

Question: How do the seasons impact on what we can do at different times of year?

National Curriculum Link

KS1 Science: Y1Seasonal changes

KS1 Science Working Scientifically

IB Learner Profile Links

Inquirers – Nurture skills for research and curiosity

Knowledgeable – Develop conceptual understanding and engage with issues and ideas

Principled – think and act with integrity and honesty

Reflective – Consider the wider world and our own ideas and experience

Communicators – express yourself confidently and creatively

Prior Skills – EYFS

- Observe changes across the four seasons
- Name the four seasons in order
- Observe and describe weather associated with the seasons
- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- Explore, using the senses (see, touch, smell, hear or taste)
- Use their observations and ideas to suggest answers to questions

New Skills – Y1

- Observe changes across the four seasons
- Name the four seasons in order
- Observe and describe weather associated with the seasons
- Observe how day length varies in different seasons
- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- Explore, using the senses (see, touch, smell, hear or taste)
- Record observations and results to a test using drawings and in simple tables
- Use their observations and ideas to suggest answers to questions
- Gather and record data to help in answering questions.

Future Skills – Y1 (Later in year / Light focus)

- Know that electricity is an important source of light
- Identify and name the sources of light, including electricity being an important source of light
- Identify and name sources of light
- Understand what darkness is
- Compare sources of light using scientific language (brightest, duller, darker, lighter)
- Observe and describe shadows during the day
- Know that the Sun lights up the Earth and safety with the sun
- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- Explore, using the senses and talk about they see (see, touch, smell, hear or taste)
- Record observations and results to a test using drawings and in simple tables
- Use simple equipment to help them make

		observations <ul style="list-style-type: none"> • Tell other people about the testing them have done • Record their findings in a table or chart
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Knowledge, Skills and Understanding for topic area

- Observe changes across the four seasons
- Name the four seasons in order
- Observe and describe weather associated with the seasons
- Observe how day length varies in different seasons

Knowledge, Skills and Understanding for Working Scientifically

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- Explore, using the senses (see, touch, smell, hear or taste)
- Record observations and results to a test using drawings and in simple tables
- Use their observations and ideas to suggest answers to questions
- Gather and record data to help in answering questions.

Challenge

- Can they observe features in the environment and explain that these are related to a specific season?
- Can they observe and talk about changes in the weather?
- Can they talk about the weather variation in different parts of the world?

Resources

- Seasons wheel
- Photographs of outdoor in the local park, streets etc in different seasons
- Measuring equipment to measure rainfall
- Holiday magazines and brochures for different parts of the world – rainfall, hours of sunshine etc.

Suggested Quality Texts

School library and topic boxes

Website/Apps

Resources available for Seasonal change – linked to all seasons
<http://www.naturedetectives.org.uk/download/>
 The Four Seasons – An Earth day interactive storybook APP

Extended Writing Opportunities

Children could make a leaflet by writing in sentences about the different times of year and what the weather is like, what the trees are like, flowers which grow etc.
 Keep a diary of weather and temperature over a long period.

Numeracy Skills

Reading scales accurately to measure temperature at different times of year. Opportunities to set things out in charts, especially in relation to the weather, keep a diary/ record of the temperature over a night and day time in degrees Celsius and also measuring rainfall. Present information on a chart.

Wow starter/experience

Immersion room experience of a walk through each season with photographs, change in temperature of room settings and lighting to show changes.

Cross Curricular Links/ enquiry time activities:

Art: Having looked at the work of William Morris, children should be invited to create their own print and drawing based on the leaves they have found. Sketch and paint a picture of a tree at different times of the year.

ICT: Using the microscopes which link to the laptops, look closely at a range of leaves collected from different seasons/ time periods throughout the year.

Music: There is an opportunity for children to listen to and appreciate classical music. They will then create their own music based on different elements of weather. Use musical instruments to create music for each season.

DT: Plan, design and make suitable outdoor clothing for different times of year. Match clothing to season in which it will be needed and explain why.

Geography/ICT: Make and film a short weather report using a map of Great Britain and weather temperature cards and pictures to represent different seasons.