


Topic: Seasons throughout the year	Year 1 Age 5-6	Title: Seasonal change
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Working Scientifically Do: Observe over time and record data to help in answering questions		Concept Context Observe changes across the four seasons
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Assessment Focus

• Can children observe changes across the seasons?
• Can children record and discuss changes across the seasons?

Elicitation (September) *Today we are going to be phenologists*
What do you know about the seasons? Complete a drawing/note comments about the four seasons.
Activity (each season)
Go on a 'welly walk' to the same place, observe a deciduous and an evergreen tree. Look at the signs of the season and make collections. Identify and take photos of each tree and the signs of the season.

Back in class, explore and discuss collections and scribe comments.
Plot the changes using the photographs of a deciduous tree and an evergreen tree on a seasonal display – use photos of the walk, collections and data

Autumn - falling leaves, seeds, fruits, changing colours, dew on grass, temperature, mini beasts, temperature, clothing

Winter – bare trees, hard ground, lack of plants, temperature, clothing

Spring – buds on trees, new growth, blossom, bird song, grass, warmth, temperature, clothing

Summer –full trees, colours, mini beasts, wild flowers, temperature, clothing

End of school year: revisit initial elicitation to add new observations or create new drawings/descriptions/comparisons of four seasons.



Adapting the activity

Support: Support observations on the walk and scribe comments.

Extension: To begin to make connections between the seasons, ask children what has changed since last time.

Other ideas: Complete daily weather charts for a week each season.

Questions to support discussion

- What have you observed?
- How have things changed?
- How has the weather changed?
- What are the differences between the seasons?
- Why have things changed?




Assessment Indicators

Not yet met: With support, children can observe and record what they see at the time.

Meeting: Observe, record and describe changes in e.g. plants, temperature and the weather across the four seasons.

Possible ways to go further: Use records of data from previous sessions to begin to make links between their observations and to offer explanations for seasonal change, e.g. *I saw more flowers in spring because it is getting warmer, it is colder in the winter because we get less sunlight.*

 Teacher box 1 - plan elicitation. See TAPS pyramid for more examples.