**Seasons – Autumn and Winter (Y1)**

**NC Statutory Guidance**

Pupils should be taught to:

* observe changes across the 4 seasons
* observe and describe weather associated with the seasons and how day length varies

**Working Scientifically**

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

* asking simple questions and recognising that they can be answered in different ways
* observing closely, using simple equipment
* performing simple tests
* identifying and classifying
* using their observations and ideas to suggest answers to questions
* gathering and recording data to help in answering questions

**Resources**

Twinkl PlanIt to be adapted.

**Lesson Overview (Statutory in Bold)**

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| WALT | Knowledge to be Taught | Skills to be Taught and Investigations | Vocabulary |
| Describe how the weather changes across  the seasons. | In this country, we have 4 distinct seasons that have different weather and characteristics.  Spring Mar Apr May  Summer Jun Jul Aug  Autumn Sep Oct Nov  Winter Dec Jan Feb | **Observe changes across the 4 seasons**  - general overview. | spring  summer  autumn  winter  January  February  March  April  etc |
| Observe and describe the weather in autumn.  Collect and record data about the weather in autumn. | Scientists can use different tests to forecast the weather.  We can use the weather forecast to plan our activities and what we need to wear.  The weather forecast is not always right, but usually close. | Children to make rain gauge and weather vane to investigate rainfall and wind direction. Pupils to use thermometers to check temperature.  Collect and record data.  **Observe and describe weather associated with the seasons. - Autumn** | weather  sunny  windy  rainy  snowy  fog  sunny intervals  thunder storm  weather forecast  temperature  sunshine  rainfall  cloud cover  wind force  wind direction  rain gauge  thermometer  weather vane |
| Identify signs of autumn. | In autumn, leaves die and fall from trees. Some trees keep their leaves all year round.  Many trees drop distinctive seeds. | Go on autumn walk to observe signs of the season (Whinlatter?)  Observe changes across the 4 seasons. | orange/red/brown/  yellow leaves  conker husks  conkers  seeds  mushrooms  blackberries  acorns  pine cones |
| Describe how day length varies from autumn to winter. | In winter, it gets colder than in autumn.  Because of low temperatures, water can freeze into ice. Snow happens most frequently in winter.  Many trees lose their leaves completely.  In winter, days are shorter and nights are longer. | Observe and describe how day length varies.  Data is currently presented in a table – could be a good way to introduce pictograms for y2. | hours  sunlight  day length  pictogram  table |
| Observe and describe the weather in winter.  Collect and record data about the weather in winter. | Winter is generally colder than autumn.  There is often more wind, rain, snow and ice in winter.  There is always less sunshine in winter. | Children to use rain gauge and weather vane to investigate rainfall and wind direction. Pupils to use thermometers to check temperature.  Collect and record data, compare to results in week 2  **Observe and describe weather associated with the seasons. - Winter** | temperature  sunshine  rainfall  cloud cover  wind force  wind direction  rain gauge  thermometer  weather vane |
| Explain how some animals adapt in winter. | As a result of the cold weather, many animals stock up on food and/or hibernate in winter.  Some animals migrate to warmer places.  Some animals adapt in other ways. | To observe changes across the 4 seasons by exploring how some animals adapt to survive in winter. | hibernate  hibernation  migrate  migration  adapt  adaptation  camouflage |