## KS1: MEDIUM TERM PLANNER Weather (Seasons) Y1

## Pupils should be taught to:

- observe changes across the 4 seasons
- observe and describe 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 using first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.

'Working and thinking scientifically' is described separately at the beginning of the programme of study but must always be taught through and clearly related to substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content. Pupils should read, spell, and pronounce scientific vocabulary correctly.

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes, and skills through the teaching of the programme of study 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

## **Prior Learning:**

- Understand the key features of the life cycle of a plant and an animal. (Nursery – Plants & Animals, excluding humans)
- Explore the natural world around them.
   (Reception Seasonal changes)
- Describe what they see, hear and feel whilst outside. (Reception – Seasonal changes)

## Future learning:

- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. (Y3 - Light)
- 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)
- The seasons and the Earth's tilt, day length at different times of year, in different hemispheres. (KS3)

 Understand the effect of changing seasons on the natural world around them. (Reception – Seasonal changes)

Key Questions (show how content and concepts link) Differentiated Learning Objectives	Teaching and learning activities (linked directly to objectives)	<b>Resources</b> (to help pupils reach the learning objectives)	Written and non - written outcomes (assessment including homework's)
Nhat do we know about weather?  SCIENCE CAPITAL: How does this lesson connect with children in my class? What is the weather like outside?  Science Working scientifically Skills:  Comparison over time In the UK, the day length is longest at mid-summer (about 16 hours) and gets shorter each day until mid-winter (about 8 hours) before getting longer again.  The weather also changes with the seasons. In the UK, it is usually colder and rainier in winter, and hotter and dryer in the summer. The change in	Science reasoning task: explorify: Wonderful weather - Explorify  Activity 1: PowerPoint: what are the different teddies dressed for which season? How do you know?  Activity 2: Show different weather symbols- act out - also on IWB select which clothing is appropriate for which weather.  Activity 3: As a class plan - observation overtime - recording morning and afternoon weather.  Misconception:  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.	Activity 1: PowerPoint- teddy in different clothing dress up.  Activity 2: weather symbols  Activity 3- planning template.	Assessment: can pupils identify different seasons and months associated with them.  Homework: weekend weather diary.

weather causes many other changes. Some examples are: numbers of minibeasts found outside; seed and plant growth; leaves on trees; and type of clothes worn by people. Science reasoning task: explorify: Gone out **Activity 1:** Outside area- question stems for discussion. Assessment: Are pupils able 2) LO: What is the weather to explain the difference wearing the wrong coat? - Explorify like outside? between different seasons and appropriate clothing. Activity 2: classify sheets **Activity 1:** Go outside to observe the weather: Ask SCIENCE CAPITAL: How does http://www.bbc.co.uk/education/clips/zp4gcdm the chn what they observed about the weather when this lesson connect with 2.5 mins of seasons changing in the country. Music, they went outside. Tell them to turn to their group or children in my class? What partner and consider these questions: What was I no speaking; clothes would you wear for expecting today when I went to watch the weather? https://www.youtube.com/watch?v=GRxofEmo3HA different seasons? Was I surprised by it? What season are we in? What is - Vivaldi's Four Seasons with images. 42 min long. Science Working the weather normally like at this time of year? scientifically Skills: Activity 2: classify in their books and write down Activity 3: range art resources to create collages. similarities and differences. Science Enquiry Type Activity 3: Create seasonal collages as a team. Classify Animals vary in many **Misconception:** Some children may think: ways In the UK, the day length is longest at midit always snows in winter summer (about 16 hours) it is always sunny in the summer and gets shorter each day there are only flowers in spring and until mid-winter (about 8 summer hours) before getting it rains most in the winter. longer again. The weather also changes with the seasons. In the UK, it is usually colder and rainier in winter, and hotter and dryer in the

