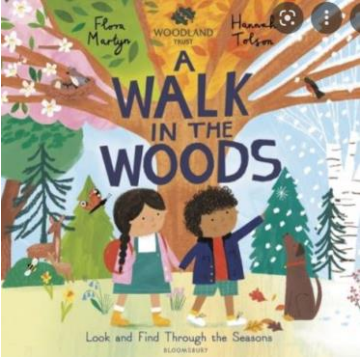


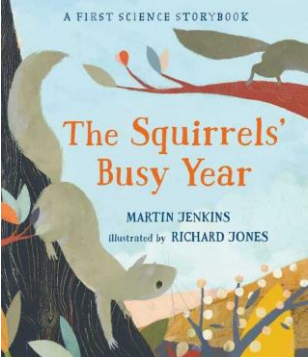
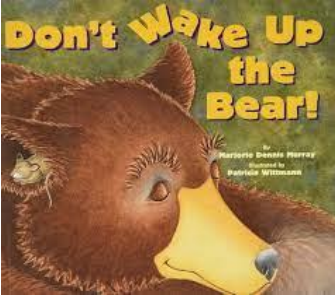


BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Science	Our changing world: sensing seasons	1	To be taught during each season.	10 hours
 <p>Library service</p>	 <p>Library service</p>	 <p>KS1 picture books</p>	 <p>Library service</p>	 <p>Ks1 picture books</p>
<p>End of Key Stage 1 Outcomes</p>	<p>Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying Using their observations and ideas to suggest answers to questions. ? Gathering and recording data to help in answering questions.</p>			
<p>End of Unit Outcomes</p>	<p>I can observe changes across the 4 seasons.</p>			

	I can observe and describe weather associated with the seasons and how day length varies.
Vocabulary	season summer winter autumn spring day daytime, weather wind rain snow hail sleet fog sun hot warm cold.

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities	Resources
Lesson 1 How do the changing seasons affect me?	2 hour	<p>WALT: Investigate the seasons.</p> <p>WILF: I can name the four seasons of the year. I can describe how the changes I notice each season look and feel. I can suggest which clothing to wear in each season. I can explain why clothing made of certain materials is suitable for a</p>	<p>Working Scientifically: Using observations and ideas to suggest answers to questions.</p> <p>Using the drag and drop. Decide which picture goes to each season. Discuss ideas, why do you think this? How are the pictures different?</p> <p>Look outside. What is the weather like? Is it always like this? How can we describe the weather today? What clothes would I need?</p> <p>Why would I need those clothes. Children to describe what clothes to wear.</p> <p>What is the weather like today? Discuss weather symbols and what they mean. Children to create a weather forecast for the day.</p> <p>Could be recorded by the children creating their own forecast.</p>	<p>Interactive 1</p> <p>Resource sheet 1</p> <p>Weather symbols, iPad, weather forecast examples from bbc.co.uk</p>

		<p>particular season.</p> <p>I can use technology to collect information, including photos, video and sound.</p> <p>I can use technology to create and present my ideas</p> <p>I can talk about the different ways in which Information can be shown.</p> <p>I can use links to websites to find information.</p>		
<p>Lesson 2</p> <p>What can we see and hear that the seasons are changing: Part 1</p>	<p>2 hour</p>	<p>WALT: Investigate the seasons.</p> <p>WILF:</p> <p>I can identify things in the natural world that change each season.</p> <p>I can use my senses to make observations.</p> <p>I can collect evidence to show how the seasons change</p>	<p>Working Scientifically: Gathering and recording data to help in answering questions.</p> <p>Remind children of their activities in Lesson 1 and how they were considering what to wear during different seasons.</p> <p>Ask: How do the changing seasons affect us? What do we feel like? Are we cold or hot? What clothes do we usually wear? Is it light or dark outside when we get up and when we get home from school?</p> <p>Explain to children that the natural world around them changes during the different seasons. Explain to them that things happen to plants, trees and animals that we might not necessarily notice. Display the slide on Which season? (Interactive 1) that is appropriate to the current season (1. spring, 2. summer, 3. autumn, 4. winter). Reveal one illustration at a time and ask children if they know which season it is. Continue revealing the illustrations until children can identify the season and justify their decision.</p>	<p><u>Snap Science</u></p> <p>Resources sheet 1,2,3 and 4.</p> <p>Interactive 1</p>

