

Topic:	Year group	Term
Seasonal change - Spring (planting B)	1	Spring 2

Background knowledge

Planting B

Children look at seasonal changes in spring. Remind them that a year is split into four seasons – spring, summer, autumn and winter. Children have previously learnt about autumn and winter and now explore changes in spring. Encourage them to make comparisons between the seasons based on weather patterns, the amount of daylight received and changes in plant and animal life. It is essential that children use their local area throughout the year to help them identify similarities and differences between the seasons. Children should identify that we start to see more daylight in spring compared to winter and the weather is generally warmer. They also make the connection between more daylight and shorter night times.

Seasonal change

Children explore how the seeds they planted in the 'Planting A' block have changed over time. They should be given the opportunity to look back over the plants' growth across the term and explain how their plants have changed. This is an opportunity to recap the parts of a plant and encourage children to use correct vocabulary when commenting on how their plant has changed over time. Depending on the type of seed that was planted in Planting Block A, it may be appropriate for children to replant their plant outside to allow it to continue to grow and change over time. Children will plant seeds again in spring and should compare the growth of these plants to the plants they grew in winter.

In the UK the day length is longest in 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 drier in summer. The changes in weather may cause other changes. Some examples are numbers of mini beasts found outside, seed and plant growth, leaves on trees and types of clothes worn by people.

Common misconceptions

Some children may think;

- It always snows in winter.
- It's always sunny in the summer.
- There are only flowers in spring and summer.

- It rains most in winter.

What should I already know?

To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.

To talk about the things they have observed, such as plants, animals, natural and found objects.



To develop an understanding of growth, decay and changes over time.

To show a concern for the environment and living things.

To look closely at similarities, differences, patterns and change.

To look closely at similarities and differences in relation to places, objects, materials and living things. Talk about features of their immediate environment and how environments might vary from one to another.

National Curriculum Objectives / Key Skills	The Journey
<ul style="list-style-type: none"> • Identify and describe the basic structure of a variety of common flowering plants, including trees • Identify and describe the basic structure of a variety of common flowering plants, including trees. <p><u>Working scientifically</u></p> <p>Gathering and recording data to help in answering questions.</p> <p>Observing closely, using simple equipment.</p> <p><u>Scientific enquiry</u></p>	<ol style="list-style-type: none"> 1. Observations from planting in winter 2. Planting outside the classroom 3. Changes in spring 4. Collect and record data

 	
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Outcomes
<p>Working towards: I can observe some signs of spring. I can make a rain gauge with support and start to measure rainfall. I am starting to recognise that spring is the time of year when plants begin to grow and can observe signs of new growth. I am starting to know how the weather changes in Spring and can identify the type of clothes I would wear.</p> <p>Expected: I can state some signs of spring. I can make a rain gauge and start to measure rainfall. I know that spring is the time of year when plants begin to grow and can observe signs of new growth. I know how the weather changes in Spring and can identify the type of clothes I would wear explaining why.</p> <p>Exceeding: I can state the signs of spring. I can make a rain gauge and use it to measure rainfall. I know that spring is the time of year when plants begin to grow relating this to a change in temperature. I know how the weather changes in Spring and can identify the type of clothes I would wear confidently explaining why.</p>

Key Vocabulary	Timeline / Diagrams
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Autumn- When the weather begins to get colder and the leaves fall off the trees from September to November.

Season- The parts a year is divided into.

Spring- When the weather begins to get warmer and plants start to grow from March to May.

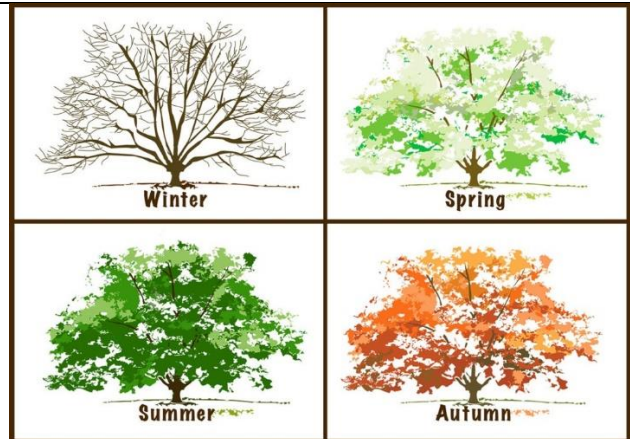
Summer- The warmest part of the year from June to August.

Temperature- The measure of how hot something is.

Weather- what it is like outside.

Weather chart- a place where we record what the weather is like.

Winter- the coldest part of the year from December to February.



Weather Symbols



Key people / places

STEM career- climatologist

Assessment questions / outcomes

What did we notice about the trees in autumn and winter? What do you think we will find in spring?

What features of spring did we see on our walk?

How will the spring weather be different to that of winter?

How have the bulbs changed since we planted them?

What clothes do we wear in spring? Why?