

(Science) - (Changing Seasons and Plants)

All medium term plans represent an aspirational curriculum. Teachers and support staff may need to adapt the learning according to the class needs. This may include filling gaps in basic learning, preparation for the main curriculum and/or to build relationships between the staff and students.

Key Stage/Year	Key Stage 1 / Year 1
Approximate Number of Lessons and Term	26 - 24 lessons over 2 modules plus 2 lessons for assessments.
Qualification/Exam (if applicable)	N/A

Consideration of prior learning	Have been told from previous schools that there are large gaps in knowledge and so my intention is to work through the curriculum 'plugging the gaps' in knowledge.
How will learners' knowledge, skills and understanding be checked at the start of the unit?	First lesson is dedicated to a Q&A session and activities designed to check students' understanding as well as challenge any misconceptions.

How will learners' knowledge, skills and understanding be checked at the end of	There is a test at the end of each topic consisting of a multiple choice quiz.
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the unit?	
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Learning Outcome	Approx. No. of Lessons	Potential Activities	Behaviour/Safety/Personal Development/SMSC Opportunities
Children will have described the different types of weather and designed appropriate symbols for these.	2	Children can investigate weather map symbols or create their own weather calendar to identify what sort of weather it is each day. Focus is on main types of weather only.	Children will begin to identify what sort of weather it is and how to dress appropriately.
Children will have explained how they can collect data about different types of weather.	2	Children create their own table to record what the weather is like for a week - this can be a group effort on display in their classroom. We could also make our own rain collector for instance and measure the rainfall.	Children begin to learn about fair tests and how to read measurements from an object.
Children will have observed and recorded if it is light, dim or dark when they wake up and when they go to bed, and will have connected this information to the lengths of the days at different times throughout the year.	2	In addition we can investigate different seasons and the main difference between each season. A simple explanation of why we get the seasons could be introduced. We can also study why the clocks change time in Spring and Autumn.	British Values - changing the clocks.
Children will have described, measured and recorded the weather on different days throughout the year and	2	Students can look at trends in weather over the course of the year and link it to the seasons. Students can identify what weather is linked to what	Children begin to become independent as they learn how to dress appropriately for the weather on their own.

compare their results with the weather recorded on previous occasions.		seasons and what clothes we should wear as a result.	
Children will have observed, measured and recorded the appearance of plants and animals in the school grounds across the seasons.	2	Children can walk around the grounds and identify any changes from Summer - we can also measure out a certain area and record how many flowers we see.	Children begin to look at what is a fair test, such as everyone uses the same surface area to record the number of flowers.
Children will have compared the changes across the four seasons.	2	Children investigate what plants need to survive such as sunlight and how this affects what plants grow in winter. Children can also investigate how plants are forced to grow in winter commercially.	Children identify seasonal produce and that not all food is produced in the UK. Children also learn that we have four seasons.
Children will have drawn their idea of a plant.	2	Children can investigate different types of plants according to their environment and design their own 'ultimate' plant.	Children will learn that plants are adapted to different environments such as waxy tips to prevent water loss of cactus.
Children will have identified some parts of plants.	2	Cut and stick and label different parts of the plants.	
Children will have named and compared two trees.	2	Children to look at different trees in the school and then investigate different trees in different environments such as a fir tree and a baobab tree.	
Children will have identified and named parts of trees.	2	Cut and stick and label different parts of trees.	
Children will have made a herbarium to record the identity of plants.	2	Children collect leaves that can be pressed or printed onto paper to make a collage.	
Children will have made an identification kit for plants in	2	Children to create a simple flow chart to try to identify the main trees in the school.	

their local environment.			
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<p>Possible Adaptations for Higher and Lower Achievers</p>	<p>Higher achievers can draw graphs for instance of their results from the investigations or from simple data. Lower achievers can use symbols and cut and stick to create simple charts. Plants in the lab can also be labelled to provide visual clues for memory recall.</p>
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<p>How will the knowledge, skills and understanding imparted in this topic support them with future learning/qualifications or development?</p>	<p>It will help students to dress independently and appropriately for the weather and it will make students aware of food produce being grown outside of the UK and what plants need to grow and hopefully encourage students to grow their own plants and produce which helps with sustainability and mental health.</p>
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