YEAR 1

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SEASONAL CHANGES PHYSICS	**The three Prime ELGs of Communication & Language, PSED and Physical Development provide the foundations of which all other learning is built upon.** **Specific:** **The Natural World ELG** Explore the natural world around them, making observations and drawing Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	*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	*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	*During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:* Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	*During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:* Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Reporting on findings from	*During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:* Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Using test results to make predictions to set up further comparative and fair tests, reporting and presenting findings from enquiries, including conclusions, causal	*During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:* Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Using test results to make predictions to set up further comparative and fair tests, reporting and presenting findings from enquiries, including conclusions, causal

				Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identifying differences, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings.	enquiries, including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identifying differences, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings.	relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations Identifying scientific evidence that has been used to support or refute ideas or arguments	relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations Identifying scientific evidence that has been used to support or refute ideas or arguments

SEASONAL CHANGES
COMPOSITES
What changes across the 4 seasons?
What is seasonal weather and how does the length of day vary?

COMPONENTS

	1	2	3	4	5	6	End Point
	How can you describe the weather?	**What are the four seasons?**	**What do you know about Autumn?**	**Can you recognise signs of Autumn?**	**What is different about the seasons?**	**How can wind be measured?**	**Children will be able to describe the change in weather throughout the seasons.**
CONCEPTS **Link to concept map**	ENVIRONMENT	ENVIRONMENT	ENVIRONMENT	ENVIRONMENT	ENVIRONMENT	ENVIRONMENT	Understand weather and the environment are connected

SKILLS	Describe weather	Describe weather associated with the seasons	Observe changes across seasons Observe and describe weather associated with the seasons	Observe changes across seasons Observe and describe weather associated with the seasons	Identify and classify seasonal specific weather	Observe and describe weather	Children will be able to identify and classify seasonal specific weather
KNOWLEDGE **t-sc-2549563-science-knowledge-organiser-seasonal-changes-autumn-and-winter-year-1_ver_1.pdf (twinkl.co.uk)**	Know what weather is Know there are different types of weather	Know what the four seasons are Know that there is weather associated to the seasons Know that there is different weather in the 4 seasons	Autumn is a season Specific weather and changes associated with Autumn	Autumn is a season Specific weather and changes associated with Autumn	Each season has seasonal specific weather	Wind is a type of weather Wind is measurable	There are 4 seasons Weather changes across the seasons There is weather which is seasonally specific Weather is measurable
LESSON LINK	MTP TERM 1	MTP TERM 1	MTP TERM 1	MTP TERM 1	MTP TERM 1	MTP TERM 1	
PROGRESSIVE VOCABULARY	weather change season environment Spring Summer Autumn Winter	weather change season environment Spring Summer Autumn Winter	weather change season environment Spring Summer Autumn Winter	weather change season environment Spring Summer Autumn Winter observe	weather change season environment Spring Summer Autumn Winter observe	weather change season environment Spring Summer Autumn Winter observe	Articulate and recognise subject specific vocabulary
CURRICULUM EXPERIENCES			Autumn Walk around the school	Autumn Walk to Crispe Park			First hand observation of seasonal specific weather and seasonal changes
END POINT	Children will know that there are different types of weather	Children will be able to name the four seasons and recognise the weather expected for each season	Children will observe the seasonal changes and weather on a walk around the school grounds	Children will observe the seasonal changes and weather on a walk to Crispe Park	Children will match weather to the most appropriate season	Children will create a windsock to measure wind direction	