

Science Project Overview Year 1 Seasonal Change

<p>Subject Knowledge (PoS) Substantive Knowledge</p> <ul style="list-style-type: none"> • There are the four seasons consisting of Autumn, Spring, Summer, Winter. • Each season is different. • Changes in the environment can be seen in each season. • The seasons have different types of weather associated with them. • Day length can vary in each season. • Seasons dictate the clothes we wear. 	<p>Working Scientifically (PoS+Overview) Disciplinary Knowledge</p> <ul style="list-style-type: none"> • Be curious and ask questions • Using different types of scientific enquiry to answer their own questions, including: observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources • 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 • Begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. 	<p>Working Scientifically Methods (Must be done) Using different types of scientific enquiry to answer their own questions, including:</p> <ul style="list-style-type: none"> • observing changes over a period of time, • noticing patterns, • grouping and classifying things, • carrying out simple comparative tests, and finding things out using secondary sources
<p>Previous learning: From Development Matters Reception Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>	<p>Preparing for:</p> <ul style="list-style-type: none"> • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. (Y3 - Light) • 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) • The seasons and the Earth's tilt, day length at different times of year, in different hemispheres. (KS3) 	<p>Bespoke to our school: Based on the science of learning we have built on the previous learning in reception to enable the children to have a greater understanding of the changing seasons.</p>

Vocabulary:

Weather (sunny, rainy, windy, snowy etc.)

Seasons (winter, summer, spring, autumn)

Sun, sunrise, sunset, day length

Misconceptions:

- It always snows in Winter
- It is always sunny in the Summer
- There are only flowers in Spring and Summer
- It rains most in the Winter

English Links:

Poetry – Seasons poetry

Books:

Stick man

A year in Percy's park

After the storm – Percy

One snowy night

Maths links:

Measurement: Solve practical problems for length and height; mass/weight; capacity and volume

Use measuring skills to record lengths and heights; mass/weight; capacity and volume;

Use appropriate language to sequence events in a chronological order

Explorify links:

[What's going on?](#)

[What if there was only one season?](#)

[Three seasons](#)

Possible careers/jobs:

Park ranger