

YEAR 1 SEASONS PLANNING

Class:

Term:

Subject: Science

Unit: Seasons

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,

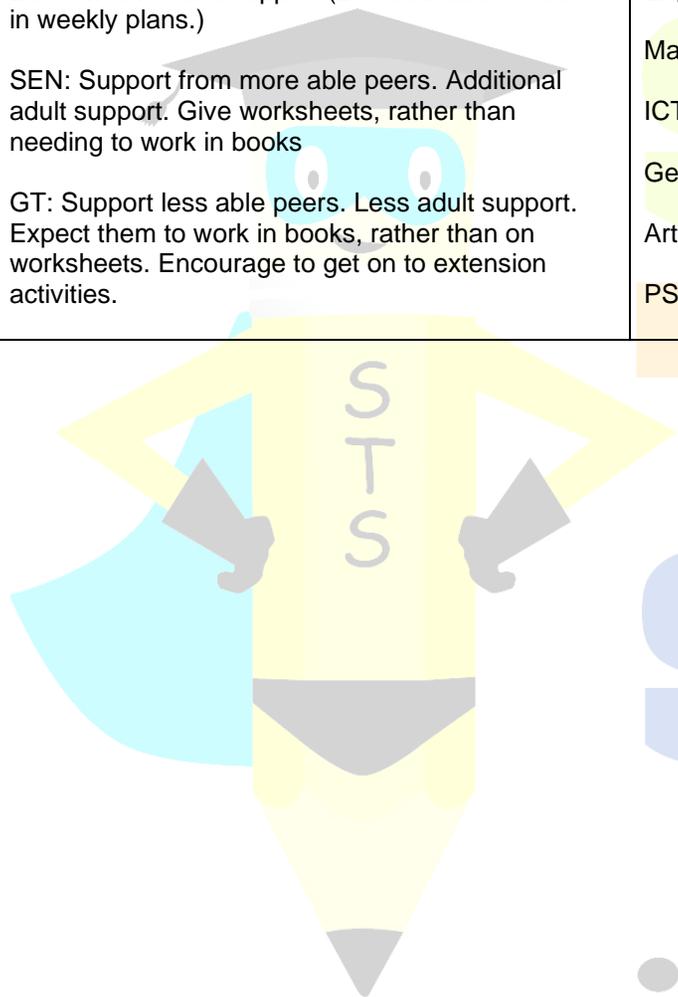
Maths: sorting activities, tally charts, graphs and comparing lengths of days

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



Teachers' Sundays
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W	Learning objective	Teaching activities	Resources	Assessment: Success Criteria
1	<p>To know the different types of weather</p> <p>To know the symbols for different types of weather</p> <p>(45 mins)</p>	<p>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 Show children a weather map (that uses symbols), such as at https://www.bbc.co.uk/weather Explain that we can use symbols to show the weather on a forecast map 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 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 Have the children practice learning the names and symbols for the different types of weather 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</p> <p>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 Lower ability to complete a worksheet, so they do not need to draw the symbols Extension: Write some sentences with additional information from the intro</p> <p>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 Note: There are 8 symbols, so will need to have two sets of cards</p>	<p>One set of flashcards back-to-back</p> <p>Two sets of flashcards, one-sided</p> <p>Worksheets</p>	<p>MUST: name each of the weather symbols</p> <p>SHOULD: <i>draw and</i> name each of the weather symbols</p> <p>COULD: remember some additional details about weather e.g. some other types of precipitation</p>
2	<p>To understand that we wear different clothes in winter than in summer, and why we do this</p> <p>(45 mins)</p>	<p>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)</p> <p>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</p>	<p>Worksheets</p> <p>Scissors</p> <p>Glue</p>	<p>MUST: know that we wear different clothes in summer and in winter</p> <p>SHOULD: sort items of clothing based on whether they are for winter or for summer</p> <p>COULD: add some of their own examples of summer and winter clothing</p>

		<p>Extension: Children to think of some items of clothing of their own and draw and name them under the correct heading</p> <p>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</p>		
3	<p>To understand that different things happen in each of the seasons</p> <p>To understand how the weather affects our activities</p> <p>(45 mins)</p>	<p>Intro: Explain that the word 'activity' means something that we do Ask children to think, pair, share what activities they do in each of the seasons Ask them to explain why the activities that we do are different in each season Show children a PowerPoint slide with the following images:</p> <ul style="list-style-type: none"> • Spring – apple blossom, bird singing, sunshine & showers, duck and ducklings, Mother's Day card and Easter eggs • Summer – flowers blossoming, picnic, sunshine, playing on the beach, bees and going on holiday • Autumn – leaves blowing, picking blackberries, playing in leaves, Halloween, squirrel collecting nuts and fireworks for bonfire night • Winter – snowman, sledging, snow, fireplace, ice-skating and Christmas <p>(Leave these images up throughout the lesson for children to refer to during lesson) Ask children to think, pair, share what their favourite thing is about each season, and listen to some of their answers Explain that when they do their work, the children can pick other things that they enjoy doing in each season that are not on the board as well</p> <p>Main: Children to write sentences on their favourite thing about each season Lower ability to do this on a writing frame Extension: Write additional sentences about their favourite seasonal things</p> <p>Plenary: Children to read their work to a partner and compare their choices</p>	Writing frames	<p>MUST: know some of the things that happen in each season</p> <p>SHOULD: describe one thing that they enjoy that happens in each of the seasons</p> <p>COULD: describe <i>more than</i> one thing that they enjoy that happens in each season</p>

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

<http://www.saveteachersundays.com/science/year-1/378/>



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