

Year 1

Seasonal Changes - Spring

Background information

This is the second of 3 seasonal changes topics where you are observing seasonal changes throughout the year. You will already have established the ways you are recording the changes across the four seasons and will want to continue these. You might want to change the structure of the Spring walk making a journey stick of the things the children find.

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.

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 children should already know/ can do

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	Children's objectives
<p>observe changes across the 4 seasons</p> <p>observe and describe weather associated with the seasons and how day length varies</p>	<p>I can observe and comment on the changes in the seasons including day length.</p> <p>I can name the seasons.</p> <p>I can describe changes in the weather.</p>
<p><u>Scientific enquiry</u></p> <p>asking simple questions and recognising that they can be answered in different ways</p> <p>Observing closely using simple equipment.</p> <p>Using their observations to suggest answers to questions.</p> <p>Gathering and recording data to help in answering questions.</p>	<p>I can ask simple questions about objects I observe.</p> <p>I can make simple observations using appropriate language to describe them.</p> <p>I can compare living things.</p> <p>I can observe change over time.</p> <p>I can use simple scientific language.</p>

Assessment
<p>What did we notice about the trees in autumn and winter? What do you think we will find in spring?</p> <p>What features of spring did we see on our walk?</p> <p>How will the spring weather be different to that of winter?</p> <p>How have the bulbs changed since we planted them?</p> <p>What clothes do we wear in spring? Why?</p>

Working towards	Expected	Exceeding
<p>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>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>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

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.

Measure; find out the amount.

Character opportunities	Possible future STEM Careers linked to unit
<ul style="list-style-type: none">• Working with care to look after nature• Curiosity of the world around us, asking questions• Ambition• Communication with society	<ul style="list-style-type: none">• Climatologist• Horticulturist• Meteorologist• Park Ranger

Learning objective	Working Scientifically	Suggested Activities Ongoing activities (see above) <ul style="list-style-type: none"> • Weather chart • Daily temperature • daylight hours • Tree changes
To recognise signs of spring and compare with autumn and winter	Observing closely using simple equipment. Using their observations to suggest answers to questions. Gathering and recording data to help in answering questions.	Recap the four seasons and what the children know about autumn and winter . Going on a spring walk and identifying features of spring. Children to predict what they might see prior to walk. Compare with record from autumn/winter
To recognise that rain fall changes in different seasons	Observing closely using simple equipment. Gathering and recording data to help in answering questions.	Design and make a rain gauge and start to record rainfall as part of weather chart .
To identify signs of change To understand the lifecycle of plants	Observing closely using simple equipment.	Look closely at plant changes identifying signs of growth and identify any animals found in school grounds. Look at bulbs planted in winter and observe changes. Compare deciduous and evergreen trees
To know some of the features of spring	Using their observations to suggest answers to questions. Gathering and recording data to help in answering questions	Look at the rainfall collected and the weather in spring. What does this tell us about the spring weather? What clothes will we wear? Make a bar chart recording weekly rainfall
To recognise that animals have needs. To recognise that they can support living things		Begin to consider how to support the animals etc insect hotels