

Year 1 – Seasonal Changes (biology, chemistry, physics)

NC objectives

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

Prior learning

- 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)

Future Learning

- 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)

Key vocabulary	Common misconceptions
<ul style="list-style-type: none"> • Weather (sunny, rainy, windy, snowy etc.) • Seasons (winter, summer, spring, autumn) • Sun, sunrise, sunset, day length 	<p>Some children may think:</p> <ul style="list-style-type: none"> • 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.
Areas of enquiry	Hook suggestions
<ul style="list-style-type: none"> • Observation over time - How does the oak tree change over the year? • Comparative and fair testing - In which season does it rain the most? • Identifying and classifying - How would you group these things based on which season you are most likely to see them in? • Pattern seeking - Is there a pattern to day length and seasons? • Researching using secondary sources - Are there plants that are in flower in every season? What are they? 	<p><u>Books</u></p> <p>One Year with Kipper by Mick Inkpen</p> <p>Percy the Park Keeper books (different stories depict different seasons e.g. One Snowy Day, After the Storm) by Nick Butterworth</p> <p>When will it be Spring by Catherine Walters</p> <p><u>Scenarios</u></p> <p>Scenario – The headteacher needs to know which trees we have in our school grounds so that we can look after them properly. How can we help her? Do the trees always look the same? (Identifying and classifying/Observing over time/Research)</p>