they looked at in Reception (Leaf Man for Autumn, Harry and the Snow King, Can't You Sleep Little Bear for Winter, Tree Seasons Come, Seasons Go for Spring, the growing story and planting beans and the tree book and minibeasts in summer). They will keep coming back to this learning over the year so put a line by each box to short date it. Adaptive teaching = sheet with symbols of different weather types on. Plenary – Each session, review key vocabulary. Match pictures to the words on the PowerPoint slides (quiz questions) Resources needed: worksheet, PowerPoint for each season for that time. Autumn PPT for Autumn 2, Winter PPT for Spring 1, Spring PPT for Summer 1, Summer PPT for Summer 2, https://www.youtube.com/watch?v=Iisj2kTZIFs Key terminology – weather, sun, rain, wind, snow, storm, seasons, winter, summer, spring, autumn

1 (Autumn 2) Whole Science Day	LI: I can talk about the changes to the weather across the seasons. Type of Scientific Enquiry – research – What happens to the weather across the seasons? Starter – Give the children a task to match the weather to the season. Main lesson – Start by reading ‘a twinkl original little acorns’ story to the children. Write the four seasons on the board – discuss/write on the board what they remember about each season. Watch the video - What are the seasons? - BBC Bitesize and make any more notes on the board (write up seasons/months/draw pics of the weather in that season). Then look at each season individually (individual season PowerPoint) and complete the task. Then move on to the next one. Tasks – Autumn: Make a wind catcher with tissue paper and lollypop sticks. Winter: Make a snowy storm in a cup. Spring: Create a watercolour painting for umbrellas. Summer: Make a sun catcher collage. Plenary – Discuss the changes to the weather across the seasons. Can the children use scientific language (starter vocab) to describe? Play seasons song. Resources needed: Twinkl original book little acorns (pdf or interactive version), worksheet, PowerPoints for each seasons, https://www.bbc.co.uk/bitesize/topics/zkvv4wx/articles/zcx3gk7, resources for each activity, https://www.youtube.com/watch?v=Iisj2kTZIFs Key terminology – weather, sun, rain, wind, snow, storm, seasons, winter, summer, spring, autumn Take pictures of the activities
2 (Autumn 2)	LI: I can observe and describe the weather within the seasons and how the length of the day changes. Type of Scientific Enquiry – research – how does the length of day change across the seasons? Starter – Play seasons song to review learning. Is it light outside for the same time for the whole year? Main lesson – Teach the children about night and day using the weblink: https://www.bbc.co.uk/bitesize/topics/zkvv4wx/articles/zyfhhxbk and the PowerPoint. Look at the table of data of sunrise/sunset times from 2023 together as a class. Review which season has the most sunlight? Which has the least? Refer to previous learning about seasons and complete the table and answer the questions. Task – Pictogram sheet with suns to show how many hours of sunlight there are in each season. Plenary – Using the pictogram sheet, can you share which season has the most hours of sunlight and which season has the least? Challenge Q or marking task: Can you explain why? Resources needed: https://www.youtube.com/watch?v=Iisj2kTZIFs, worksheet, PPT/bitesize video https://www.bbc.co.uk/bitesize/topics/zkvv4wx/articles/zyfhhxbk Key terminology – weather, seasons, winter, summer, spring, autumn, sun, sunrise, sunset, day length
3 (Autumn 2)	LI: I can talk about the changes to plants across the seasons. Type of Scientific Enquiry – ??? – Starter – Play seasons song to review learning. Look at images of trees – which season do you think each tree is shown in? Main lesson – Start the lesson by reading The Tiny Seed by Eric Carle. Use this as a hook – what happens to plants as they grow? Why do they look different at different times of the year? Look at images of plants in different seasons. Do they know which plants they are? Why do they look different? Task – Make a handprint calendar to with fingerprints of paint to show the different leaves in the seasons.



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Plenary – Review learning from the previous lessons. Use books and quiz questions!

Resources needed: <https://www.youtube.com/watch?v=Iisj2kTZIFs>, worksheet, PPT/bitesize video

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End of unit quiz