

Our Intent is: To develop inquisitive children who are excited about investigating with curiosity, "How can scientific enquiry explain the world?" Exploring answers by gathering and analysing evidence.



**Forton Primary School
Science**

**Nicky Nook Class
Autumn, Winter, Spring, Summer
Year A**

Key Concept: Light and Astronomy Seasonal Changes
Key Question: How do the seasons impact on what we do?

Unit Overview:

Observe and describe the changes across the seasons.

Monitor the weather associated with the seasons.

Talk about how day length varies across the seasons.

N.C. LINKS:

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

Vocabulary:

- Observe
- Seasonal change
- Weather
- Spring
- Summer
- Autumn
- Winter

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	<ul style="list-style-type: none"> • Day length 	
<p>New Knowledge Progression:</p> <ul style="list-style-type: none"> • Observe and describe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length and temperature varies. 	<p>Building on Prior learning from EYFS:</p> <p>Explore/observe – look closely at/notice. Describe – Talk about what the notice/observe; talk about changes they notice and changes over time. Record – draw pictures, take photographs, make models or scrapbooks. Questioning – show an interest I /be curious about, ask questions about what they notice/ observe or changes that occur. Explain – talk about why things happen/occur; talk about how things work. Research – talk to people (visits/visitors/family), think of questions to ask to find things out and find out how things work; use first hand experiences/use secondary sources (eg books, photographs, internet). <i>Equipment and measures</i> – use senses/use simple equipment to make observations (eg magnifiers, pipettes, egg timers, digital microscopes etc). <i>Compare/sort/group/identify/classify</i> – notice similarities, notice differences: talk about similarities and/or differences. <i>Test</i> – make suggestions, show resilience, work with others. <i>Vocabulary</i> - use simple vocabulary to name and describe objects, materials, living things and habitats.</p>	<p>Building on Prior learning when B follow A:</p> <ul style="list-style-type: none"> • Observe and describe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length and temperature varies.
<p>Key Skills (Disciplinary)</p> <ul style="list-style-type: none"> • Use simple scientific language to talk about / record what they have noticed. • Use observations to make suggestions and / or ask questions. • Observe and describe simple processes / cycles / changes with several steps (<i>e.g. growth cycle, simple food chain, saying how living things depend on one another</i>). • Observe closely and communicate with increasing accuracy the features or properties of things in the real world. 		

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- Use observations to make suggestions and / or ask questions.
- Look / observe closely and communicate changes over time.
- Look / observe closely and communicate the features or properties of things in the real world.
Observe closely using their senses.
- Decide how to sort and group objects, materials or living things.
- Say how things are similar or different.
- Compare and contrast simple observable features / characteristics of objects, materials and living things.
- Ask simple questions about what they notice about the world around them.
- Demonstrate curiosity by the questions they ask.
- Use simple and appropriate secondary sources (such as books, photographs, videos and other technology) to find things out / find answers.

Sequence of Lessons:

1. LO: Observe changes across the four seasons.
2. LO: Observe the weather associated with the seasons.
3. LO: Observe how day length varies across the seasons.

Enhancements:

Go on seasonal walks around the school grounds to identify features/weather associated with the four seasons.

End of Unit Outcome:

Create a seasons wheel which shows the changes to weather, trees, plants and day length across the seasons.