

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

Nicky Nook Class Autumn, Winter, Spring, Summer Year B

Key Concept: Light and Astronomy Seasonal Changes

Key Questions: What happens to the day length as we move through the different seasons and why?
Why is it that we normally get warmer weather in the summer and colder weather in the winter?

Key investigation questions: What is light? What is dark?

Unit Overview:

To observe and record the changes over 4 seasons.

To observe and record the weather and day length.

To compare the changes between the four seasons.

N.C. LINKS:

Seasonal Changes: Pupils should be taught to:

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

Vocabulary:

- Seasons Spring
- Autumn Summer
- Winter Changes
- Weather Day length

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		<ul style="list-style-type: none"> Daylight 	Months
<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 A follow B:</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. Use observations to make suggestions and / or ask questions. 			

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- 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 (across the whole year):

1. L.O. to observe and describe the weather in autumn.
2. L.O. to collect and record data about the weather and day length in autumn.
3. L.O. to identify changes in the trees and in clothes that we wear from autumn to winter.
4. L.O. to observe and describe the weather in winter.
5. L.O. to collect and record data about the weather and day length in winter.
6. L.O. to identify changes in the trees and in clothes that we wear from winter to spring.
7. L.O. to observe and describe the changes from winter to spring.
8. L.O. to collect and record data about the weather and day length in spring.
9. L.O. to identify changes in the trees and in clothes that we wear from spring to summer.
10. L.O. to observe and describe the weather in summer.
11. L.O. to collect and record data about the weather and day length in summer.
12. L.O. to identify changes in the trees and in clothes that we wear from summer to autumn.

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Enhancements:

Nature walk

Live lessons

Investigation – exploring light and dark

Shadow puppets.

End of Unit Outcome:

To record the weather and day length throughout the different seasons and compare their results.