Subject: Science – Seasonal Changes	Year group: 1 Autumn 2
Key Concepts: The year can be split into a cycle of 4 seasons which have characteristic weather patterns and day lengths – Autumn/Winter focus.	

National Curriculum Objectives	BIG Question:	Scientific skill:	Enhancements:
• Observe Changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies.	How do things change in Autumn?	Gathering and recording data to help in answering questions.	Seasonal walks Planting bulbs Start an autumn/winter weather journal

EYFS prior learning/Prior learning:	Future Learning Year 2
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) Understand the effect of changing seasons on the natural world around them. (Reception – Seasonal changes)	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)

WHAT PUPILS NEED TO KNOW OR DO TO BE SECURE

Show understanding of a concept using key vocabulary correctly

By the end of this unit, the children will know:	By the end of this unit, children:	Vocabulary explicitly taught (and definitions):
• The day length in summer is longer • The day length in winter is shorter • The weather changes with the seasons • It is usually hotter in the summer and colder in the winter • The change in weather brings other changes – number of mini beasts found, seed and plant growth, leaves on trees, type of clothes worn.	· Can name the four seasons and identify when in the year they occur · Can describe weather in different seasons over a year · Can describe days as being longer (in time) in the summer and shorter in the winter · Can describe other features that change through the year	Weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, summer, spring, autumn, sun, sunrise, sunset, day length

Assessment: (How will we know they've 'got' it? This could be a cold/hot task)

Cold task - Children draw and write sentences straight into their books about changes they have seen/felt outside since the summer.

Hot task – Science assessment – Provided by the science lead

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 all of winter.
Suggested activities
Collect information about the weather regularly through the year through weather journals Present the information about the weather in tables and charts to compare weather across the seasons. Collect information of features that change with the seasons – Plants, animals, humans. Present this data in different ways to compare the seasons. Gather data about day length regularly throughout the year and present this to compare the seasons.