

Year 1 Science Curriculum

Working scientifically links Rubric/PCMD opp. Key Vocabulary

Seasonal Changes

What’s the big picture? The weather is always changing. Children to generate their own questions at the start of the topic *“I know how to ask simple scientific questions.”* Use of pre assessment of children’s knowledge.

Prior learning: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own environment and how environments might vary. They make observations of animals and plants and explain why some things occur and talk about changes (ELG).

National Curriculum Principles	Objectives	Knowledge and key Vocabulary	Reading opportunities	Technology
Pupils should be taught to observe changes across the four seasons	<p>I observe and know about the changes in the season</p> <p>I can name the seasons and know about the type of weather in each season.</p>	<p>A season is a period of the year marked by particular weather patterns. Name the four seasons - Spring, Summer Autumn and Winter, and when in the year they occur.</p> <p>What is the weather? Rain, sun, cloud, snow, hail, wind, sleet, thunder, lightning.</p> <p>Which weather is associated with which season? It is usually hotter and drier in summer and colder and rainier in winter. What would you wear? What would you do? The change in weather may cause other changes e.g. number of mini beasts found outside, seed and plant growth, leaves on trees. Double Page Spread</p> <p>Observe the weather regularly throughout the year and record the findings. Present this information in tables and charts to compare weather across the seasons.</p> <p>perform simple tests - how long does it take an ice cube to melt in different seasons - gather and record data</p> <p>Tree observation - choose one tree and observe and draw it in each</p>	<p>Tree: seasons come, seasons go by Patricia Hapegarty and Britta Teckentrup</p> <p>Tidy by Emily Gravett</p> <p>The fox in the dark by Alison Green and Deborah Allwright</p> <p>Snowballs by Lois Ehlert</p> <p>Lila and the secret of rain</p>	<p>Create season pictures using Sketches School.</p> <p>Use internet to search for season related images.</p> <p>Use camera to take photographs of the current season outside.</p> <p>Use iPad to record the weather observations.</p>

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		<p>season</p> <p>Look at how daylight hours change with seasons. Describe days as being longer in summer and shorter in winter.</p>	<p>by David Conway and June Daly</p> <p>Little cloud by Anne Booth and Sarah Mazzini</p> <p>Storm (also other titles called sun, rain and snow) by Sam Usher</p> <p>A year in nature by Hazel Maskell and Eleanor Taylor</p>	<p>Children to take photo at morning/bedtime and record time - put on Seesaw</p> <p>Record a video weather forecast.</p>
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Famous scientists

N/a

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.

Enquiry ideas

<u>Comparative tests</u>	<u>Identify and classify</u>	<u>Observations over time</u>	<u>Pattern seeking</u>	<u>Research</u>
In which season does it rain the most?	Can you name all the different types of weather?	How does the length of the day vary through the year?	Does the wind always blow in the same way?	