

Inspiring and enabling our school community to live life to the full



YEAR 1 SCIENCE

Seasons

Our Science curriculum aims to enthuse children and help them to be curious and develop a sense of excitement about the world. Through a range of teaching, learning and extra-curricular opportunities, children will develop scientific knowledge and conceptual understanding to recognise the uses and implications of Science, today and for the future. We encourage children to ask their own questions; predict how things will behave and analyse causes, using Science to explain what is happening.

Characteristics of an Effective Learner

Courage
Commitment
Collaboration
Creativity
Curiosity

Prior Learning:

In Reception, children are encouraged to observe seasonal changes throughout the year.

Key Vocabulary taught in this unit:

Compare, describe, different, match, record, similar, weather, group, identify, observe, berry, bird, bud, deciduous, evergreen, flower, fruit, insect, leaf, nest, nut, petal, plant, seasons, seed, tree

Key Questions:

- Q: Are all leaves the same?
- Q: Which animals share our space?
- Q: Do all trees shed their leaves?
- Q: Are all the flowers the same?
- Q: Which birds visit our bird feeders?
- Q: How has our space changed over the year?

Intent: What do we want the children to know, be able to do by the time they complete this unit?

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

Working Scientifically:

- Observing closely [using simple equipment].
- Identifying and classifying.

Impact / Outcome:

What will the final product / result be?

They will develop an understanding of the following types of enquiry: identifying and classifying and observing over time.

They will learn that scientists build explanations about the natural world by making observations and collecting, analysing and interpreting data to test their ideas, and that they identify links, patterns and relationships.

P4C Inquiry (where appropriate) N/A