

Topic:	Year group	Term
Seasonal change - Summer	1	Summer 2

Background knowledge

Children look at seasonal changes in summer. Remind children that summer is one of the four seasons in a year. Children should use their observations of the local environment to identify the changes in summer and compare these with the other seasons they have studied this year. They should be able to observe that there is more plant growth in summer and that many animal numbers are at their peak. Children should identify that the number of hours of daylight are the greatest in summer and the average temperatures are the warmest compared to the other seasons. In Year 1, children do not need to use the term "temperature", as this is introduced in Year 2

Common misconceptions

- Children may associate summer exclusively with the school holiday in August, often referred to as the "summer holidays".
- Children may have preconceptions about the weather in summer. Avoid using language that may suggest warm weather can only take place in summer, and similarly that it cannot be cold in summer. It may be necessary to explain the basic idea of seasonal trends in weather.
- Children may think that the weather is the same throughout a season.
- Children may think that the weather is the same throughout a season. Explain the idea of "typical" weather for a season and seasonal trends in weather.

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"> Observe and describe weather associated with the seasons and how day length varies. Observe changes across the 4 seasons. <p><u>Working scientifically</u></p> <p>Asking simple questions and recognising that they can be answered in different ways.</p> <p>Gathering and recording data to help in answering questions.</p> <p>Using their observations and ideas to suggest answers to questions.</p> <p><u>Scientific enquiry</u></p> <div>   </div>	<ol style="list-style-type: none"> Changes in summer Collect and record data What are the main changes in each season

Outcomes

An overview of what children will know / can do

Working towards: I can record the weather on a weather chart and talk about what the weather is like in summer. I can recognise how to look after myself in summer and know I should not look directly at the sun. I can recognise some of the signs of summer and how things have changed from spring. I can observe mini beasts and with support record my observations and think of questions about what I see. I can sort them into groups with help. I can recognise some features of the different season and talk about how things change. I am starting to use some simple scientific words.

Expected: I can record the weather on a weather chart independently and know what type of weather to expect in summer. I know the dangers of being out in the sun and know I should never look directly at it. I can recognise the signs of summer and can compare them to other seasons. I can observe mini beasts closely, recording what I see and identifying things I would like to find out. I can sort them into groups. I can identify the features of the different seasons and explain how the day length and weather changes. I can use some simple scientific words.

Exceeding: I can record the weather on a weather chart independently including temperature and know what type of weather to expect in summer. I can read temperatures on a simple thermometer. I know the dangers of being out in the sun and know I should never look directly at it. I can recognise the signs of summer and can compare them to other seasons explaining how things change. I can observe mini beasts closely, confidently recording what I see and identifying things I would like to find out. I can sort them into groups stating why. I can identify the features of the different seasons and confidently explain how the day length and weather changes. I can use simple scientific words in my explanations.

Key Vocabulary	Timeline / Diagrams
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Summer - the season after spring and before autumn

Daylight - light from the sun

Night - a period of darkness each day when there is no daylight

Season - one of four parts of the year

Weather - the conditions outside

Record - write information

Rainy - rain falls from the sky

Windy - wind blowing

Cloudy - coverage of clouds in the sky

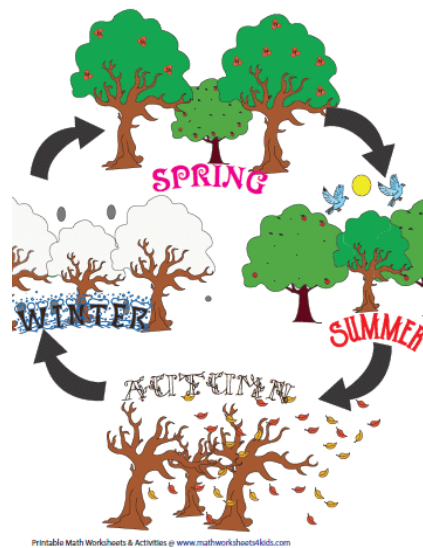
Sunny - a large amount of sunlight

Autumn- When the weather begins to get colder and the leaves fall off the trees from September to November.

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

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

SEASONS OF THE YEAR



Key people / places

STEM career- zoologist.

Assessment questions / outcomes

What is it like in Autumn, Winter and Spring?

What is the weather like today? How would you describe it?

How can we look after ourselves on sunny days? What must we never do?

What did we find that is a sign of summer?