

	<p>Year group: Year 1</p>	<p>Area/topic: Seasonal change</p>
<p>(objectives from NC/ELG/Development matters)</p> <p><b>Working scientifically:</b></p> <ul style="list-style-type: none"> <li>*Performing simple tests.</li> <li>*Using their observations and ideas to suggest answers to questions.</li> <li>*Gathering and recording data to help in answering questions.</li> </ul> <p><b>Seasonal changes:</b></p> <ul style="list-style-type: none"> <li>*Observe changes across the four seasons. (Year 1, E1)</li> <li>*Observe and describe weather associated with the seasons and how day length varies. (Year 1, E2)</li> </ul>		

Prior learning	Future learning
<p>Understand the key features of the life cycle of a plant and an animal. (Nursery - Plants &amp; Animals, excluding humans)</p> <ul style="list-style-type: none"> <li>*Explore the natural world around them. (Reception - Seasonal changes)</li> <li>*Describe what they see, hear and feel whilst outside. (Reception - Seasonal changes)</li> <li>*Understand the effect of changing seasons on the natural world around them. (Reception - Seasonal changes)</li> </ul>	<ul style="list-style-type: none"> <li>*Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. (Y3 - Light)</li> <li>*Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. (Y5 - Earth and space)</li> <li>*The seasons and the Earth's tilt, day length at different times of year, in different hemispheres. (KS3)</li> </ul>
<p><b>Working scientifically &amp; encouraging scientific enquiry</b></p>	
<p><b>Observing over time</b></p> <ul style="list-style-type: none"> <li>*Children to observe and record weather seen over a period of time through a weather journal.</li> </ul> <p><b>Comparative and fair testing</b></p> <ul style="list-style-type: none"> <li>*Children to make their own equipment to observe and measure weather. For example, a way of measuring rainfall or using an anemometer to measure wind.</li> <li>Children to discuss and compare results from different times of day or day to day.</li> </ul> <p><b>Pattern seeking</b></p> <ul style="list-style-type: none"> <li>*Children will keep a weather journal and be encouraged to discuss any patterns they may notice.</li> </ul> <p><b>Research using secondary resources</b></p> <ul style="list-style-type: none"> <li>*Children to see and discuss images and photographs of different types of weather during the different seasons.</li> <li>*Observing seasonal change through Explorify.</li> </ul>	

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<ul style="list-style-type: none"> <li>*I can name and correctly order the four seasons. (E1)</li> <li>*I can talk about and explain the weather I would expect to see during each season. (E2)</li> <li>*I can use suitable vocabulary to describe the weather including rain, sun, cloud, rainbow, snow, wind, storm, lightning, thunder, hot and cold. (E2)</li> <li>*I understand and can explain how plants and trees change during each of the seasons. (E1)</li> <li>*I can explain how the changes in sunlight and temperature throughout seasons causes the leaves on some trees to change colour. (E2)</li> <li>*I can explain how to stay safe in the sunshine; explaining how to protect my skin and eyes as well as why this is important. (E2)</li> <li>*I can observe and talk about how the evenings and mornings get darker during Autumn. (E2)</li> <li>*I understand that clocks change during the year and that sun rise becomes later whilst sun set becomes earlier in the winter time but daylight hours are longer during Spring. (E2)</li> <li>*I can conduct a weather experiment and record data to then identify and discuss any patterns. (E2, A2, A3 &amp; A6)</li> <li>*I can keep a weather journal and use scientific vocabulary to discuss the weather. I can recognise any days that might have similar weather. (E2 &amp; A5)</li> </ul>	<p>There will be evidence of children meeting the 'I can' statements through:</p> <ul style="list-style-type: none"> <li>*Quotes taken from discussions.</li> <li>*Children can correctly use the key vocabulary during lessons.</li> <li>*Adults scribing to evidence children's understanding.</li> <li>*Children recording through drawing.</li> <li>*Photographs of children's learning.</li> <li>*Children recording data at an age appropriate level.</li> <li>*Children discussing patterns they notice within data.</li> </ul>
Key vocabulary	
<p>Weather, rain, shower, sun, cloud, rainbow, snow, wind, storm, lightning, thunder, hot, cold, warm, hail, sleet, icy, frost, puddles, seasons, winter, summer, spring, autumn, sunrise, day length, rainfall, midday, evening, temperature, thermometer, wind speed, orbit, axis, compass, measure, scale, calm, moderate, gentle, light, strong, gale, horizon, rain gauge, meteorologist</p>	
Common misconceptions	Books linking to this area
<ul style="list-style-type: none"> <li>*Children may think that it always snows in winter and it is always sunny in summer.</li> <li>*Children may think flowers are only around in spring and summer.</li> <li>*Children may think it only rains in winter or that it rains most in winter.</li> </ul>	<ul style="list-style-type: none"> <li>*My friend earth by Patricia MacLachlan</li> <li>*My shadow by Robert Louis Stevenson</li> <li>*Little acorn (Nature stories)</li> <li>*Little raindrop (Nature stories)</li> <li>*Walk in the woods by Hannah Tolson</li> <li>*The Story Orchestra: Four Seasons in One Day (Sound Book) by J Courtney-Tickle</li> <li>*One year with Kipper by Mick Inkpen</li> <li>*Tree: Seasons Come, Seasons Go by Patricia Hegarty and Britta Teckentrup</li> <li>*It starts with a seed by Laura Knowles and Jennie Webber</li> </ul>

Memorable first hand experiences	Opportunities for communication
<p>*Weather experiments, creating their own equipment to measure rainfall or wind speed.</p>	<p>*Children to be given opportunities for communication with partners, groups and whole class to discuss as completing practical activities and also to share findings.</p> <p>*Children to be provided with lots of opportunities to be outside observing weather and how nature is changing. Children to be encouraged to discuss and describe what they see.</p> <p>*Through the use of Explorify.</p>

Dereham Church of England Infant and Nursery Academy  
Reasonable adjustments for pupils with SEND

### Communication and Interaction

- \*Visual aids, pictures of equipment with words labelled, word mats with pictures for key words in that lesson.
- \*Freedom to explore scientific equipment and investigate in own way.
- \*Hands on experiences to encourage communication and interaction with others.
- \*Pre teaching any new vocabulary.

### Cognition and Learning

- \*Opportunity for lots of hands on exploration and verbally sharing thoughts and ideas.
- \*Freedom to explore scientific equipment and processes.
- \*Pre teaching new vocabulary or concepts.
- \*Activities adapted if needed for safety and ease.
- \*Visual aids, pictures of equipment, mats with key words and pictures
- \*Learning recorded through photos and adult quotes, children not expected to write for recording their understanding.
- \*Using working walls to aid learning and remind of previous learning.

### Social, Emotional and Mental health

- \*Awareness of individual needs, any potential triggers within the curriculum and the child's background.
- \*Pre prepare children for any activity they could find triggering or difficult in some way.
- \*Practical activities or experiments to be completed within a smaller group or 1:1 if needed.
- \*If the class are sharing their learning within a large group, take the child in a smaller focus group if they struggle with social situations.
- \*Adjustments made where needed to suit individual.

### Sensory and Physical

- \*Adult support with any practical activities.
- \*Awareness of the individual's likes or dislikes and their own reactions to sensory activities.
- \*If a child enjoys sensory activities, then plan for this wherever possible within the lesson.