Year 1  How do the physical features of our environment let us know that Summer is coming?

| Sequence of learning | | | | | |
|---|---|---|---|---|---|
| Place and Space | Place and Space | Place and Space | Place and Space | Scale | Scale |
| **What might I see in Spring?**<br>The Spring months are March, April, May.<br>Spring- sprouting greenery, increasing temperatures, signs of new life e.g. lambs, eggs, tadpoles, increasing daylight hours. | **What might I see in Summer?**<br>The Summer months are June, July and August.<br>Summer- flowers in bloom, increasing temperatures, generally more sunshine, later sunlight hours, summer solstice.<br>In the hot weather I wear thinner fabrics, summer hats and sun protection.<br>The main features of a hot and cold place are: deserts, snow, glaciers, ice, sun, heat, cold temperatures. | **What might I see in Autumn?**<br>The Autumn months are September, October, November. Autumn- leaves falling from trees and changing colour, falling temperatures, more rain, nights begin to get darker (shorter days). | **What might I see in Winter?**<br>The Winter months are December, January and February.<br>Winter- no leaves on trees, animals in hibernation, shorter days, colder temperatures, sometimes snow, ice and hail.<br>In the cold weather I wear more layers e.g. coat, hat scarves and gloves, I cover my skin, I wear thick insulators.<br>The main features of a hot and cold place are: deserts, snow, glaciers, ice, sun, heat, cold temperatures. | **How does a weather chart work?**<br>Weather chart- track the weather using pictorial symbols. | **How can I use my knowledge of seasonal patterns and weather charts to forecast the weather for next week?**<br>They can use weather patterns and typical weather to make predictions about the weather at a given time. |

**Vocabulary**

wind, rain, cloud, frost, ice, storm, thunder, lightning, flood, weather, season, spring, summer, autumn, winter, temperature, thermometer, pond, wildlife, nature, farm.

**Resources and actions**

Eggs in KS1.
Organise trip to forest school to plan outdoor learning and recognise features of spring.
Gather winter and summer clothing.

**Expert outcome:**

Create a weather chart to predict what the weather might be next week.
Use to create own weather forecast upload on seesaw.

**Previous Learning**: Having focussed heavily on the Human Geography so far in Year 1, children will now focus more on the Physical Geography of our temperate UK climate. They will build on their learning about "Seasonal Change" in the Early Years, where the learning experiences track the calendar, using seasonal change as a catalyst for other learning.

**Preparing for:** Year 2 learning which compares the climates of the UK, Africa and a polar climate, Year 3 where a Mediterranean climate is introduced and Year 5 and 6 where the children study climate change

**Bespoke to our school:** Enables children to begin build a schema for "weather" and "climate," and to eventually be able to explain the difference between the two. Offers children in our church school opportunities for spiritual development as they engage deeply with nature. Rooted in research which states that child at this age and stage are often quite egocentric and will therefore respond better to learning about those things which they have experienced directly.

**Intended outcomes:**
**Children will know:**

- The Spring months are March, April, May. The Summer months are June, July and August. The Autumn months are September, October, November. The Winter months are December, January and February.
- The main features of a hot and cold place are: deserts, snow, glaciers, ice, sun, heat, cold temperatures.
- The weather changes with each season:
  Winter- no leaves on trees, animals in hibernation, shorter days, colder temperatures, sometimes snow, ice and hail.
  Spring- sprouting greenery, increasing temperatures, signs of new life e.g. lambs, eggs, tadpoles, increasing daylight hours.
  Summer- flowers in bloom, increasing temperatures, generally more sunshine, later sunlight hours, summer solstice.
  Autumn- leaves falling from trees and changing colour, falling temperatures, more rain, nights begin to get darker (shorter days).
- In the cold weather I wear more layers e.g. coat, hat scarves and gloves, I cover my skin, I wear thick insulators.
- In the hot weather I wear thinner fabrics, summer hats and sun protection.
- Weather chart- track the weather using pictorial symbols.
- They can use weather patterns and typical weather to make predictions about the weather at a given time.