### YEAR 1 SEASONAL CHANGES PLANNING

<table>
<thead>
<tr>
<th>Class:</th>
<th>Term:</th>
<th>Subject: Science</th>
<th>Unit: Seasonal Changes</th>
</tr>
</thead>
</table>

**Differentiation and support (Detailed differentiation in weekly plans.)**

**SEN:** Support from more able peers. Additional adult support. Give worksheets, rather than needing to work in books.

**GT:** Support less able peers. Less adult support. Expect them to work in books, rather than on worksheets. Encourage to get on to extension activities.

**English:** new vocabulary, explaining their work, describing images and processes,

**Maths:** sorting activities, tally charts, graphs and comparing lengths of days

**ICT:** learning from activities and videos on IWB

**Geography:** weather, and how it impacts people and animals

**Art & DT:** seasons wheel

**PSHCE:** learning how to stay warm / cool
<table>
<thead>
<tr>
<th>W</th>
<th>Learning objective</th>
<th>Teaching activities</th>
<th>Resources</th>
<th>Assessment: Success Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To know the different types of weather</td>
<td>Intro: Ask children to think, pair, share the names of as many different types of weather as they can, and make a list from their suggestions&lt;br&gt;Show children the animations on weather at <a href="http://www.bbc.co.uk/schools/whatisweather/aboutweather/flash_menu.shtml">http://www.bbc.co.uk/schools/whatisweather/aboutweather/flash_menu.shtml</a>&lt;br&gt;Show children a weather map (that uses symbols), such as at <a href="http://www.bbc.co.uk/weather/">http://www.bbc.co.uk/weather/</a>&lt;br&gt;Explain that we can use symbols to show the weather on a forecast map&lt;br&gt;Show children flashcards with the symbol for a type of weather on one side and the name of that type of weather on the other side&lt;br&gt;Explain how the arrow on the symbol for wind tells you which way the wind is blowing and the number on the temperature symbol tells you the temperature&lt;br&gt;Have the children practice learning the names and symbols for the different types of weather&lt;br&gt;Explain independent work, telling children that if they are not sure what a word says, they should sound out the first couple of letters of it, then they should know</td>
<td>One set of flashcards back-to-back&lt;br&gt;Two sets of flashcards, one-sided&lt;br&gt;Worksheets</td>
<td>MUST: name each of the weather symbols&lt;br&gt;SHOULD: draw and name each of the weather symbols&lt;br&gt;COULD: remember some additional details about weather e.g. some other types of precipitation</td>
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<td>1</td>
<td>To know the symbols for different types of weather (45 mins)</td>
<td>Main: Higher ability children to draw the different symbols for sunshine, rain, cloud, wind, temperature, lightning, storm and snow in their books, and write next to each symbol what type of weather it represents&lt;br&gt;Lower ability to complete a worksheet, so they do not need to draw the symbols&lt;br&gt;Extension: Write some sentences with additional information from the intro&lt;br&gt;Plenary: Give each child a flashcard with either a weather symbol or the name of a type of weather (give lower ability symbols) and children need to find their partners&lt;br&gt;Note: There are 8 symbols, so will need to have two sets of cards</td>
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| Intro: | Ask children how it feels outside in winter time and in summer time  
Ask children if it rains more in winter or in summer  
Ask children what this means for the clothes that we wear and ask them to think, pair, share what clothes we wear in summer and what clothes we wear in winter (tell them to think about the different parts of our body to help them do this e.g. for our head we might wear a baseball cap or a woolly hat)  
Complete the activity on choosing the right clothes for the weather at http://www.bbc.co.uk/wales/bobinogs/games/game.shtml?1 |
|---|---|
| Main: | Children to cut and stick the following items under headings of ‘Summer’ and ‘Winter’: umbrella, sunglasses, shorts, warm coat, boots, sandals, t-shirt and sweater  
Lower ability to stick items on a worksheet  
Higher ability to stick learning objective, headings and items in their books  
Extension: Children to think of some items of clothing of their own and draw and name them under the correct heading |
| Plenary: | Ask children to share some of the additional items of clothing that they included  
Discuss how the weather is not always sunny and dry in summer and is not always cold and wet in winter e.g. we still need umbrellas in summer if it rains |
| MUST: | know that we wear different clothes in summer and in winter  
SHOULD: sort items of clothing based on whether they are for winter or for summer  
COULD: add some of their own examples of summer and winter clothing |
|   | To understand how trees change with the seasons (40 mins) | Intro: Ask children what they notice about trees at different times of the year. Do any of them have fruit trees in their gardens or do any of them walk past fruit trees? What grows on them in the summer? Watch the BBC video clip on how apple trees change throughout the year at [http://www.bbc.co.uk/learningzone/clips/the-changing-seasons-apples/10449.html](http://www.bbc.co.uk/learningzone/clips/the-changing-seasons-apples/10449.html). Revise how the apple tree changes throughout the year. With the children's help, make a list of key words e.g. leaves, buds, fruit, die, green, brown etc. Next to each key word, draw a little picture to show what it means. Explain independent work. Main: Children need to cut and stick images of tree branches at different times of the year in a diagram showing the seasonal cycle of a fruit tree. Under each image, children to write a sentence explaining what happens to the tree/s in that season. Plenary: Children to compare their work with a partner's and discuss any differences, reading their sentences to each other as well. | Scissors, Glue, Check video clip plays OK, Worksheets, Images to cut and stick | MUST: understand how a tree changes in each season of the year. SHOULD: describe how a tree changes in each season of the year. COULD: use some higher level vocabulary e.g. buds. |

To access the complete version of this Year 1 Seasons planning, and all of the resources to go with it, visit [http://www.saveteacherssundays.com/science/year-1/378/](http://www.saveteacherssundays.com/science/year-1/378/)