




SUBJECT MEDIUM TERM PLANNING - SCIENCE

Year Group: 1	TERM: Spring 2	Theme: Fire and Ice
National Curriculum: Seasonal changes <ul style="list-style-type: none"> Observe changes across the four seasons – Spring Observe and describe weather associated with the seasons and how day length varies. 		
Context: - Children will be building on their observation skills to identify key changes of Spring such as weather, changes in plants, flowers in and around the local area. Children will then be able to compare these seasonal changes with Autumn, winter and Spring.	Concepts: Seasonal changes	Vocabulary: seasons, winter, summer, spring, autumn, weather, daylight, temperature Working scientifically – investigate Identifying, classifying and grouping, simple tests
Prior Knowledge: Seasonal changes <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) Prior Disiplinary Knowledge <ul style="list-style-type: none"> Observations - Explore the natural world around them, making observations and drawing pictures. Discuss findings using a wide range of vocabulary Use magnifying glasses to look at objects in more detail. 	Future Knowledge: Seasonal changes <ul style="list-style-type: none"> 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) Furture Disiplinary Knowledge <ul style="list-style-type: none"> Asking Questions with a yes/no question to aid sorting Ask 1 or 2 simple research questions linked to a topic Observation - compare objects based on obvious features Predictions - Children consider in advance what might happen or what they may find out 	

<ul style="list-style-type: none">• Asking Questions- Children will begin to ask simple questions about the world around them	
<p>End points /by the end of this unit pupils will...</p> <ul style="list-style-type: none">• Children will be able to say that in Spring the days are getting longer, the weather is becoming warmer, flowers start to show signs of buds, we start to see more animals around.	<p>Critical Knowledge</p> <ul style="list-style-type: none">• Children will know that there are 4 seasons in the year, these are Spring, summer, Autumn and Winter

Through maths moments – Completed everyday


<p>Key learning: recognise changes across the seasons. Context: Spring</p>	<p>Concepts: Seasonal changes</p>	<p>Recap the 4 seasons?</p> <p>Key questions to be asked: What season are we in? What was it last season? What is it next season? How do you know we are in Spring?</p>
<p>Success Criteria: This should what the children should be able to do by the end of the lesson</p> <p>NA</p> <p>Working scientifically: Identifying and classifying</p> 	<p>Suggested resources: Maths moment board</p>	<p>Whats the weather like? – Create a tally chart to record how many days it's a certain type of weather</p>

Vocabulary:

Seasons, spring, weather, sunlight

Lesson Number 1 and 2 (cover over two lessons/afternoon)

<p>Key learning: recognise changes across the seasons. Context: Spring</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 winter?</p> <p>Introduce</p>
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<p>Success Criteria: This should what the children should be able to do by the end of the lesson</p> <p>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> <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/wildlife garden</p> <p>Ipad for photographs</p>	<p>Recap the 4 seasons and discuss the months of the year that fall into them.</p> <p>Show children pictures of spring, 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 and the wildlife garden– ask them to take pictures or collect things that are signs of Spring</p> <p>P and C – Children to group the seasonal changes for spring, display around the class so they can see each others.</p> <p>Independent task: Children to have different seasonal pictures (these can be the ones they have taken or secondhand sources from the internet), in groups children to identify which pictures relate to spring. Children to use key vocabulary when explaining why they think the picture is spring.</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>Children to create their own weather forecast video about Spring and save on Seesaw (QR code can be recorded in books)</p> <p>Key questions What are the 4 seasons? What months are in spring? What seasonal changes do you notice about spring?</p> <p>Challenge: Why do you think these changes have happened?</p> <p>Adaptive teaching for SEND: Make visual and group work, Word mat of key vocabulary Provide sentence starts</p>
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