**Seasons – Spring and Summer (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)**

|  |  |  |  |
| --- | --- | --- | --- |
| WALT | Knowledge to be Taught | Skills to be Taught and Investigations | Vocabulary |
| Describe how day length varies from winter to spring. | In spring, temperatures rise and leaves grow on trees.  More plants and flowers come out.  Animals no longer hibernate.  Lambs and chicks are born.  Days get longer and nights get shorter. | Observe and describe how day length varies.  Data is currently presented in a table – could be a good way to introduce pictograms for y2. | blossom  bloom  temperature  sunlight  day length  pictogram  table |
| Observe and describe the weather in spring.  Collect and record data about the weather in spring. | 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 use rain gauge and weather vane to investigate rainfall and wind direction. Pupils to use thermometers to check temperature.  Collect and record data, compare with previous data.  **Observe and describe weather associated with the seasons. - Spring** | temperature  sunshine  rainfall  cloud cover  wind force  wind direction  rain gauge  thermometer  weather vane  equipment  units |
| Identify signs of spring. | In spring, there is lots of new life around.  Plants show themselves and baby animals are born. | Go on spring walk to observe signs of the season (Whinlatter?)  Observe changes across the 4 seasons. | blossom  buds  bees  frogspawn  tadpoles  lambs  butterflies  bluebells  daffodils  dandelions |
| Describe how day length varies from spring to summer. | In summer, it gets warmer than in spring.  In summer, days are longer and nights are shorter. | 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 summer. | Summer is generally warmer than spring.  There is often less rain and wind than in spring.  There are always more hours of sunlight in summer. | 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 previous results.  **Observe and describe weather associated with the seasons. - Summer** | temperature  sunshine  rainfall  cloud cover  wind force  wind direction  rain gauge  thermometer  weather vane |
| Explain how to keep safe in the summer sun. | The sun gives out rays of light and warmth. Some rays are invisible and they can cause sunburn and damage to humans’ skin and eyes.  It is important to protect ourselves using sun cream and sunglasses and to avoid looking directly at the sun. | Observe and describe weather associated with the seasons. – Summer  Writing opportunity – persuasive safety poster. | shade  sun cream  sun glasses  sun hat  rays  light  warmth  heat |