

Brough Primary School – Curriculum Intention Plan 2022 - 2023



Subject: Science Year Group: Year 1/2		Area of learning: Seasonal Changes (Year A)
Links to previous work/Remember when	<ul style="list-style-type: none"> Children have spent time within EYFS looking at their local environment and will of course be aware of the weather around them. In EYFS, children use leaves in the autumn as part of their art and topic work. In geography children study the seasonal and weather pattern changes in the UK and learn about the location of hot and cold areas around the world. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> Ask simple questions that can be answered in different ways. Observe closely, using simple equipment. Use their observations and ideas to suggest answers to questions. Gather and record data to help answer questions. Identify and classify. 	
Term	Year 1/2	Key Skills to be taught
2023 throughout year What the children should know at the end of this series of lessons		<ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how the length of the day varies. <p>Working Scientifically</p> <ul style="list-style-type: none"> asking simple questions and recognising they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions

Vocabulary

Rain, snow, storm, thunder, lightning, cloudy, clothing, warm, cold, forecast, summer, autumn, winter, spring, seasons, day, night, shadow length, change, light, dark, weather, rainfall, precipitation, data, wind, direction, gauge, patterns,

Sequence of learning	Objectives and teaching sequence
1	i) Observe changes across the four seasons. ii) Observe and describe weather associated with the seasons and how day length varies.

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	<p>iii). Ask simple questions and recognise that they can be answered in different ways. iv). Observe closely, using simple equipment. v). Identify and classify. vi). Perform simple tests. vii). Use their observations and ideas to suggest answers to questions. viii) Gather and record data to help answer questions.</p> <ul style="list-style-type: none"> • Make appropriate observations. • Suggest how to dress appropriately for different weather conditions. • Write phrases, using typical words used by forecasters. • Show their understanding by suggesting how to dress a teddy or doll appropriately for different weather conditions. • Look at weather forecasts and the symbols used by forecasters (Yr1). • Write phrases, using typical words used by weather forecasters (Yr2). • Year 1 - Look at weather forecasts and the symbols used by forecasters. • Year 2 - Write phrases, using typical words used by weather forecasters, to present the weather they have observed.
2	<p>i) Observe changes across the four seasons. ii) Observe and describe weather associated with the seasons and how day length varies. iii). Ask simple questions and recognise that they can be answered in different ways. iv). Observe closely, using simple equipment. v). Perform simple tests. vi). Use their observations and ideas to suggest answers to questions. vii). Gather and record data to help in answering questions.</p> <ul style="list-style-type: none"> • Understand how the weather they have observed outside is typical (or not) of the weather for the season. • Record their weather observations in the classroom and discuss the changes (Yr1). • Listen to Vivaldi's Four Seasons and create a collage of the current season. • Take the temperature outside in the morning and again in the afternoon and discuss how to do this accurately (Yr2). • Learn about the weather for the season and consider if the weather they are expecting is typical. • Understand more about the different seasons of the year, including the current season. • Consider the different elements of the current season and represent in a group collage. • Year 1 - Record weather observations in the classroom and discuss the changes. • Year 2 - Take the temperature outside in the morning and afternoon and discuss how to do this accurately.

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3	<p>i) Observe changes across the four seasons. ii) Observe and describe weather associated with the seasons and how day length varies. iii). Use their observations and ideas to suggest answers to questions. iv). Gather and record data to help answer questions.</p> <ul style="list-style-type: none"> • Understand day length changes each day and varies from season to season. • Go outside and look at shadows (or create them in the classroom) and look at how they change. • Photograph them and draw around them on the playground in pairs with chalk (Yr1). • Track a shadow by observing and measuring over time and record the results (Yr2). • Observe the weather outside and record in the classroom using symbols (Yr1). • Report on the weather they have observed and learn how to measure the temperature (Yr2). • Year 1 - Photograph shadows and draw around them on the playground in pairs with chalk. • Year 2 - Track a shadow by observing and measuring over time and record the results.
4&5	<p>i) Observe changes across the four seasons. ii) Observe and describe weather associated with the seasons and how day length varies. iii). Ask simple questions and recognise that they can be answered in different ways. iv). Observe closely, using simple equipment. v). Perform simple tests. vi). Use their observations and ideas to suggest answers to questions. vii). Gather and record data to help answer questions.</p> <ul style="list-style-type: none"> • Consider what effect rain and wind has on us and our daily lives. • Set rainfall gauges and windsocks up in the playground, record the rainfall over a period of time and make predictions. • Record the direction of the wind over a period of time. Does the direction of the wind change from the morning to the afternoon? (Yr1). • Observe wind direction over time and notice any patterns between rainfall and wind: is it always windy when it is raining? Does the wind change direction in the rain? (Yr2). • Begin to look at how to record the results of the rain gauge in a clear way and use results to generate questions (Yr1). • Look more closely at how to record the results of the rain gauge in a variety of ways (Yr2). • Year 1 - Begin to look at how to record the results of the rain gauge in a clear way and use results to generate questions. • Year 2 - Look at how to record the results of the rain gauge in a variety of ways.

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6	<p>i) Observe changes across the four seasons. ii) Observe and describe weather associated with the seasons and how day length varies. iii). Ask simple questions and recognise that they can be answered in different ways. iv). Observe closely, using simple equipment. v). Perform simple tests. vi). Use their observations and ideas to suggest answers to questions. vii). Gather and record data to help answer questions.</p> <ul style="list-style-type: none"> Consider warm and cold weather and measure the temperature inside and outside the classroom. Make a thermometer box to use outside to measure temperature. Understand that air temperature changes with the seasons, and that usually summer is hotter than winter (Yr1). Begin to understand how a thermometer box works (Yr2). Consider warm and cold weather and measure the temperature inside and outside the classroom. Make a thermometer box to use outside to measure temperature. Understand that air temperature changes with the seasons.
7	ASSESSMENT WEEK -

Learning Outcome/product

Children are able to observe the weather and explain patterns that are present over the seasons in terms of rainfall, wind and temperature. They are also able to explain how, but not why, the length of the day varies over the year.

Assessment records	List only those children who have not achieved the expected outcomes.

Assessment records	List only those children who have exceeded the expected outcomes.

End of unit assessment question

E.g. How does our weather change over the four seasons, summer, autumn, winter and spring?