

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**

 <p>Forton Primary School Science</p>		
<p>Nicky Nook Class Autumn, Winter, Spring, Summer Year A</p>	<p>N.C. LINKS:</p> <ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies. 	
<p>Key Concept: Light and Astronomy Seasonal Changes Key Question: How do the seasons impact on what we do?</p>	<p>Vocabulary</p>	
<p>Etymology: Season 1300, <i>sesoun, seson</i>, "a period of the year," with reference to weather or work, also "proper time, suitable occasion," from Old French <i>seison, seson, saison</i> "season, date; right moment, appropriate time"</p>	<p>Subject specific:</p> <p>Observe Seasonal change</p> <p>Weather Spring Summer</p> <p>Autumn Winter</p> <p>Day length</p>	<p>Working Scientifically:</p> <p>Research relevant</p> <p>Questions scientific enquiry</p> <p>Comparative and fair test</p> <p>Systematic careful observation accurate measurements</p> <p>Equipment data gather record classify keys conclusion predictions</p>
 <p>Seasons by Hannah Peng</p>		

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<p>Unit Overview:</p> <p>Observe and describe the changes across the seasons.</p> <p>Monitor the weather associated with the seasons.</p> <p>Talk about how day length varies across the seasons.</p>		<p>differences similarities changes improve interpret</p>
<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.</p> <p>Describe – Talk about what the notice/observe; talk about changes they notice and changes over time.</p> <p>Record – draw pictures, take photographs, make models or scrapbooks.</p> <p>Questioning – show an interest I /be curious about, ask questions about what they notice/ observe or changes that occur.</p> <p>Explain – talk about why things happen/occur; talk about how things work.</p> <p>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).</p> <p><i>Equipment and measures</i> – use senses/use simple equipment to make observations (eg magnifiers, pipettes, egg timers, digital microscopes etc).</p> <p><i>Compare/sort/group/identify/classify</i> – notice similarities, notice differences: talk about similarities and/or differences.</p> <p><i>Test</i> – make suggestions, show resilience, work with others.</p> <p><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.

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Key Skills (Disciplinary)

- 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 (*e.g. growth cycle, simple food chain, saying how living things depend on one another*).
- 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.
- 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.

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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.

Oral Assessment:

How do the seasons impact on what we do?

Can you describe the changes across the four seasons?

Can you describe the weather associated with the seasons?

What happens to the day length across the seasons and do you know why?