

| Objective | What it looks like |
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| <p>K - Observe changes across the four seasons</p> | <p>Children name and discuss the seasons. The teacher sets up a 'seasonal strip' which will be updated with seasonal observations throughout the unit. Children watch a video about the different types of weather in each season and then describe and draw pictures of the weather on that day. The teacher introduces symbols which represent the weather and children list different types of weather and design their own symbols. The class choose which symbols to use for collecting data throughout the year.</p> |
| <p>K - Observe and describe weather associated with the seasons and how day length varies.</p> | <p>Children watch a clip of a weather forecast and then make their own weather station comprising of a rain gauge, thermometer and wind indicator. The teacher shows the class simple thermometers and instructs children to make hand-held windmills to test on a still day and a windy day so they can compare the difference. The teacher shows children how to set up equipment to collect data on rainfall, temperature and wind speed.</p> |

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| <p>W/S - Observing closely, using simple equipment</p> | <p>Children play an 'odd one out' game with different materials before sorting a box of toys into different categories. In as many different ways as possible, they sort the toys into two groups, using opposite properties or missing properties and record their suggestions.</p> |
| <p>W/S - Using their observations and ideas to suggest answers to questions</p> | <p>This mini-lesson should happen on the same day as lessons 4 and 5. Children observe and record when it is light, dark or dim and connect this to the lengths of days at different times of the year. The teacher takes children into a room to observe the difference when you close the blinds and make it dark and when you open them again. Children observe if the sky is dark, dim or light when they go to bed and wake up – this is something that should be repeated at least twice each season as they will add the data to the seasonal strip. Children compare sunrise and sunset times on these days and make connections between their observations.</p> |
| <p>W/S - Gathering and recording data to help in answering questions.</p> | <p>This mini-lesson will take place on the same day as lessons 3 and 5. Children are divided into groups and given different containers to fill with water of varying temperatures. Children feel the containers and order them from coldest to warmest before they test each with a simple thermometer. The teacher asks small groups to</p> |

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| | <p>make observations and measurements of the weather that day. Children share records, then record the results on the seasonal strip using the symbols they created before comparing the data to previous readings.</p> |
| <p>W/S - Asking simple questions and recognising that they can be answered in different ways</p> | <p>The teacher conducts the following activity at least twice in each season whereby children go on a hunt outside to observe seasonal changes to nature. Children record their findings and compare the data they have collected with any previous data on the seasonal strip.</p> |
| | <p>Children review and compare all the data they have collected on the seasonal strip across the seasons and the teacher asks questions about the data. Children write down what they have found out about the four seasons and the teacher compares children's reports to the ideas they had about seasons in the first lesson.</p> |

Science – Donaldson Class
Autumn 2
Exploration