

End of Unit Goals

Pupils will be able to:

- Know the four seasons. Know how the weather is different in each.
- Observe, describe, measure and record weather over the seasons.

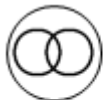
Prior Knowledge

Numbers from 0 to 10 (and beyond). Begins to measure time with timers and calendars. Increasingly able to order and sequence events related to time. Know about similarities, differences & in relation to places and living things. Talks about why things happen and how things work. Makes observations & drawings. Talks about seasons & states of matter. Plays & explores outside in all seasons and in different weather. (EYFS)

Skill Objectives

Explaining Science			Making Conclusions		
I use science words during an activity	I use & remember science words during an activity	I use & remember science words over a short time	I sort using pictures or instructions	I sort using simple yes/no statements	I use simple spider keys with obvious differences
			I group by familiar features	I group by difference or similarity	I group by difference similarity or change
I describe what is happening using words & actions	I describe what is happening using science	I use science to describe & recall what I have seen			

Enquiry Types



Classification



Finding Patterns



Observing over time



Fair testing

Key Vocabulary

Spring, Summer, Autumn, Winter, symbol, cloud, rain, sunny, snow, season, weather, measure, data

Important Scientists



John Dalton (1766-1844) English scientist and early weather pioneer. He used home-made instruments to gather data on weather over time and turned weather forecasting into a science. We still use data he gathered to this day.

Anders Celsius (1701-1744) Swedish scientist who developed the Celsius temperature scale for thermometers. This scale used 0°C for freezing water and 100°C for boiling water. This scale now replaces

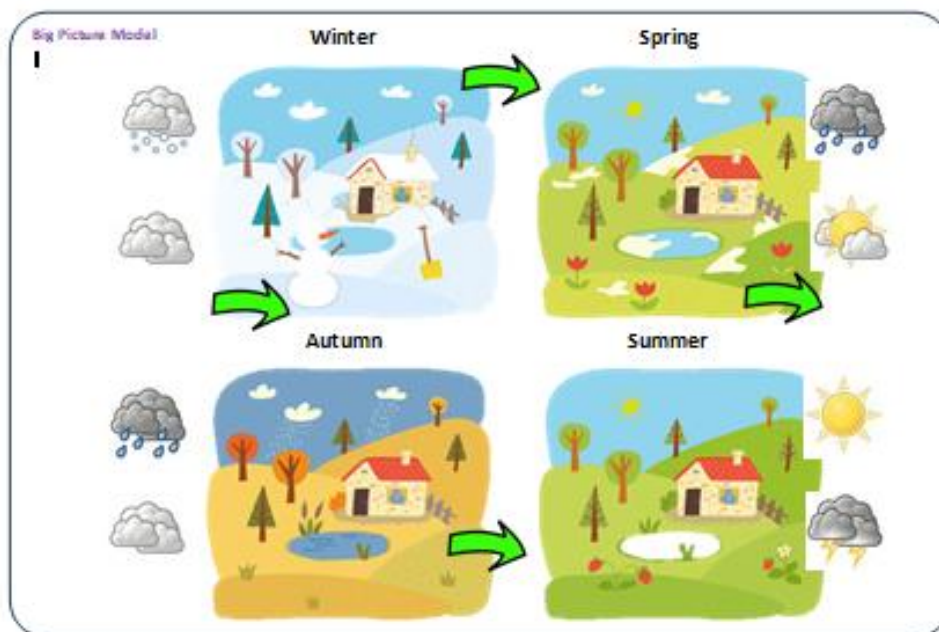
Common Misconceptions

- It's winter because it's cold / there is snow!
- It always snows in winter. It's always sunny in summer.
- There are only two seasons – winter & summer.
- Day length doesn't change over the year.
- It's warmer in summer because we are closer to the sun. Plants only grow in spring and summer.
- It must be hot and bright for us to need sun cream.
- I won't get cold if I'm ok now.

the Fahrenheit scale across most of the world.

All countries have the same seasons at the same time.

Big Picture model



Session	Knowledge Objective	Skill Objective	Enquiry Opportunities	Extension Opportunities	SEN
1			Complete KWL Grid (Seasonal Change) Explore and discuss skills and knowledge that will be covered in unit.		
2	<p>How can we describe the weather?</p> <ul style="list-style-type: none"> I can describe the weather using comparative language (e.g. hot/cold, wet/dry, sunny/cloudy) & over a range. 	<p>I can use and describe science words during an activity.</p>	<p>Children to create a KWL grid for 'seasons'.</p> <p>Starter:</p> <p>Watch a clip about extreme weather conditions. What do they notice? How do they feel? Can they use any scientific words to describe the weather types? Record on large piece of paper with pictures for each weather type.</p> <p>Main:</p> <p>21/10/24 – Becoming sunnier after storm Ashley – Morning Weather Forecast UK –Met Office Weather (youtube.com)</p>	<p>Across the week:</p> <p>Children to record the weather for the week on a large A3 chart as a whole class.</p>	<p>Children to have four symbols with words. Match the symbols to the weather type (cut and stick).</p>

