

Science - Seasonal changes

| EYFS CYCLE 1 (one year cycle) | EYFS CYCLE 2 (one year cycle) | KS1 CYCLE 2 (both covered in cycle 2) heavy topic allows for careful and quality time and to embed. Autumn 1 Spring 1 | | KS2 CYCLE 1 Spring | KS2 CYCLE 2 Summer 1 |
|--|--|---|--|------------------------------|--------------------------------|
| Impact statements | | | | | |
| EYFS | | Key Stage 1 (Y1/2) | | Key Stage 2 (Y3/4) | |
| <p>N.C *Explore the natural world around them. * Describe what they see, hear and feel whilst outside * Understand the effect of changing seasons on the natural world around them.</p> | <p>N.C Explore the natural world around them. * Describe what they see, hear and feel whilst outside * Understand the effect of changing seasons on the natural world around them.</p> | <p>N.C *Observe changes across the four seasons. * Observe and describe weather associated with the seasons and how day length varies.</p> | | | |
| <p>Explicit reference to:</p> <p><u>Common misconceptions:</u> -it always snows in winter -it is always hot in the summer -all babies and young animals are born in spring - plants only have flowers in the spring and summer - animals sleep during winter - it rains to help the plants grow - when it is hotter, it is because the Sun is closer - God controls the weather.</p> | <p>Explicit reference to:</p> <p><u>Common misconceptions:</u> It always snows in winter - it is always hot in the summer - all babies and young animals are born in spring -plants only have flowers in the spring and summer - animals sleep during winter - it rains to help the plants grow -when it is hotter, it is because the Sun is closer -God controls the weather.</p> | <p>Explicit reference to include: -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 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.</p> <p><u>Common misconceptions:</u> -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.</p> | | | |

| Tier 3 Vocab: EYFS | Tier 3 Vocab: EYFS | Tier 3 Vocabulary: Year 1/2 | | Tier 3 vocabulary: Year 3/4 | |
|---|--|---|--|-----------------------------|--|
| <p>Tier 3 Vocabulary: spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers Expose children to supplementary vocabulary such as: hibernate, migrate, snowflake</p> | <p>Tier 3 Vocabulary: spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers Expose children to supplementary vocabulary such as: hibernate, migrate, snowflake</p> | <p>Tier 3 Vocabulary: 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</p> | | | |
| <p>Pupils should be gathering data about seasonal change regularly throughout the year. As part of this, they will be making observations about the weather and how this affects living things. If data is gathered regularly, this can be reviewed at the end of the year.</p> <p>Seasons will be taught throughout the year regularly across both cycles and dropped into incidental learning. This will reference the weather, plants, clothes, and animals all of which have features that change in different seasons.</p> | | | | | |
| Skills Progression | | | | | |
| <p>Skills progression With Support the pupil can: Make simple predictions about what they think might happen. -Carry out simple investigations in a small group. Explain why something happened. Use this to predict what might happen next/change ELG -Explore the natural world around them, making observations and drawing pictures of plants and animals. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been learned in class. Understand some important processes and the changes in the natural world around them, including the seasons.</p> | | <p>Skills progression Observing closely using simple equipment. Using their observations and ideas to suggest answers to simple questions as a class- observe changes across the 4 seasons. Children should observe and talk about the changes in seasons. This could be through observational drawings, photo evidence using ipads Using their observations and ideas to suggest answers to simple questions as a class- observe and describe weather associated with the seasons and how day length varies. Children should discuss weather daily- this could be through the form of a class weather chart.</p> | | | |