Key Stage **KS1** Topic **Seasonal Changes** Class **1** Range **1** (2)

End of Unit Goals

Pupils will be able to:

- Observe the apparent movement of the sun during the day
- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies.

Explaining Science

- Remember some simple science facts
- Use & remember science words during activity
- Describe what is happening using science

Data, Tables & Graphs

- Use a simple table by recording in words & numbers
- Use a frame to add to pictograms
- Add to block charts & pictograms by counting up

Key Terminology:

Season, sun, sky, autumn, winter, spring, summer, year, month, week, day, weather (various), temperature, weather, rainfall, daylength, sun, shadow

Lesson	Content Objective	Skill Objective	Possible Activities
Ongoing	Describe the weather	Use & remember science words during activity	• Explore types of weather (hot/warm/cold, rainy/dry, cloudy/bright, etc). Create symbols for each type of weather. • Watch DVD / time-lapse / news reports of weather (including extremes) • Keep a daily record of the weather. Watch weather forecasts / match to the actual weather. Take photos. Compare to yearly weather records (inc. extremes). See below • Create symbols for weather types (link to forecasts) • Role play as weather forecasters • Compare the weather in other countries. Fictional postcard, webcams, weather maps, etc • Develop literacy through descriptive language of weather during seasons
Ongoing	There are four seasons	Add to block charts & pictograms	• Discuss expected weather during each season. Show DVD clips of seasonal weather. Make collage of features of each season. • Keep record of the weather during the year. Observational drawings. Seasonal colours. Count days for each type of weather. Plot as blockcharts/pictograms (long term project). Photo diary. • Measure temperature using a modified thermometer. Notice the difference inside and out. Keep a record over time. • Role play as travel agents. • Research/explore/predict clothing, animal behaviours, etc over seasons. • Observe sun moving across sky from direction of shadow (school feature or stick)(care, sun safety) • Use length of shadow (paint on wooden board) change at the same time each month. Relate to height by modeling with a torch. • Use information about sun rise / sun set times to show changes in day length • Link events to seasons (e.g. conker / leaf hunt, hibernation, new life (nesting), etc) • Do bigger ice cubes melt slower in the sun? Do I need a bigger ice cream to stop it melting? • Webcam birds nest, hibernating hedgehogs, etc • How many dustpans of leaves does it take to fill up the bin? Use different sized bins. Create block charts for different sized bins • Who can make the biggest snowball? Measure as length or weight. Discuss method. Get others to try. How many snowballs can we stack up before it falls over? • Which trees lose their leaves first in the autumn? Which trees are the first to grow new leaves in the spring? • How many hours of daylight are there? Create blockcharts for the first day of each month

			• Link all information to understand changes over the four seasons. • Percy's shed. Set a weekly question / challenge.