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weather causes many			
other changes. Some			
examples are: numbers of			
minibeasts found outside;			
seed and plant growth;			
leaves on trees; and type			
of clothes worn by			
people.)			
3) LO: What is a shadow?	Science reasoning task: explorify: Spring	Activity 1: Outside playground, chalk and objects creating	Assessment: Are ch able to
	flowers - Explorify	shadows to draw around.	identify the different
SCIENCE CAPITAL: How does		Activity 2: PowerPoint	seasons and length of daylight causing shadows.
this lesson connect with	<b>Activity 1:</b> Go outside and try to catch shadows and	Activity 2. Towerrount	au, out out only on the own.
children in my class? Where	draw around the objects that create shadows.		
do you find shadows? Which	Activity 2: PowerPoint to discuss how shadows are	Activity 3: Paper and lollypop sticks to create shadow	
shadows do you notice?	formed.	puppets.	Homework: what time of day is the shadow bigger o
Science Working	101.110.11		smaller?
scientifically Skills:	<b>Activity 3:</b> Pupils to create shadow puppets.		
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Science Enquiry Type			
Research/ observation	Misconception:		
In the UK, the day length	Some children may think:		
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(about 16 hours) and gets	<ul> <li>it is always sunny in the summer</li> </ul>		
shorter each day until	<ul> <li>there are only flowers in spring and</li> </ul>		
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hours) before getting	<ul><li>it rains most in the winter.</li></ul>		
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summer. The change in weather causes many other changes. Some examples are: numbers of minibeasts found outside; seed and plant growth; leaves on trees; and type of clothes worn by people.			
4) LO: How much rain is there in spring?  SCIENCE CAPITAL: How does this lesson connect with children in my class? Which is your favourite season and why?  Science Working scientifically Skills:  Science Enquiry Type  Observation over time In the UK, the day length is longest at mid-summer (about 16 hours) and gets shorter each day until mid-winter (about 8 hours) before getting longer again.  The weather also changes with the seasons. In the UK, it is usually colder and rainier in winter, and	Science reasoning task: explorify: What if there was only one season? - Explorify  Activity 1: PowerPoint go through- listen to music - What can you hear? What does it remind you of? How does it make you feel?  Activity 2: Creating a rain gauge  Activity 3: setting up observation overtime experiment - collecting data about the amount of rainfall in spring.  Misconception:  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.	Activity 1: PowerPoint 3 Hours of Gentle Night Rain, Rain Sounds for Sleeping - Beat insomnia, Relax, Study, Reduce Stress - YouTube Activity 2: plastic bottle, measuring strip, stones  Activity 3: experiment sheet	Assessment: Able to identify which months and season in England it rains most.  Homework: write experience of being in the rain.

