

# Science/ Geography

## Seasonal Change and Weather Autumn and Winter Y1

**Remember when**  
(EYFS)

**Sticky knowledge**

- We wear warmer clothing in Autumn and Winter
- It starts to get darker earlier in Autumn and Winter
- It gets colder in Autumn and Winter
- In Autumn some leaves turn orange, red and brown
- Chestnut trees lose their leaves in Winter and holly and fir trees don't
- Leaves fall off deciduous trees because they dry out
- Some animals hibernate in Winter

**Key vocabulary**

Weather (sunny, rainy, windy, snowy etc.) Seasons (winter, summer, spring, autumn) Sun, sunrise, sunset, day length

**National Curriculum**

observe changes across the four seasons  
observe and describe weather associated with the seasons and how day length varies.

**Common Misconceptions**

Some children may think:

- it always snows in winter
- it is always sunny in the summer
- there are only flowers in spring and summer
- it rains most in the winter.

| LO   | Knowledge and Skills  | Lesson outline  |
|--|---|---|
| <p><b>Lesson 1</b></p> <p><b>LO:</b> To know the signs of Autumn and Winter</p> <p><b>Enquiry Type:</b> Observation</p>  | <p><b>Sticky Knowledge:</b> In Autumn some leaves turn orange, red and brown</p> <p><b>Skills:</b> using their observations and ideas to suggest answers to questions</p> | <p>Learn the order of the seasons- could use a song to do this. Which season is it now?</p> <p>Do a weather chart at the beginning of the lesson- weather, temperature and you could measure rainfall in non-standard units.</p> <p>Walk in the school grounds to look for signs of Autumn- collect items to bring back to class (e.g. leaves, acorns etc). Children take pictures on ipad.</p> <p>Discuss animals- are there any birds, insects, mammals? Where can you find them?</p> <p>In books: Either checklist of what the children have found, or photos to go on Twitter.</p> <p>Set homework- what time (to the hour) did it get dark? What were you doing when it got dark?</p>          |
| <p><b>Lesson 2</b></p> <p><b>LO:</b> To know deciduous trees lose their leaves in Winter and evergreen do not</p> <p><b>Enquiry Type:</b> Grouping and classifying</p> | <p><b>Sticky Knowledge:</b> Chestnut trees lose their leaves in Winter and holly and fir trees don't</p> <p><b>Skills:</b> identifying and classifying</p>                | <p>Recap the order of the seasons- which season are we in now?</p> <p>Do a weather chart at the beginning of the lesson- weather, temperature and you could measure rainfall in non-standard units.</p> <p>Walk in the school grounds to observe the trees and identify by their leaves and twigs using id sheets. Discuss evergreen and deciduous. How can you tell which trees are evergreen and which ones are deciduous?</p> <p>In books: Sort leaves and pictures of trees into evergreen and deciduous.</p> <p>SEN: Group task</p> <p>GD: Put one more example that you have found into your chart.</p>   |
| <p><b>Lesson 3</b></p> <p><b>LO:</b> To know why some trees lose their leaves in Winter</p> <p><b>Enquiry Type:</b> Observation over time</p>                          | <p><b>Sticky Knowledge:</b> Leaves fall off deciduous trees because they dry out</p> <p><b>Skills:</b> Performing simple tests</p>  | <p>Recap the order of the seasons- which season are we in now?</p> <p>Do a weather chart at the beginning of the lesson- weather, temperature and you could measure rainfall in non-standard units.</p> <p>Look at deciduous and evergreen leaves. What do you notice about them- you need to use real leaves so the children can feel the waxy coating on holly leaves for example.</p> <p>Show the pupils three sheets of paper towels one laid out flat, one rolled and one folded in-between wax paper- which do you think represents the sycamore leaf/ pine needle/holly leaf?</p> <p>Soak the three paper towels in water then hang them on a line outside representing the tree branch.</p> |

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|   |   | <p>Children predict which leaf they think will stay wet the longest and therefore stay on the tree- explain why they think this.</p> <p>After 30 minutes children observe the paper towels and relate to the leaves. P62 A Creative Approach to Teaching Science</p>  |
| <p><b>Lesson 4</b></p> <p><b>LO:</b> To know that in Winter some animals hibernate</p> <p><b>Enquiry Type:</b> Research</p>   | <p><b>Sticky Knowledge:</b><br/>Children will know some animals hibernate in Winter</p> <p><b>Skills:</b> asking simple questions and recognising they can be answered in different ways</p>              | <p>Recap the order of the seasons- which season are we in now?</p> <p>Do a weather chart at the beginning of the lesson- weather, temperature and you could measure rainfall in non-standard units.</p> <p>Explain what hibernating is- read a story about an animal that hibernates.</p> <p>Look at a range of animals that hibernate. Children to sort animals into ones which hibernate and ones which don't.</p>  |
| <p><b>Lesson 5</b></p> <p><b>LO:</b> To know that the day length is shorter in Autumn and Winter and how to stay safe in the dark</p> <p><b>Enquiry Type:</b> Pattern Seeking</p> | <p><b>Sticky Knowledge:</b> It starts to get darker earlier in Autumn and Winter</p> <p><b>Skills:</b> gathering and recording data to help in answering questions</p>                                    | <p>Recap the order of the seasons- which season are we in now?</p> <p>Do a weather chart at the beginning of the lesson- weather, temperature and you could measure rainfall in non-standard units.</p> <p>Talk about the homework and what time it got dark- what were you doing when it got dark? What happens when it gets dark? Is there a pattern to when it gets dark? Compare to what time it got dark at the beginning of September when we came back to school (use data already gathered from September or researched).</p> <p>How can we keep safe in the dark when walking home from school?</p>                  |
| <p><b>Lesson 6</b></p> <p><b>LO:</b> To know what the weather is like in Autumn and Winter</p> <p><b>Enquiry Type:</b> Pattern Seeking</p>  | <p><b>Sticky Knowledge:</b> It gets colder in Autumn and Winter</p> <p>We wear warmer clothing in Autumn and Winter</p> <p><b>Skills:</b> gathering and recording data to help in answering questions</p> | <p>Recap the order of the seasons- which season are we in now?</p> <p>Do a weather chart at the beginning of the lesson- weather, temperature and you could measure rainfall in non-standard units.</p> <p>Teaching input – show children different items of clothing inside a suitcase. Children discuss and sort items of clothing by what we wear / wouldn't wear in Autumn and Winter.</p> <p>Use items to base next discussion point - how do we stay warm in Autumn and Winter? / why do we need to stay warm? (e.g. colds etc)</p> <p>Activity – drawing and writing items and clothing you will need to keep warm</p> |
| Working towards   | <b>End of unit assessment</b>   |   |
|   | Working at Age related expectations   | Working at a greater depth  |