


SUBJECT MEDIUM TERM PLANNING - Science

Year Group: 1	TERM: Autumn 2	Theme: Seasonal changes/Plants
<p>National Curriculum:</p> <p>Seasonal changes</p> <ul style="list-style-type: none"> Observe changes across the four seasons – Winter Observe and describe weather associated with the seasons and how day length varies. <p>Plants</p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees 		
<p>Context: -</p> <p>By the end of the session, Children will be able to recognise key changes in the weather, temperature and day light hours for winter. The children will be able to identify and compare evergreen and deciduous trees.</p>	<p>Concepts</p> <p>Seasonal changes Plants</p>	<p>Vocabulary:</p> <p>Seasonal Changes weather, seasons, winter, summer, spring, autumn,</p> <p>Plants deciduous and evergreen trees, plants, leaves</p> <p><i>Working scientifically – investigate Identifying, classifying and grouping, simple tests</i></p>
<p>Prior Knowledge:</p> <p>Understand the key features of the life cycle of a plant and an animal. (EYFS – Plants & Animals, excluding humans)</p> <ul style="list-style-type: none"> Explore the natural world around them. (EYFS – Seasonal changes) Describe what they see, hear and feel whilst outside. (EYFS – Seasonal changes) Understand the effect of changing seasons on the natural world around them. (EYFS – Seasonal changes) 		<p>Future Knowledge:</p> <p>Seasonal Changes</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. (Y3 - Light)</p> <ul style="list-style-type: none"> 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) <p>Plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Y2 - Plants)</p>

End points /by the end of this unit pupils will... <ul style="list-style-type: none">• Children will be able to identify any seasonal changes for Winter• Children will be able to identify deciduous and evergreen trees	

Lesson Number 1

<p>Key learning: discuss changes across the seasons Context: Winter</p>	<p>Concepts: Seasonal changes</p>	<p>Lesson structure: Introduction, direct teaching, activities, key questions</p> <p>Engage: Recap the 4 seasons, what were the signs of autumn?</p>
<p>Success Criteria: This should what the children should be able to do by the end of the lesson</p> <ul style="list-style-type: none"> • I can name the 4 seasons. • I can name the months of the year that occur in each season. • I can identify changes in weather and temperature <p>Link with book – The Squirrels Busy year</p> <p>Working scientifically: Identifying and classifying</p> 	<p>Suggested resources:</p> <p>Flipchart</p> <p>Pictures of the 4 seasonal changes for children to sort</p> <p>Visit forest school</p> <p>Ipad for photos</p>	<p>Introduce Recap the 4 seasons and discuss the months of the year that fall into them.</p> <p>Show children pictures of Winter, can they identify any changes that have occurred.</p> <p>Teach children about events that occur during that time.</p> <p>Take children to forest school – ask them to take pictures or collect things that are signs of winter</p> <p>P and C – Children to group the seasonal changes for winter</p> <p>Independent task: Children to have different seasonal pictures, in groups children to identify which pictures relate to winter</p> <p>Deepening- Show children a weather forecast – what do they notice about the temperature, day light hour? (link this to maths moments each day)</p> <p>Key questions What are the 4 seasons? What months are in Winter? What seasonal changes do you notice about winter?</p> <p>Challenge: Why do you think these changes have happened?</p> <p>Adaptive teaching for SEND: Make visual and group work. Nothing to be recorded in books</p>
<p>Vocabulary:</p> <p>Seasons, winter, weather</p>		

Lesson Number 2

Key learning:

to identify and name a variety of deciduous and evergreen trees

Concepts:

plants

Lesson structure: Introduction, direct teaching, activities, key questions

Engage – Recap the signs of winter – show pictures of plants from previous lesson

Success Criteria:

This should what the children should be able to do by the end of the lesson

Suggested resources:

Flip chart

Cut up pictures of a tree

Introduce

Name the parts of a tree (bark, leaves branches, truck, roots)

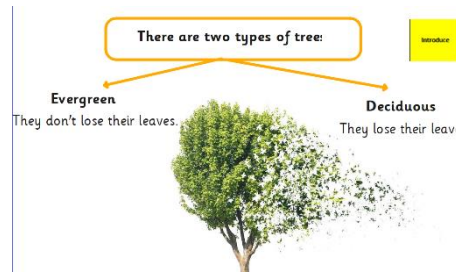
P4C – Children to put pictures of tree back together and label

I can explain the difference between evergreen and deciduous trees.

Cut up p
Word mats with examples of trees on/key words

Introduce deciduous and evergreen trees and how they can be identified – use visual picture

I can identify whether a tree is evergreen or deciduous.



Ipad

Show pictures of evergreen trees, explain the features of some evergreen trees

Working scientifically: identifying and classifying




Variety of different trees in the winter for children to group into evergreen and deciduous

Show children a picture of a deciduous tree throughout the seasons – explain the different features.



Children to walk around the outside provision and identify the different trees. If ensure they can use iPad to help them identify the tree name.

Independent task (recorded) children to write the definition of an evergreen and deciduous tree and either draw or stick a picture underneath.

Evergreen 	Deciduous 
<p>An evergreen tree keeps its leaves all year round.</p> 	

Key question

How can you tell if a tree is evergreen or deciduous?

Challenge: How could you tell what type of tree it is in different seasons?

Adaptive teaching for SEND:

Visuals

Independent task – word mats, only group the pictures.

Vocabulary:

Seasons winter evergreen and deciduous trees. plants, leaves