

## Science Knowledge and Skills Overview – Year One Seasonal Change

National Curriculum Objectives	Sticky Knowledge	Key Questions		
<ul style="list-style-type: none"> <li>● Observe changes across the four seasons.</li> <li>● Observe and describe weather associated with the seasons and how day length varies</li> </ul>	<ul style="list-style-type: none"> <li>● In the U.K. we have four seasons: Spring, Summer, Autumn and Winter.</li> <li>● Weather typically changes according to the season.</li> <li>● There are signs used to help us understand more about our daily weather.</li> <li>● Spring months are March, April and May.</li> <li>● Summer months are June, July and August.</li> <li>● Autumn months are September, October and November.</li> <li>● Winter months are December, January and February.</li> <li>● Seasons change throughout the year because of the way the Earth travels around the sun.</li> </ul>	<p>Do countries with higher temperatures have less rain?</p> <p>How does rain-fall and temperature change over time in our school grounds?</p> <p>What do you notice about different leaves?</p> <p>Why do you think leaves turn brown in autumn?</p> <p>What colours can we find outside? Does this change across the seasons?</p> <p>What effect does rain have on the environment?</p> <p>What would happen if there was too much or not enough rain?</p>		
Links to NHFS core curriculum themes	Vocabulary	Key Scientists		
<p><b>Sustainability</b> – Extreme weather</p> <p><b>Aspirations</b> – Meteorologist, weather presenter</p> <p><b>Equality</b> – dressing appropriately for the weather</p>	<p>Seasons, Spring, Summer, Autumn, Winter, daylight, deciduous, evergreen, weather, temperature, thermometer, snow, hail, cloudy, stormy, windy, rainy, sunny, breezy, symbols</p>	<p>George James Symons (Meteorologist)</p> <p>Anders Celsius (Astronomer, Physicist &amp; Mathematician)</p>		
Prior Learning	Future Learning	Investigation		
<p>In Early Years children should:</p> <ul style="list-style-type: none"> <li>● Developing an understanding of change.</li> <li>● Observe and explain why certain things may occur (e.g leaves falling off trees, weather changes).</li> <li>● Look closely at similarities, differences, patterns and change.</li> <li>● Make comments and questions about the place they live or the wider natural world.</li> </ul>	<p>In Year 3 Children will:</p> <ul style="list-style-type: none"> <li>● Recognise that they need light in order to see things and that dark is the absence of light.</li> <li>● Notice that light is reflected from surfaces.</li> <li>● Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>● Recognise that shadows are formed when the light from a light source is blocked by a solid object.</li> <li>● Find patterns in the way that the sizes of shadows change.</li> </ul>	<p>Observing and recording the changes in weather across a period of time</p>		
 <p>In which month does it rain the most?</p>	 <p>How would you identify and record the weather over a week or month?</p>	 <p>How does a tree change over a year?</p>	 <p>Does the wind always blow the same way?</p>	 <p>Which countries in the world have different types of weather to us?</p>

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