Physics

Strand: Seasonal Changes

Working Scientifically Drives All of the Knowledge & Understanding

Year 1			
NC Objectives	**Key Scientific Knowledge**	**Key Vocabulary**	**Working Scientifically**
To observe changes across the four seasons	To be able to name the four seasons in order: Spring, Summer, Autumn, Winter To be able to name any month associated with the season in England e.g. Spring = March, Summer = June, Autumn = October Winter= December To know that looking directly at the sun is dangerous for our eyes.	Spring, Summer, Autumn, Winter, season, rain, hail, thunder, lightning, sunshine, cloud, storm, rainfall, climate, temperature Name all months in order. Jan- Dec.	**Observe** the changes in season using the local environment e.g. tree diary; watching how trees/ leaves/ blossom change throughout the year. **Make simple observations** about the weather and associate these with the seasons.
To observe and describe weather associated with the seasons and how day length varies	To use descriptive and comparative language to describe the weather relating to seasons e.g. warmer/ colder, wetter, dryer, longer/ shorter/ sunnier/ rainy To associate the Summer with longer and the Winter with shorter days ('It's light outside when I have my dinner in the Summer; in the Winter it's dark earlier).	warmer/ colder, wetter, dryer, longer/ shorter/ sunnier/ rainy, weather, season, day length, bright, sunny, dark, wet, sun, moon, night	**Collect data** *(as a class) about sunny/ dry vs wet/ grey days (link to season). Look at photographs/ film and make predictions about what season chn are observing e.g. clue-hunting 'The leaves on the tree are brown and the weather is rainy and wet; I think this is a picture showing Autumn'. **With guidance,** chn begin to notice patterns and relationships e.g. days are longer in the Summer (when it's dinner time, it's still light outside in the Summer; there is more sunshine in the Summer). Oral presenting.

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