		<p>Ask: Why do you think it is summer/winter/autumn/spring? What other signs of the season do you think are on the IWB but have not yet been uncovered?</p> <p>Explain to children that during these lessons they are going to look for evidence to help them answer the question: What can we see and hear that shows us the seasons are changing? Explain to them that they will carry out a scavenger hunt each season (using the Scavenger hunt checklists; Resource sheets 1–4) and collect evidence of what they see or hear as they go. Before you embark on the hunt, go through the Scavenger hunt checklist with children so that they are clear about what they should look for.</p> <p>Sometimes the evidence they collect will be physical, but evidence frequently takes other forms. Children might, depending on time, make observational drawings of what they see during their scavenger hunt or, for example, they may take photographs or produce rubbings of tree bark. They might use sound buttons to capture seasonal sounds (for example, bird song or rustling leaves). These sound buttons could be added to the season window display later.</p> <p>Prompt children to think about the season by asking them appropriate questions.</p> <p>Ask: What colour are the leaves on the trees this season? Have you noticed any flowers or fruits? Are there lots of birds or insects around? What are they doing? What is the ground like? What is the weather like? Is it warmer or colder than it was a few weeks ago? What clothes are we wearing? What type of shoes?</p>	
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			Children complete all or part of the scavenger hunt, working in pairs, or small groups. Challenge questions are listed for adults to use to prompt or probe children’s thinking.	
Lesson 3 What can we see and hear that the seasons are changing: Part 2	2 hour	<p>WALT: Investigate the seasons.</p> <p>WILF: I can use evidence that I have collected to answer questions about differences between seasons.</p> <p>I can explain in which season certain evidence might be found.</p>	<p>Working Scientifically: Using observations and ideas to suggest answers to questions.</p> <p>Remind children of the scavenger hunt that they completed to look for evidence of the current season. Display the photographs of the hunt sites that you took in two contrasting seasons – the current season and one other. Alternatively, display slide 1 of the Changing seasons slideshow (Slideshow 1).</p> <p>Ask: What can you see? What do trees and plants look like? Have they flowers/fruit/leaves? Can you see any birds, insects or animals? What are they doing that gives us a clue to the season?</p> <p>Explain to children that during this lesson they are going to look at the evidence that they collected during their scavenger hunt and either add it to the ‘season window’ classroom display or use it to help them produce their own mini window. The challenges are differentiated by the support given to children and the level of detail required. In Challenge 1 children collaborate to create a season window, and in Challenges 2 and 3 children work more independently, but with adult help as appropriate.</p>	Slideshow 1
Lesson 4 How does the weather change across	2 hour	<p>WALT: investigate the seasons.</p> <p>WILF: I can make observations of</p>	<p>Working Scientifically: Gathering and recording data to help in answering questions.</p> <p>Ask: Have you ever seen a weather forecast on the television? Explain to children that some scientists’ job is to keep records of the weather, and that this information can help them to work out what the weather might be like on the next day or the next week.</p>	<p><u>Snap Science</u></p> <p>Resource sheet 1,2,3 and 4</p>

<p>the seasons?</p>		<p>the weather over time.</p> <p>I can choose the right weather symbol to use to record the weather on a particular day.</p> <p>I can look for patterns in the data that we collect.</p> <p>I can use my data to describe what the weather was like during each season.</p>	<p>Ask: Why do you think they do this? Show children an extract from a TV weather forecast (What's the weather like?; Video 1), which describes the weather for a particular day.</p> <p>Ask: What symbol is used to show rainy weather? What if it is going to rain heavily? Or if it is going to be cloudy or snowy? Or if it's going to be windy?</p> <p>Next, show children the UK weather map (Slideshow 1), with weather symbols, and model how this can be used to inform people about the weather, so that we all know day by day what the weather will be like.</p> <p>Explain to children that they are going to use the same symbols that they saw on the UK weather map slideshow to record on a class weather chart what the weather is like every day for 2 weeks. Explain to children that the name scientists use for the records they keep is data.</p> <p>Explain to them that when they have collected their weather information they are going to analyse the data. The challenges are differentiated by the type of conclusion children are required to draw from the data. The resources are intended to illustrate the process and scaffold the support that teachers and other adults should give to children; they are not necessarily for children to use independently.</p>	<p>Slideshow 1</p> <p>Video 1</p>
<p>Lesson 5 What do different types of weather</p>	<p>2 hour</p>	<p>WALT: investigate the seasons</p> <p>WILF: I can use key vocabulary as I</p>	<p>Working Scientifically: Using observations and ideas to suggest answers to questions.</p> <p>Children to look at a variety of weather symbols (from previous lesson) Children to match these symbols to what they are.</p>	<p>Resource 1 (on going document)</p>

<p>look and feel like?</p>		<p>talk about my observations of the weather. I can describe how the weather affects me and the world around me.</p> <p>I can compare different types of weather each season.</p> <p>I can talk about the different ways in which information can be shown.</p> <p>I can use technology to collect information, including photos, video and sound.</p>	<p>What is the weather like today? In groups, identify the symbol. Is that usual for this season?</p> <p>Do you like this type of weather? Why? Why not?</p> <p>Group discussion which weather do we have a lot of in England? Have they recognised any patterns? Discuss which weather we have least snow etc.</p> <p>Children to see pictures typical to the season, including Video 1.</p> <p>Children to investigate weather boxes. They will hold a variety of different things.</p> <p>Assemble a number of weather boxes, as described below. Include resources that children might use in different weather conditions. (Use the weather symbols from Lesson 4.)</p> <p>Rain – weather symbol, wellington boots, umbrella, rain hat, waterproof raincoat, towel, hairdryer</p> <p>Snow – weather symbol, gloves, scarf, thick coat, ski boots, ear muffs, scarf, sledge, spade</p> <p>Wind – weather symbol, windmill toys, scarf, hat, gloves, umbrella, kite, streamers</p> <p>Sun – weather symbol, sun hat, sunglasses, swimwear, bucket and spade, sun cream, beach towel, bottle of water, ice lolly or ice cream (dummy versions)</p> <p>Group discussion to decide how/why that item is used during this season. E.g. wellington boots in autumn.</p> <p>Children to keep an ongoing document on what the weather is like in each season. (maybe at the back of their book) looking outside the window or photograph taken of the playground (children to do this themselves and should be the same image) Children to draw what they can see ensuring they have included the weather such as sun, wind, snow etc.</p>	<p>Resource 2 (could be ongoing also)</p> <p>BBC country file TV program weather forecast.</p> <p>Video 1</p>
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