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| <p>Programme of Study Statements Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> | | | | | <p>Key Vocabulary Weather (sunny, rainy, windy, snowy etc.) Seasons (winter, summer, spring, autumn) Sun, sunrise, sunset, day length</p> |
| <p>Investigations and Skills for thinking like a Scientist</p> <div style="display: flex; justify-content: space-around; align-items: center;">      </div> | | | | | <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Weather can change There are lots of different types of weather: Rain, Sun, Cloud, Wind, Snow, etc Days are longer and hotter in the summer Days are shorter and colder in the winter There are four seasons: Spring, Summer, Autumn, Winter |
| <p><u>Comparative Tests</u></p> <p>In which season does it rain the most?</p> | <p><u>Identify & Classify</u></p> <p>How could you organise all the objects in the solar system into groups?</p> | <p><u>Observation over time</u></p> <p>How does the colour of a UV bead change over the day?</p> | <p><u>Pattern seeking</u></p> <p>Does the wind always blow the same way?</p> | <p><u>Research</u></p> <p>Are there plants that are in flower in every season? What are they?</p> | <p>Prior Knowledge:</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (Revised Early Learning Goal-Natural World)</p> |
| <ul style="list-style-type: none"> Potential Evidence to support our Scientists (I can.): Can name the four seasons and identify when in the year they occur Can describe weather in different seasons over a year Can describe days as being longer (in time) in the summer and shorter in the winter Can describe other features that change through the year Use the evidence gathered to describe the general types of weather and changes in day length over the seasons. Use their evidence to describe some other features of their surroundings, e.g. themselves, animals, plants that change over the seasons Demonstrate their knowledge in different ways e.g. making a weather forecast video, writing seasonal poetry, creating seasonal artwork | | | | | <p>Future Knowledge:</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. (Y3 - Light) Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. (Y5 - Earth and space)</p> |
| <p>Big Question: What is it like in Winter, Spring, Summer and Autumn?</p> | | | | | |

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| Cultural Capital | | |
| Visits and visitors Local area- Visit Wickwar Playing fields, Orchards and allotments to see season changes. | Experiences and events Harvest Festival at Wickwar Church | Key texts Tree: Seasons Come, Seasons Go (Patricia Hegarty and Britta Teckentrup) One Year with Kipper (Mick Inkpen) After the Storm (Nick Butterworth) |
| Community events and links Apple Harvest – Wickwar allotments | Global issues Extreme Weather events | Famous people/ Key Scientists Dr Steve Lyons (Extreme Weather) Holly Green (Meteorologist) |
| Life Skills Curiosity Creativity Making Links | Key places School Field, playground, school vegetable garden Village playing fields | |