

Science- Year 1

Autumn 2 – Sensing Seasons

In Reception I learnt:

To describe what I could see, hear and feel when outside.

To notice changes in the weather and to investigate signs of different seasons e.g. conkers, daffodils.

To ask questions to find out more and to check I understand what is being said.

To use new vocabulary when talking about the seasons.

To listen to and look at non-fiction books to help build my understanding of the seasons.

Autumn, Winter, Spring, Summer, months, weather, rain, light, dark, change, similar, different, observe, seasons.

I can observe, describe and compare changes across the four seasons.

I can observe and describe weather associated with the seasons and how day length varies.

Working Scientifically

I can think of my own questions about the seasons and, where appropriate, can try to find out the answers to these with my teacher's help.

I can use observations and ideas to suggest answers to questions:

- Talking about what clothes are required for what season
- Talking about what signs of the season there are outside and how things have changed this season.

I can gather and record data to help in answering questions:

- I can use symbols to record on a weather chart what the weather is like for two weeks and use this to make judgements about the season.

Scientific enquiry type:

Observing changes over a period of time

New Science words:

Seasons, Autumn, Winter, Spring, Summer, evidence, similar, different, group, compare, change, names of the months of the year, temperature, hot, warm, cold, cool, freezing, frosty, wet, dry, sunny, cloudy, showery, stormy, windy, breeze, gale, rainy, sunny, snow, shower, drizzle, puddle, breeze, gale, thunder, lightning, sleet, fog, mist.

