

**Year 1 – (ENERGY) Seasons and How they Change**

National Curriculum Objectives		Sticky Knowledge		Vocabulary	
<ul style="list-style-type: none"> <li>Observe changes across the four seasons</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul>		<ul style="list-style-type: none"> <li>Weather can change</li> <li>There are lots of different types of weather: Rain, Sun, Cloud, Wind, Snow, etc</li> <li>Days are longer and hotter in the summer</li> <li>Days are shorter and colder in the winter</li> <li>There are four seasons: Spring, Summer, Autumn, Winter</li> </ul>		Seasons, spring, summer, autumn, winter, windy, sunny, overcast, snow, rain, temperature	
Maths National Curriculum Objectives		Working Scientifically Objectives		Key Scientists	Linked Texts
There are currently no NC objectives linked to statistics but children could be introduced to: <ul style="list-style-type: none"> <li>tally charts</li> <li>Venn diagram</li> </ul>		1.1 asking simple questions and recognising that they can be answered in different ways 1.2 observing closely, using simple equipment 1.3 performing simple tests 1.4 identifying and classifying 1.5 using their observations and ideas to suggest answers to questions 1.6 gathering and recording data to help in answering questions.		Dr Steve Lyons (Extreme Weather)  Holly Green (Meteorologist)	Tree: Seasons Come, Seasons Go (Patricia Hegarty and Britta Teckentrup)  One Year with Kipper (Mick Inkpen)  After the Storm (Nick Butterworth)
Prior Learning		Key Question(s):		Future Learning	
In Early Years children should: <ul style="list-style-type: none"> <li>Developing an understanding of change.</li> <li>Observe and explain why certain things may occur (e.g. leaves falling off trees, weather changes).</li> <li>Look closely at similarities, differences, patterns and change.</li> <li>Comments and questions about the place they live or the natural world.</li> </ul>		<ul style="list-style-type: none"> <li>Why do more frequent days of rain saturate the ground?</li> <li>How long does it take for the ground to dry after it has been raining?</li> <li>Does more rain take longer to dry?</li> <li>Do countries with higher temperatures have less rain?</li> <li>How does rainfall and temperature change over time in our school grounds?</li> <li>Which leaf is the strongest/best shade cover/best at directing water?</li> <li>What do you notice about different leaves?</li> <li>What purpose do leaves serve for a tree?</li> <li>Why do you think leaves turn brown in Winter?</li> <li>What colours can we find outside? Does this change across the seasons?</li> <li>What effect does rain have on the environment?</li> <li>What would happen if there was too much rain?</li> <li>What would happen if there wasn't enough rain?</li> </ul>		In Year 3 children will: <ul style="list-style-type: none"> <li>Recognise that they need light in order to see things and that dark is the absence of light.</li> <li>Notice that light is reflected from surfaces.</li> <li>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</li> <li>Find patterns in the way that the sizes of shadows change.</li> </ul>	
Teaching Ideas					
Comparative tests	Identify & Classify	Observation over time	Pattern Seeking	Research	BIG Question – Assessment Opportunity
In which season does it rain the most?	How could you organise all the objects in the solar system into groups?	How does the colour of a UV bead change over the day?	Does the wind always blow the same way?	Are there plants that are in flower in every season? What are they?	What is it like in Winter, Spring, Summer and Autumn?