

MEDIUM TERM PLAN

TERM: Autumn 1		YEAR GROUP: Year 1		SCIENCE Seasonal Changes	
WEEK 1 DATE: 02.09.24	WEEK 2 DATE: 09.09.24	WEEK 3 DATE: 16.09.24	WEEK 4 DATE: 23.09.24	WEEK 5 DATE: 30.09.24	WEEK 6 DATE: 07.10.24
<p>LO: To identify how the weather changes across the four seasons.</p> <p>Success Criteria:</p> <p>I can name the four seasons.</p> <p>I can name the twelve months of the year.</p> <p>I can describe the expected weather patterns for each season.</p> <p>Main Event: Arrange the class into groups of four, assigning a different season to each group. Provide each group with the corresponding season page from the Resource: Season mobile to refer to as they work. Instruct each pupil to take responsibility for one word card and one weather symbol.</p> <p>Support: Should be encouraged to create simple weather symbols as opposed to writing months out on card strips; should be assigned winter or summer as the typical weather in these seasons is easier to understand and remember.</p> <p>Challenge: Could suggest and make additional pictures to add to their season mobile, e.g. conkers for autumn or ice creams for summer; should describe some of the changes that occur in each season, e.g. the weather, the trees, events and activities.</p>	<p>LO: To identify events and activities that take place in different seasons.</p> <p>Success Criteria:</p> <p>I can name the four seasons.</p> <p>I can suggest appropriate clothing to wear in different weather conditions.</p> <p>I can sort activities and events into the correct seasons.</p> <p>Main Event: Activity: Seasonal sorting (one each) and ask the children to cut out the eight images and stick them in the correct season box.</p> <p>Support: Could have the small images pre-cut before the activity; could draw one picture in each season box as an alternative to cutting and sticking; could use dolls and doll's clothes to demonstrate their understanding of appropriate clothing choices for each season.</p> <p>Challenge: Could draw an additional image in each season box; could write a sentence about the weather in each season; should complete the Activity: Seasonal sorting (extension).</p>	<p>LO: To recognise how trees change across the four seasons.</p> <p>Success Criteria:</p> <p>I can name the four seasons in order.</p> <p>I can describe the appearance of a tree's leaves in each season.</p> <p>I can ask simple questions about my observations.</p> <p>Main Event: Share video on slides. Pause for questioning. Children to create finger painting of trees in different seasons.</p> <p>Support: Could have their paper pre-folded into quarters and the tree lines drawn in pencil for them to draw over in felt tip pen; could choose one paint colour per tree; could refer to the recap on slide 5 of the Presentation: How do trees change? for reminders.</p> <p>Challenge: Should write a sentence underneath each seasonal tree to describe the tree's appearance (e.g. in summer, bushy, green leaves and fruit grow); should write a sentence about the typical weather in each season and how it helps with some of the changes seen in trees, plants and flowers (e.g. in spring, warm weather and rain help flowers to grow).</p>	<p>LO: To recognise that daylight hours change across the four seasons.</p> <p>Working scientifically: To record data in a pictogram.</p> <p>Success Criteria</p> <p>Main Event: Pair the children and explain that they will present the data in a pictogram. Using one of the pairs' data, model how to draw circles (suns) in the boxes to represent how many daylight hours per day there are in each season using the Activity: Daylight pictogram. Children to complete daylight pictogram (one per pair).</p> <p>Support: Could be given a whiteboard with the seasons pre-labelled; could use counters/cubes to represent the daylight hours in each season; could match images from the Resource: Seasonal mornings to season labels, describing the daylight hours in each season, e.g. "In winter, it is still dark because the sun has not risen yet."</p> <p>Challenge: Should complete the Activity: Interpreting data; could verbally narrate the Pupil video: Daylight hours referencing time, daylight hours, sunrise, sunset, seasons and activities., e.g. "The sun rises at eight o'clock in the morning, we have our lunch at midday, the sun goes down at four o'clock, it gets dark early because it is winter."</p>	<p>LO: Observing over time</p> <p>Knowledge: To observe changes across the four seasons.</p> <p>Working scientifically: To observe changes across the four seasons.</p> <p>To gather and record data about how seasons change over time.</p> <p>Working scientifically: To gather and record data about how seasons change over time.</p> <p>Main Event: Children to use thermometers to determine the temperature of three different cups of water. Children to complete the activity 'observing over time' using the science display and the information written on the board to help them.</p> <p>Support: Should be given a copy of Resource: Knowledge organiser: Science – Seasonal changes to refer to; should be given the opportunity to feel some different water temperatures and describe their observations (see Cautions for health and safety guidance).</p> <p>Challenge: Should make verbal predictions about the temperature in winter, spring and summer; could add labels and captions to their Activity: Observing seasons over time.</p>	<p>LO: To plan and carry out a weather report.</p> <p>Success Criteria: I can label the capital cities of each country in the UK.</p> <p>I can describe seasonal weather in the UK.</p> <p>I can suggest ways to prepare for different weather conditions.</p> <p>Main Event: Model how to complete the activity: Weather report, referring to the word and image banks on the Children to complete the weather report. activity: weather report to create a spoken weather report, describing the weather in all four capital cities.</p> <p>Support: Could have the first letter of each capital city written on their Activity: Weather report; could describe the weather in each capital city only.</p> <p>Challenge: Could write a temperature for each capital city on their maps (adult support should be given to carry out research online to find typical temperatures for their chosen seasons); could use the link: BBC Weather or an atlas to add additional cities to their UK maps; should use some of the key vocabulary listed in the Presentation: Weather report.</p>