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			<p>Watch a broadcast on a weather channel. Discuss what this is. Why would it be helpful to know what the weather was going to be like?</p> <p>Look at the symbols for the different types of weather and guess what they mean. Can children create their own symbols for the weather types?</p> <p>Plenary:</p> <p>Children to use the symbols to carry out a presentation of a weather forecast. Record for evidence.</p>		
3	<p>How can we measure the weather?</p> <ul style="list-style-type: none"> I can use a weather gauge to measure the amount of rainfall over a week. 	<p>I can use and describe science words during an activity. I describe what is happening using Science. I use Science to describe and recall what I have seen.</p>	<p>Starter:</p> <p>Recap different types of weather by looking at symbols.</p> <p>Main:</p> <p>Oracy link-How can we measure rainfall?</p> <p>As a whole class, discuss the use of a weather gauge. Create a whole class weather gauge and throughout the week measure the rain fallen and plot on grid on Busythings.</p>	<p>Which season do you think has the most amount of rainfall? Look at this as a whole class.</p>	<p>T and TA to support SEND children with using science vocabulary to describe the amount of rainfall.</p>

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4	<p>What are seasons?</p> <ul style="list-style-type: none"> I can name and order the 4 seasons. 	<p>I can use and describe science words during an activity. I describe what is happening using Science. I use Science to describe and recall what I have seen.</p>	<p>Starter:</p> <p>Ask the children if they have noticed the weather changes throughout the year. Talk about how in July, we have very warm weather and need wear our sun cream and sunhats! But in winter the weather gets colder and we need our hats and scarves.</p> <p>Main input:</p> <p>Follow the PowerPoint discussing the different seasons and the things we may see, wear and do in these seasons. Use a big sheet to order the 4 seasons as PowerPoint goes on and later display this on working wall.</p> <p>Activity:</p> <p>Model to the children creating a seasons spinning wheel using paper plates. Children to draw the weather/seasonal tree in each quarter of the wheel and assist children in finishing spinner with a split pin. Children to then work in pairs and play “guess the season” with their partner. Children to describe the season and see if their partner can guess correctly. I.e. “you wear a woolly hat in this season”, “the flowers grow in this season”.</p>	<p>Track the temperature across the Autumn season and compare with other seasons.</p>	<p>T/TA to support SEND children with cutting skills to complete their paper plate.</p>
5	<p>How are the seasons different?</p> <p>I can measure temperature and compare it across the 4 seasons.</p>	<p>I can use and describe science words during an activity. I describe what is happening using Science. I use Science to describe and recall what I have seen.</p>	<p>Starter:</p> <p>Watch video recapping with the children the 4 seasons: https://www.bbc.co.uk/bitesize/topics/zkvv4wx/articles/zcx3gk7</p> <p>Main:</p> <p>Discuss with the children what changes happen throughout the seasons that they can remember from last</p>		<p>SEND to complete sentence by sticking correct word in blank space to describe change in temperature.</p>

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			<p>week, make a spider diagram. E.g. we wear a winter hat, we wear sun cream, we go to the park, and we build snowmen.</p> <p>Create a graph on busy things to measure the temperature change across the week using a weather site online to help.</p> <p>Activity:</p> <p>Children to choose a season and write a sentence to explain the change in temperature that happens.</p> <p>'In the summer, the weather gets warmer and the trees are full of leaves'.</p> <p>Children to use word bank to support them.</p>		
6	<p>How are the seasons different?</p> <p>I can recognise the signs of Autumn and know how to stay safe in Autumn.</p>	<p>I can use and describe science words during an activity.</p> <p>I describe what is happening using Science. I use Science to describe and recall what I have seen.</p>	<p><u>Starter:</u></p> <p>How do we know it is Autumn? Discuss using talk partners (oracy link).</p> <p><u>Main Teaching:</u></p> <p>Follow the PowerPoint considering the signs of Autumn. Talk with the children about how Autumn is seen in our environments. Consider day lengths and discuss appropriate clothing/activities in autumn.</p> <p><u>Activity</u></p> <p>Children to use Autumn hunt checklist to go on a walk around school looking for the indicators of Autumn. Children to also identify something not already on the list that is a sign of autumn and draw/ annotate this.</p>	<p>Can children go on an Autumn walk outside of school to find signs of the seasons? Can children create a project/craft linked to their findings and share in school?</p>	<p>SEND children supported by T/TA with annotations and labels of what they can find.</p>
7	<p>Do all countries have weather like ours?</p> <ul style="list-style-type: none"> ▪ I know that weather changes over time and is different across the world. ▪ I can see patterns in weather (e.g. 	<p>I can group by difference or similarity.</p>	<p>Starter:</p> <p>Look at a video of the hurricane in Florida recently. Discuss the damage it caused. Do we have weather like this in England?</p>	<p>Use holiday weather diaries to compare weather in different countries.</p>	<p>T/TA to support SEND children when observing the data to make comparisons.</p>

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	warmer towards equator, colder towards poles, etc.)		Main: Compare real-time weather in other countries (in the news, photos, data, webcams, partner schools, etc). Look at wearther forecast broadcasts. Activity: Children to use the graphs and compare the date.		
Useful Texts, Website & Resources <ul style="list-style-type: none">• 21/10/24 – Becoming sunnier after storm Ashley – Morning Weather Forecast UK –Met Office Weather (youtube.com)• Seasons Song• Seasons Song					