

Science/ Geography

Seasonal Change and Weather Spring and Summer Y1

Remember when
(EYFS)

Sticky knowledge

- In Spring new plants start to grow and animals are born
- We wear cooler clothing in Spring and Summer
- We wear hats, sunglasses and sun cream to protect us from the sun.
- It starts to get darker later in Spring and Summer
- It gets warmer and dryer in spring and summer
- Daisies, roses and sunflowers grow in summer.
- Some trees grow flowers and fruit in summer
- The 4 seasons are spring, summer, autumn and winter.
- Plants, animals and the weather change depending on the season

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>Lesson 1</p> <p>LO: To know the signs of Spring and Summer</p> <p>Enquiry Type: Observation</p>	<p>Sticky Knowledge: In Spring new plants start to grow and animals are born</p> <p>Skills: using their observations and ideas to suggest answers to questions</p>	<p>Learn the order of the seasons- use a song to do this. Which season is it now?</p> <p>Use clip from Giggle Biz (Gail Force)</p> <p>Do a weather chart at the beginning of the lesson- weather, temperature and you measure rainfall in non-standard units.</p> <p>Walk in the school grounds to look for signs of Spring and Summer- collect items to bring back to class. Learn about other signs of spring you might not see in the school grounds such as young animals</p> <p>Set homework- what time (to the hour/ half hour) did it get dark? What were you doing when it got dark?</p>
<p>Lesson 2</p> <p>LO: To know what plants and animals can be seen in Spring and Summer</p> <p>Enquiry Type: Grouping and classifying</p>	<p>Sticky Knowledge: daisies, roses and sunflowers grow in spring and summer.</p> <p>Skills: 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 measure rainfall in non-standard units.</p> <p>Walk in the school grounds to observe the trees and flowers- identify by their flowers, leaves and twigs using id sheets (include, daisies, sunflowers and roses). Discuss evergreen and deciduous- remind the pupils what the trees were like in Autumn and Winter.</p> <p>Discuss animals- are there any birds, insects, mammals? Where can you find them?</p>
<p>Lesson 3</p> <p>LO: To know that the day length is longer in Spring and Summer</p> <p>Enquiry Type: Pattern Seeking</p>	<p>Sticky Knowledge: It starts to get darker later in Spring and Summer</p> <p>Skills: 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 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 and from the Autumn and Winter unit.</p>
<p>Lesson 4</p> <p>LO: To know what the weather</p>	<p>Sticky Knowledge: It gets warmer and dryer in spring and summer</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 measure rainfall in non-standard units.</p>

<p>is like in Spring and Summer</p> <p>Enquiry Type: Pattern Seeking</p>	<p>Skills: gathering and recording data to help in answering questions</p>	<p>Summarise the weather data collected over the unit of work. What is the weather like in Spring and Summer? - use photographs and own experiences to support this.</p> <p>Children take photos of weather outside and use clippings from science magazines to create a poster about the weather in spring and summer.</p>		
<p>Lesson 5</p> <p>LO: To know how to stay safe in the sun</p> <p>Enquiry Type: Research</p>	<p>Sticky Knowledge: We wear cooler clothing in Spring and Summer.</p> <p>We wear hats, sunglasses and sun cream to protect us from the sun.</p> <p>Skills: identifying and classifying</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 Spring and Summer.</p> <p>Use items to base next discussion point - how do we stay safe in the sun? / why do we need to stay safe in the sun?</p> <p>Activity – drawing and writing items and clothing you will need to keep safe in the sun</p>		
<p>Lesson 6</p> <p>LO: To compare the 4 seasons</p> <p>Enquiry type: pattern seeking</p>	<p>Sticky knowledge: The 4 seasons are spring, summer, autumn and winter.</p> <p>Plants, animals and the weather change depending on the season</p> <p>Skill: asking simple questions and recognizing they can be answered in different ways</p>	<p>Recap the work done in both seasons units- compare their findings on the 4 seasons. How did we find out about the seasons?</p> <p>What was the same about the 4 seasons? What was different?</p> <p>Children to work in pairs and have 4 A3 pieces of paper with each season – children to use real objects and pictures to sort into the correct season. Children to also draw and write things relating to each season on each piece of paper (e.g. trees, weather, clothing). Children to use their finished pieces to discuss the similarities and differences between the 4.</p>		
<p>Working towards</p>		<p>End of unit assessment Working at Age related expectations</p>		<p>Working at a greater depth</p>