



KS1 A– Seasonal Changes (energy)



KS1 A– Seasonal Changes (Energy)		
National Curriculum Objectives	Declarative Knowledge	Procedural Knowledge
<p><u>Seasonal changes</u> Pupils should be taught to:</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>To be carried out throughout the year to answer these objectives:</p> <ul style="list-style-type: none"> Know that the weather changes from season to season Know the different types of weather Know the name of all four seasons Know and name a key event or occasion which happens in each season. Know how day length varies from season to season. 	<ul style="list-style-type: none"> To be able to measure plant growth accurately using a ruler. To be able to describe the weather associated with each season. To be able to make observations about the weather. To be able to make comparisons across the four seasons. To be able to make tables and charts about the weather
Prior Learning	Key Questions	Future Learning
<p>In EYFS Children should:</p> <ul style="list-style-type: none"> Developing an understanding of change. Observe and explain why certain things may occur (e.g. leaves falling off trees, weather changes). Look closely at similarities, differences, patterns and change. Comments and questions about the place they live or the natural world. 	<ul style="list-style-type: none"> Why do more frequent days of rain saturate the ground? How long does it take for the ground to dry after it has been raining? Does more rain take longer to dry? Do countries with higher temperatures have less rain? How does rainfall and temperature change over time in our school grounds? Which leaf is the strongest/best shade cover/best at directing water? What do you notice about different leaves? What purpose to leaves serve for a tree? Why do you think leaves turn brown in Winter? What colours can we find outside? Does this change across the seasons? What effect does rain have on the environment? What would happen if there was too much rain? What would happen if there wasn't enough rain? 	<p>In Year 3 children will:</p> <ul style="list-style-type: none"> Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the sizes of shadows change.
Vocabulary	Key Scientists	Linked Texts
<p>Seasons, spring, summer, autumn, winter, windy, sunny, overcast, snow, rain, temperature</p>	<p>Dr Steve Lyons (Extreme Weather) Holly Green (Meteorologist)</p>	<p>Tree: Seasons Come, Seasons Go (Patricia Hegarty and Britta Teckentrup) One Year with Kipper (Mick Inkpen)</p>



KS1 A– Seasonal Changes (energy)



				After the Storm (Nick Butterworth)	
Teaching Ideas					
Comparative tests	Identify & Classify	Observation over time	Pattern seeking	Research	Big Question
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?
					