hotter and dryer in the summer. The change in weather causes many other changes. Some examples are numbers of minibeasts found outside; seed and plant growth; leaves on trees; and type of clothes worn by people.  5) What is the direction of the wind?  SCENCE CAPITAL. How does this isson cornect with would who, whe need to know the direction of this soon cornect with wind would who, whe need to know the direction of the wind? Nice and the standard in my dear when water? Why?  Science Regulry Type Research In the UK, the day length is longest at mid-summer (about 16 hours) and gets shorter each day until mid-winter (about 8 hours) before getting  Misconception:  Misconception:  Misconception:  It is laways snows in winter  It is laways snows in winter  It is laways snows in the summer  It is in smost in the winter.	1			Ι
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Science reasoning task: explorify: Under glass - Explorify  SCENCE CAPITAL: How does this lesson connect with children in my dass? What kinds of dothes do you wear on the beach in the summer? Science Working scientifically Skills:  270	leaves on trees; and type			
the temperature?  SCIENCE CAPITAL Flow does this lesson connect with children in my class? What kinds of dothes do you wear on the beach in the summer?  Science Working scientifically Skills:  **Proceeding Scientifically Skills:  **P	of clothes worn by people.			
Science CAPITAL / flow does this lesson connect with children in my dass? What kinds of dothes do you wear on the beach in the summer? Science Working scientifically Skills:  The wear of the total content of the temperature boxes.  Activity 2: Pupils to go out in the playground and different places in school and record the temperature.  Activity 3: create a temperature box and place in different places to record the temperature.  Activity 3: create a temperature box and place in different places to record the temperature.  Activity 3: create a temperature box and place in different places to record the temperature.  Activity 3: create a temperature.  Activity 3: create a temperature.  Activity 3: create a temperature box and place in different places to record the temperature.  Activity 3: create a temperature.  Activity 3: create a temperature box and place in different places to record the temperature.  Activity 3: create a temperature.  Activity 3: create a temperature box and place in different places to record the temperature.  Activity 3: create a temperature box and place in different places to record the temperature.  Activity 3: create a temperature box and place in different places to record the temperature.  Activity 3: create a temperature box and place in different places to re	6) How can we measure	Science reasoning task: explorify: Under glass -	<b>Activity 1:</b> Different places to go and record temperature.	' '
Activity 1: Discuss temperature and why it is important to measure temperature.  Activity 2: different areas of the school map to record temperatures.  Activity 2: different areas of the school map to record temperatures.  Activity 3: create a temperature box and place in different places in school and record the temperature.  Activity 3: create a temperature box and place in different places to record the temperature.  Activity 3: create temperature.  Activity 3: create temperature.  Activity 3: create a temperature box and place in different places to record the temperature.  Activity 3: create a temperature.  Activity 1: Discuss temperature box and place in different places in creative.  Activity 3: create a temperature.  Activity 3: crea	the temperature?	Explorify		to read temperature scales.
children in my class? What kinds of dothes do you wear on the beach in the summer?  Science Working scientifically Skills:  Activity 2: Pupils to go out in the playground and different places in school and record the temperature.  Activity 3: create a temperature box and place in different places to record the temperature.  Activity 3: create temperature.  Activity 3: create a temperature box and place in different places to record the temperature.  Activity 3: create a temperature.	SCIENCE CAPITAL: How does			
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Activity 2: Pupils to go out in the playground and different places in school and record the temperature.  Activity 3: create temperature boxes.  Activity 3: create temperature boxes.  Activity 3: create temperature boxes.  Misconception:  Some children may think:  a laways snows in winter  (about 16 hours) and gets shorter each day until mid-winter (about 8 hours) before getting longer again.  The weather also changes with the seasons. In the		important to measure temperature.	temperatures.	
Science Working scientifically Skills:  ***Misconce Enquiry Type**  **Research** In the UK, the day length is longest at mid-summer (about 16 hours) and gets shorter each day until mid-winter (about 8 hours) before getting longer again.  The weather also changes with the seasons. In the  different places in school and record the temperature.  Activity 3: create temperature boxes.   **Misconception:** 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.				
scientifically Skills:    Comparison   Comparison			places to record the temperature.	
Science Enquiry Type Research In the UK, the day length is longest at mid-summer (about 16 hours) and gets shorter each day until mid-winter (about 8 hours) before getting longer again. The weather also changes with the seasons. In the  Activity 3: create temperature boxes.  Misconception:  Some children may think:  it always snows in winter  it is always sunny in the summer  it is always sunny in the summer  it rains most in the winter.		<u> </u>		
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hours) before getting longer again. The weather also changes with the seasons. In the	_			
longer again. The weather also changes with the seasons. In the  summer  it rains most in the winter.	hours) before getting			
The weather also changes with the seasons. In the				
with the seasons. In the		<ul> <li>it rains most in the winter.</li> </ul>		
LIK it is usually colder and	<u> </u>			
Ony it is assumy conditioning	UK, it is usually colder and			
rainier in winter, and	•			

hotter and dryer in the		
summer. The change in		
weather causes many		
other changes. Some		
examples are: numbers of		
minibeasts found outside;		
seed and plant growth;		
leaves on trees; and type		
of clothes worn by		
people.		