ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: SCIENCE UNIT: SEASONS TERM: AUTUMN 2 YEAR GROUP: 1

THE BIG QUESTION	
What are the main changes in each season?	
END OF UNIT OUTCOME	Create a seasons display book based on learning across the four seasons
OBJECTIVES	• observe changes across the four seasons. • observe and describe weather associated with the seasons and how day length varies.
Working Scientifically	• 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
Safety in Science	CLEAPPS
CONCEPT: Transformation	How does the tree in the playground transform in each season?
LESSON 1 QUESTION	**What changes can I see in Autumn?**
KEY KNOWLEDGE	• **Know that there are four seasons and their order** • **Know different types of weather (snow, cloudy, rain, sunny, fog, mist) and how they appear in each season.** **Autumn – September / October / November** That leaves on some trees change colour to red, orange and brown. That *some* trees lose their leaves. The temperature gets colder. The hours of day light begin to get shorter.

RICH TASK	**1. Explore the Local Area / School Grounds**
	• Ask:
	  ○ What is the weather like today?
	  ○ What plants or animals can you see?
	  ○ What happens to some trees in Autumn?
	• Observe trees and collect fallen leaves.
	• Take a photo under the tree in the garden area and note what is happening to the leaves.
	
	2. Make a Rain Gauge
	• Use a plastic bottle cut in half and measure rainfall each day for a week.
	• Record findings on a simple weather chart**.**

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<table>
<tr><td></td><td colspan="3">3. Autumn Scavenger Hunt
Children look for and collect (or photograph) Autumn items:
Coloured leaves
Acorns / conkers
Pinecones
Twigs
Feathers
Use items to make an Autumn sensory display or sensory bottle for the classroom.
4. Dress Oak Bear for Autumn
Draw an outfit for Oak Bear that suits Autumn weather (e.g., coat, hat, boots).
Discuss why Oak Bear needs these clothes (colder, wetter weather).
5. Weather Chart
Keep a daily weather chart for a week.
Use simple symbols
Discuss how the weather changes day by day.
6. Autumn Artwork
Draw an Autumn picture (trees, leaves, rain, etc.).
Write a simple caption (e.g., “The leaves are falling.”).</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – picture cards of weather types / seasons , sentence stems
C – can chn predict what the weather will be like next season?</td></tr>
<tr><td>KEY VOCABULARY</td><td>Autumn
Season
Weather
Rain / Cloudy / Windy / Fog / Mist / Sunshine
Leaves
Tree
Cold / Cool
Daylight / Night
Change / Colour</td><td>RESOURCES</td><td>Bing Videos
https://youtu.be/fCTnszzCy4s
What are the seasons? - BBC Bitesize
Show Me Show Me - Series 5: 26. Pumpkins and Lanterns - BBC iPlayer
Scavenger hunt sheet
Photo under tree in garden area
Weekly weather chart
Rain gauge</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 2 QUESTION</td><td colspan="3">What changes can I see in Winter?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Know that there are four seasons and their order
Know different types of weather (snow, cloudy, rain, sunny, fog, mist) and how they appear in each season.
<u>Winter – December / January / February</u>
Winter is usually the coldest season.
Some trees have lost their leaves.
There are fewer hours of daylight and the nights are longer.</td></tr>
</table>

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<table>
<tr><td></td><td colspan="3">The shortest amount of day light hours happens on the 21st December.</td></tr>
<tr><td>RICH TASK</td><td colspan="3">
1. Explore the Local Area / School Grounds
• Ask:
  ○ What is the weather like today?
  ○ What do you notice about the trees and plants?
  ○ Can you see any frost, snow, or puddles?
• Observe trees and look for signs of winter (bare branches, icy patches, winter birds).
• Take a photo under the same tree in the garden area — what has changed since Autumn?

2. Make a Temperature Chart
• Use a simple thermometer to record the temperature each day for a week.
• Compare how cold it feels in Winter compared to Autumn.

3. Winter Scavenger Hunt
• Search for or photograph Winter clues:
  ○ Bare branches
  ○ Frost or ice
  ○ Evergreen leaves
  ○ Animal footprints in frost or mud
  ○ Berries or pinecones
• Use findings to make a Winter sensory display or Winter bottle for the classroom.

4. Dress Oak Bear for Winter
• Draw an outfit for Oak Bear that keeps him warm in Winter (e.g., hat, gloves, scarf, thick coat, boots).
• Discuss why he needs these clothes (cold, wet, snowy weather).

5. Weather Chart
• Keep a daily weather chart for a week.
• Use simple symbols
• Talk about how the weather changes and what it feels like outside.

6. Winter Artwork
• Draw or paint a Winter scene — snowflakes, bare trees, people in coats.
• Write a simple caption (e.g., “It is snowing.” or “The trees are bare.”)

