

Year 1 Seasonal Changes

(Physics)



Prior and future learning

Prior Knowledge	What's next?
<ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> I recognise that light from the sun can be dangerous and that there are ways to protect their eyes. (Y3 - Light) I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. (Y5 - Earth and space)

Track your learning

How I will show what I have learned			
I can observe changes across the four seasons.			
I can observe and describe weather associated with the seasons.			
I can observe and describe how day length varies.			

Key knowledge I need to understand

- In the UK, the day length is longest at mid-summer (about 16 hours) and gets shorter each day until mid-winter (about 8 hours) before getting longer again.
- The weather also changes with the seasons. In the UK, it is usually colder and rainier in winter, and hotter and dryer in the summer.
- The change in weather causes many other changes. Some examples are: numbers of minibeasts found outside; seed and plant growth; leaves on trees; and type of clothes worn by people.

Possible texts to read:

After the storm – *Nick Butterworth*
One year with Kipper – *Nick Inkpen*

Scientist: Jim Cantore
(Meteorologist and storm tracker)

	Autumn Leaves begin to change colours to oranges, reds and browns and fall from the tree.
	Winter Trees are bare without leaves. Branches and twigs are most visible.
	Spring New leaves and buds begin to grow.
	Summer Trees appear full of leaves.

Working scientifically assessment: Shades of colour, seasonal change

Link to maths curriculum:

Measurement:

- Comparing how early or late it gets dark during different seasons (*Compare time, using the vocabulary earlier and later, specified in the maths curriculum*).
- Measuring rain caught in a rain gauge every day/week (*Measure capacity, using the vocabulary full/empty, more than, less than, half, half full, quarter, specified in the maths curriculum*).
- Using knowledge about the months of the year to name the months in each season (*Recognise and use language relating to the month of the year*).
- Telling the time it gets light or dark at different times during the year (*Tell the time to the hour and half past the hour and draw hands on a clock face to show these times*).

Vocabulary

Weather	The conditions outside
Temperature	The measure of how hot something is
Seasons	The parts a year is divided into
Leaves	Usually flat and green growing from a stem
Thunderstorm	A storm of heavy rain with thunder and lightning