



Year One	Topic – Seasonal Changes	Term: Spring 1
Building on Prior Knowledge Understand the key features of the life cycle of a plant and an animal. (Nursery – Plants & Animals) Explore the natural world around them. (Reception – Seasonal changes) Describe what they see, hear and feel whilst outside.(Reception – Seasonal changes) Understand the effect of changing seasons on the natural world around them. (Reception – Seasonal changes)	Future learning 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)	Key vocabulary Weather (sunny, rainy, windy, snowy etc.) Seasons (winter, summer, spring, autumn) Sun, sunrise, sunset, day length
Knowledge Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.	Working Scientifically Exploring and observing Look / observe closely and communicate changes over time Grouping and classifying Say how things are similar or different Questioning Ask simple questions about what they notice about the world around them Demonstrate curiosity by the questions they ask Modelling With help, follow movements (dance / drama) to act out their Science Describing results use recordings to talk about and describe what happened Sequence photographs of an event/observation Begin to use simple scientific language (from yr1 PoS) to talk about what they have found out or why something happened	
Key Learning 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.		



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