

SEASONS WINTER (Spring 1 – January) - YEAR 1 SCIENCE

Working Scientifically:

- asking simple questions and recognising that they can be answered in different ways – Why do leaves change colour? Why do they fall off the trees
- observing closely, using simple equipment – leaves with magnifying glasses
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

NC Seasons Objectives

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies.

NC Plants:

- I can identify and name a variety of wild and garden plants, including deciduous and evergreen trees. – throughout the 4 seasons

Winter - Update our drawing of the Silver Birch Tree – what has happened?

<http://www.bbc.co.uk/education/clips/zbdkjxs> - seasonal changes

http://resources.hwb.wales.gov.uk/VTC/ngfl/science/43_seasons_A_Williams/Saesneg/seasons.html - PowerPoint presentation for each season

Keep one week of weather recordings for winter

<i>Key vocab.</i>	<i>Objective</i>	<i>Main Teaching</i>	<i>Activities</i>	<i>Assessment</i>
SPRING TERM				
Season Spring Summer Autumn Winter Changes Weather Rainfall Windy	1 <u>WALT:</u> Why do we have seasons?	<u>SEASONS</u> Introduction: IWB Winter / POWERPOINT – WINTER <ul style="list-style-type: none"> ➤ Recap on seasons – What are the seasons of the year? ➤ How many months are there in a year? ➤ Which months fall in to which season? ➤ Can you remember which season you were born in? What season are we in now? What do we know about this season? When did winter start? (<u>Why is it cold in the winter and hot in the summer?</u> https://www.bbc.co.uk/programmes/p04wf449	WILF: I know that the world travels around the sun to create the 4 seasons in the year Label the four seasons and colour the globes travelling around the sun – PRINT PAGE FROM IWB Keep one week of weather recordings for winter – PRINT FROM IWB	Do the chd know the months of the year in order? Do they know how many moths there are?

<p>Sunshine Hot cold</p>	<p>2</p>	<p><u>WALT:</u> Changes to trees – leaves changing colour and falling from the branches</p>	<p>Visit to Tichfield Park – Use of identification charts to spot different leaf types.</p> <p>Go outside and study the leaf litter on the floor – is there more or less than we remember from Autumn? Where have all the leaves gone? (de-composed and rotten away – goodness in the soil) Make observations of our collection:</p> <p>Study their shapes and their colours – do we know what trees they have fallen from?</p> <p>LEAF BINGO GAME – TO BE PLAYED THROUGHOUT THE YEAR UNTIL CHD HAVE MEMORISED THE LEAF AND THE TREE IT CAME FROM – IS IT DECIDUOUS OR EVERGREEN</p> <p>POWERPOINT: WINTER TREES Look back at the tree we drew for Autumn in their science books – look at the Silver Birch in the playground and note the changes. How have our clothes also changed? What are we wearing now that we didn't need before?</p>	<p><u>WILF:</u> I can observe the changes over time</p> <ul style="list-style-type: none"> ➤ What has happened since the last time we were here? ➤ Do any of the trees still have leaves? ➤ Why have the leaves fallen off the tree? ➤ Can we name any of the trees? ➤ What do the terms coniferous and deciduous mean? <p>Take photo's to update our season scrap books</p> <p><u>WILF:</u> I can note the changes over time – observational drawing of a silver birch.</p> <p>Update - Children to draw the tree, weather and clothes in the science books Person outline – what will they wear now its winter?</p>	
	<p>3</p>	<p>WALT: Animals in winter - hibernation</p>	<p>What happens to animals in winter? What do some animals do? Why do animals hibernate? How do they hibernate?</p> <ul style="list-style-type: none"> ➤ PowerPoint – Optimized Winter = animals and birds in winter in general / gardens in winter ➤ Powerpoint – hibernating animals - Twinkl <p>Texts:</p> <ul style="list-style-type: none"> ➤ The Animals Winter Sleep – by Linda Graham Barber ➤ Animals in Winter by Henrietta Bancroft ➤ Over and Under the snow by Kate Messner ➤ IWB: Animals in Winter - label the animals and use to draw for individual activity 	<p>WILF: I know some animals hibernate in winter</p> <p>Using the prepared writing frame draw and label a range of animals which hibernate in winter in their specific habitats</p>	
	<p>4</p>	<p>WALT: Animals in winter - hibernation</p>	<p><u>WALT: Animal behaviour in winter</u></p> <ol style="list-style-type: none"> 1. Re-cap on hibernation and adaptation 2. Introduce the term migration – flying and swimming animals that don't hibernate. <p><u>Powerpoint / IWB</u></p>	<p>WILF: Animal behavior in winter</p> <p>Cut and stick activity – LA (pictures) MA+ cut and stick text.</p> <ol style="list-style-type: none"> 1. Behavior in winter 2. Sort hibernate or migrate 	

	<p>5</p>	<p><u>WEATHER</u></p> <p>WALT: Observe and describe weather associated with the seasons and how day length varies.</p> <p>Winter</p> <p>Links in with Science topic on light and winter shadows</p>	<p>Part 1:Hours of sunlight</p> <p>Explain that now that we are in winter the evenings are beginning to get a little darker earlier... Have they noticed when they go to bed it is now dark? Whereas in the summer it would have been still light at bedtime. Have they noticed the mornings are getting a little darker too?</p> <p>Website on IWB</p> <p>Part 2 IWB: Show IWB of charts for temperature and for hours of day light – ask questions and get chd to interpret that information. Which month has the most hours of sunlight? Which has the least ? Which months have the same etc... Do the same for temperature</p>	<p>Part 1 WILF: I can present in a produce a bar graph based on the average number of sunlight hours in each season – I can order the seasons in terms of hours of sunlight</p> <p>Differentiate through level of support.</p> <p>PRINT OFF PAGE ON IWB</p>	
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