Science Medium Term Plan
SEASONS Y1

National curriculum outlines that pupil in Year 1 under seasons should:

- Observe changes across the four seasons
- Observe and describe the weather associated with the seasons and how day length varies

The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly constructed world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.

'Working scientifically' is related to the teaching of substantive science content, examples show how scientific methods and skills might be linked to specific elements of the content:

- asking simple questions and recognising that 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

Key questions (Show how content and concepts link) Differentiated Learning Objectives	Teaching and learning activities (Linked directly to objectives)	Resources (To help pupils reach the learning objectives)	Written and non-written Outcomes (Assessment including homework's)
1) How can we tell it is Autumn?	**Science Reasoning task: Explorify: Wonderful Weather**	**Activity 1:** What do you notice about the changes within this season.	**Science Reasoning:** I think .. this because I observed….

Science Capital: What do you notice outside in September, October and November? In you garden? School playground? **Science Working scientifically Skills: Asking questions/ observing**    **Observing overtime: Record children wearing appropriate seasonal clothing/ taking temperature over a period of time /take weather measurements over time.**	Watch the video and spark a conversation about what different types of weather they notice. Which season do they notice these weather conditions? **Science Reasoning task: Explorify: Autumn leaves-** Which is the odd one out? What is the same? What is the difference? **Activity 1** Take ch a walk around the school grounds/ local area and show photographs of Autumn and children to observe what they notice. If possible take pictures/ collect objects from the walk. (**Pre- task-** ask children to bring in photos / objects that remind them of autumn from their home/ garden etc) **Activity 2** Children to wear their autumn clothes and go to KS1 playground and take a picture in front of school tree. Discuss and explain that we will going through the year and will be discussing the changes we notice in each season. **Activity 3:** Discuss the main changes in Autumn- in the UK and number of hours of sunlight in autumn. Discuss the temperature, colour, harvest- plants and clothing within Autumn.	**Activity 2:** Observing changes in school grounds. **Activity 3:** Labelling and writing down the clothes worn in autumn, amount of sunlight and change in weather.	**Homework- Pre-task-** Pictures/ objects that remind them of Autumn **Daily calendar** and weather diary as part of seasons.

2) How can we tell it is Winter? **Science Capital:** What do you notice outside in late November and December/Jan/feb? What changes do you observe in your environment? School ground/ playground/ community? **Science Working scientifically Skills: Asking questions/ observing**   **Observing overtime: Record children wearing appropriate seasonal clothing/ taking temperature**	**Science Reasoning task: Explorify: What if – Winter never ended?** Look at the picture and spark a conversation about what indoor and outdoor activities do they enjoy in winter? What clothing would you no longer need? What would farmers still be able to grow the same crops? **Activity 1** Take ch a walk around the school grounds/ local area and show photographs of Winter and children to observe what they notice. If possible, take pictures/ collect objects from the walk. (**Pre- task-** ask children to bring in photos of them doing /objects that remind them of Winter from their home/ garden etc) **Activity 2** Children to wear their Winter clothes and go to KS1 playground and take a picture in front of school tree. Discuss and explain that we will going through the year and will be discussing the changes we notice in each season. Recap what was the tree like in Winter and how has it changed in Winter? **Activity 3:** Discuss the main changes in Winter- in the UK and number of hours of sunlight in winter. Discuss the temperature, colour, hours of sunlight- plants and clothing within Winter.	**Activity 1:** What do you notice about the changes within this season. **Activity 2:** Observing changes in school grounds. **Activity 3:** Labelling and writing down the clothes worn in winter, amount of sunlight and change in weather.	**Homework- Pre-task-** Pictures/ objects that remind them of Winter/ any winter holiday pictures. **Daily calendar** and weather diary as part of seasons.

over a period of time /take weather measurements over time.			
3) How can we tell it is Spring? **Science Capital:** What do you notice outside in March/April/May? What changes do you observe in your environment? School ground/ playground/ community? **Science Working scientifically Skills: Asking to questions/ observe**    **Observing overtime: Record children wearing appropriate seasonal clothing/**	**Science Reasoning task: Explorify: The Big Question: What if there was one big season?** Look at the picture and spark a conversation about why do we have seasons? Why are they different from each other? Why is it important to have the different seasons? **Activity 1** Take ch a walk around the school grounds/ local area and show photographs of Spring and children to observe what they notice. If possible, take pictures/ collect objects from the walk. (**Pre- task-** ask children to bring in photos of them doing /objects that remind them of Spring from their home/ garden etc) **Activity 2** Children to wear their Spring clothes and go to KS1 playground and take a picture in front of school tree. Discuss and explain that we will going through the year and will be discussing the changes we notice in each season. Recap what was the tree like in Spring and how has it changed in Autumn/ Winter and now Spring? **Activity 3:** Discuss the main changes in Spring- in the UK and number of hours of sunlight in Spring. Discuss the temperature, colour, hours of sunlight- plants and clothing within Spring.	**Activity 1:** What do you notice about the changes within this season. **Activity 2:** Observing changes in school grounds. In particular plants and animal changes too. **Activity 3:** Labelling and writing down the clothes worn in winter, amount of sunlight and change in weather.	**Homework- Pre-task-** Pictures/ objects that remind them of Spring/ any Spring holiday pictures. **Daily calendar** and weather diary as part of seasons.

taking temperature over a period of time /take weather measurements over time.			
4) How can we tell it is Summer? **Science Capital:** What do you notice outside in Summer? What changes do you observe in your environment? School ground/ playground/ community? **Science Working scientifically Skills: Asking questions/ observing**   **Observing overtime: Record children wearing appropriate seasonal clothing/ taking temperature**	**Science Reasoning task: Explorify: Odd One Out- Hedge Hero's** Look at the picture and spark a conversation about what is the same / what is different? How do you now? What changes are happening? What season is it how do you know? **Activity 1** Take children on a walk around the school grounds/ local area and show photographs of Summer and children to observe what they notice. If possible, take pictures/ collect objects from the walk. (**Pre- task-** ask children to bring in photos of them doing /objects that remind them of Summer from their home/ garden etc) **Activity 2** Children to wear their summer clothes and go to KS1 playground and take a picture in front of school tree. Discuss and explain that we will going through the year and will be discussing the changes we notice in each season. Recap what was the tree like in Summer and how has it changed in Autumn/ Winter / Spring and now in Summer? **Activity 3:** Discuss the main changes in Spring- in the UK and number of hours of sunlight in Spring. Discuss the temperature, colour, hours of sunlight- plants and clothing within Spring	**Activity 1:** What do you notice about the changes within this season. **Activity 2:** Observing changes in school grounds. In particular plants and animal changes too. **Activity 3:** Labelling and writing down the clothes worn in winter, amount of sunlight and change in weather.	**Homework- Pre-task-** Pictures/ objects that remind them of Summer/ any Summer holiday pictures. **Daily calendar** and weather diary as part of seasons.

over a period of time /take weather measurements over time.	 **Pattern Seeking:** End of year look for patterns in data collected- did it rain more in spring than in Autumn? Did temperatures get colder more in winter than Autumn?		