

Summer 1 Science- Year 1 Seasonal Changes

Year 1 Summer 1		Subject Skill (Learning Objective)	Subject Knowledge	Pedagogical Content (how you will teach)
Week 1 6.5 hours	Seasonal changes Science Week	<p><u>Lesson 1</u> I am learning to observe and describe the weather.</p> <p><u>Lesson 2-3</u> I am learning to observe and describe the weather. I am learning make simple observations I am learning to gather and record data</p> <p><u>Lesson 3</u> I am learning to observe and describe weather associated with the four different seasons.</p> <p><u>Lesson 4</u> I am learning to observe and describe weather associated with the seasons and how day length varies.</p> <p>I am leaning to ask simple questions</p> <p>I am learning to gather and record data to help in answering questions</p>	<p>I know how to describe different types of weather</p> <p>I know the seasons of the year. I know how the weather is affected by the seasons.</p> <p>I know day length is affected by the seasons.</p> <p>I know how to ask simple scientific questions.</p> <p>I know how to use simple equipment to make observations.</p> <p>I know how to suggest what I have found out.</p> <p>I know how to use simple data to answer questions</p>	<p>Lesson 1 – KQ: Why do we need to understand different types of weather? Start lesson by having the whole class on the carpet. Show them the weather symbols (document in your file). <i>What do these show? Where have you seen pictures like this before?</i> Explain that these are weather symbols, used to describe the weather. Hold up one at a time (You may want to enlarge these symbols for this section). Model to the children how one of the weather symbols makes you feel (shiver for snow for example). Show chn each symbol and ask them to act out how the symbol makes them feel. Have blank images of teddy bears and ask the children to dress the teddy bear for some of the different symbols (they could stick the symbols above the teddy bear and draw the appropriate clothes on the teddy bear). You can go through this with the chn and get them to suggest clothing, explaining their reasoning using key vocabulary. You could use real teddy bears and teddy bear clothes if you have any. Encourage children to use vocabulary such as: sunny, cold, warm, cloudy, overcast, raining, windy, breeze, heavy rain, light rain, thunder, lightning, snow etc.</p> <p>Try to begin this Tuesday if possible Lesson 2-3 – KQ: Why are weather forecasts useful? Display the symbols again on the IWB. <i>What was the weather like when you came to school this morning? Shall we see what the weather is like today?</i> In groups, go outside and observe the weather. <i>What can you see? What can you feel?</i> Children to draw symbols on the recording weather sheet. Checking back how the weather is over the day. If possible in your timetable, you could do this over two days. (Crop the table in the document accordingly). Once they have recorded the data either over a day or two days, discuss what the children found. <i>Were there any similarities? Any differences? Why do you think there was no snow?</i> Show the class a video of a weather report. You can find videos of weather reports here: https://www.metoffice.gov.uk/weather/videos/#?tab=features . Explain that the chn will be working in groups to present their own weather forecast for the weather they have just observed outside. Go through the script document with the children. Chn to have a large, blank weather map. Chn to place the weather symbols on the blank map and an adult will record/photograph each group presenting their weather report.</p> <p>Lesson 4 KQ: How are the seasons linked to the weather? Plan ahead to allow time for chn to go outside in the morning and observe the weather, then again in the afternoon before this lesson. Ask chn, <i>What was you expecting when you went to observe the weather today? Were you surprised by the weather? What season are we in? What is the weather normally like at this time of year?</i> Next, move on to asking chn what they think ‘seasons’ means and see if they can name any of them. Have each season written in the centre of a large sheet of paper. Show chn these sheets of paper on a table each. Explain that they need to talk to each other and share what they know about each season. Chn to then walk around each table, adding thoughts, facts and ideas on each piece of paper. Give chn some time to do this. Encourage them to start with the season they know something about, but also encourage them to go and investigate each station. Encourage chn to talk and discuss what they see at each station. You could use photos to support this, having a variety of photos out to help generate ideas. Bring class back together: Talk through the changes, by placing on the board 4 pieces of sugar paper, one for each season. Place them in order of the seasons in a circle. Add any words the children have come up with to the seasons and add any of the photos to support. Children to then create their own season wheel. They can cut and stick information in or could draw/write themselves.</p> <p>Lesson 5: KQ: Does the length of the day change? Recap the different seasons from yesterday, describing the changes. Ask the question: <i>Does the length of the day light change?</i> Explain that the children are going to be super scientists and are going to find this information out by reading some data. Children to use the data to create a pictogram of the average amount of daylight hours for each season. They can cut and stick the sun symbols or draw them themselves. Children to complete their pictogram and describe their findings in small groups using the prompts: <i>Which season has the most hours of daylight? Which season has the least hours of daylight? Which seasons have similar hours of daylight? How many more hours of daylight are there in summer than in winter? What happens to the number of hours of daylight between Spring and Summer? What happens to the number of hours of daylight between Summer and Autumn? What happens to the number of hours of daylight between Autumn and Winter? What happens to the number of hours of daylight between Winter and Spring? Which do you think is more useful - the table or the pictogram?</i></p>

Vocabulary

Season, autumn, winter, spring, summer, cold, warm, hot, sunny, rain, wind, frost, snow, cloud, question, answer, equipment.

Resources.

All documents saved in staff share file.