7. Compare Winter and Autumn
• What is the same?
• What is different?
</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – picture cards of weather types / seasons , sentence stems
C – can chn predict what the weather will be like next season?</td></tr>
<tr><td>KEY VOCABULARY</td><td>• Winter
• Cold / Freezing / Frost / Ice / Snow
• Weather
• Rain / Cloudy / Windy / Fog / Mist</td><td>RESOURCES</td><td>Winterwatch - BBC iPlayer
Scavenger hunt sheet
Photo under tree in garden area
Weekly weather chart
Rain gauge / thermometer</td></tr>
</table>

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SUBJECT: SCIENCE UNIT: SEASONS TERM: AUTUMN 2 YEAR GROUP: 1

	• Dark / Daylight / Night • Bare trees • Hibernation • Warm clothes / Coat / Hat / Gloves / Scarf		

LESSON 3 QUESTION	**What changes can I see in Spring?**
KEY KNOWLEDGE	• **Know that there are four seasons and their order** • **Know different types of weather (snow, cloudy, rain, sunny, fog, mist) and how they appear in each season.** **Spring – March / April / May** In spring, plants start to grow. In spring, some trees regrow their leaves. There are more daylight hours and the nights are shorter in spring. The weather often changes quickly in spring.

RICH TASK	**1. Explore the Local Area / School Grounds**
	• Ask:
	  ○ What is the weather like today?
	  ○ What do you notice about the trees and plants?
	  ○ Can you see any flowers, buds, or baby animals?
	• Look for signs of new life — buds on trees, green grass, blooming flowers.
	• Take a photo of a tree or garden area — what changes do you see since Winter?
	
	2. Spring Scavenger Hunt
	• Collect or photograph Spring clues:
	  ○ Green leaves
	  ○ Blossoms
	  ○ Flowers (daffodils, tulips)
	  ○ Insects or birds
	  ○ Worms in the soil
	• Use these for a Spring sensory display or Spring bottle in class.
	
	3. Dress Oak Bear for Spring
	• Draw an outfit for Oak Bear that suits the Spring weather (light coat, wellies, umbrella).
	• Discuss why these clothes are suitable (rainy days but warmer weather).
	
	4. Weather Chart
	• Keep a daily weather chart for a week.
	• Use simple symbols
	• Discuss which type of weather happens most often in Spring.

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<tr><td></td><td colspan="3">

- Use the rain gauge to collect any rainfall / record the temperature and compare to winter.

5. Spring Artwork

- Create a Spring picture showing flowers, green trees, rainbows, and sunshine.
- Add a simple caption (e.g., "The flowers are growing." or "It is raining in Spring.").

6. Compare Winter and Spring

- What is the same?
- What is different?

</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – picture cards of weather types / seasons , sentence stems
C – can chn predict what the weather will be like next season?</td></tr>
<tr><td>KEY VOCABULARY</td><td>

- Spring
- Warm / Cool / Rain / Sunshine / Windy / Cloudy
- Bud / Flower / Blossom / Leaf / Tree / Plant / Grow
- Daylight / Longer days
- New life / Bloom / Green

</td><td>RESOURCES</td><td>Down on the Farm - Series 3: 4. Spring Greens and Lavender - BBC iPlayer
Scavenger hunt sheet
Photo under tree in garden area
Weekly weather chart
Rain gauge / thermometer</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 4 QUESTION</td><td colspan="3">What changes can I see in Summer?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">

- **Know that there are four seasons and their order**
- **Know different types of weather (snow, cloudy, rain, sunny, fog, mist) and how they appear in each season.**

Summer – June / July / August
Summer is normally the warmest season.
There are more hours of daylight in summer and the nights are shortest.
The longest amount of day light hours happens on the 21st June.

</td></tr>
<tr><td>RICH TASK</td><td colspan="3">

1. Explore the Local Area / School Grounds

- Ask:
  - What is the weather like today?
  - How does it feel outside? (hot, warm, sunny?)
  - What do you notice about the trees, flowers, and animals?
- Observe plants in full bloom and talk about how they've changed since Spring.
- Take a photo of a tree or garden area — what looks different now?

2. Sun Safety Activity

- Talk about how to stay safe in the sun — wearing a hat, sunglasses, and sun cream.
- Discuss why shade and water are important on hot days.

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- Create a “Stay Safe in Summer” poster.

3. Summer Scavenger Hunt

- Search for or photograph signs of Summer:
  - Green leaves
  - Flowers
  - Butterflies and bees
  - Shadows
  - People wearing summer clothes
- Use these for a Summer sensory display or Summer bottle in the classroom.

4. Dress Oak Bear for Summer

- Draw an outfit for Oak Bear that suits the hot, sunny weather (shorts, t-shirt, hat, sunglasses).
- Discuss why these clothes are suitable (to stay cool and protected from the sun).

5. Weather Chart

- Keep a daily weather chart for a week.
- Use symbols like ☀️ ⛅ 🌧️ 🌪️.
- Talk about how the weather feels each day and how it changes.

6. Summer Artwork

- Create a Summer picture showing sunshine, green trees, blue skies, and flowers.
- Add a simple caption (e.g., “It is hot and sunny.” or “I can see butterflies.”).

7. Compare Summer and Spring

- What is the same?
- What is different?

</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – picture cards of weather types / seasons , sentence stems
C – can chn predict what the weather will be like next season?</td></tr>
<tr><td>KEY VOCABULARY</td><td>

- Summer
- Hot / Warm / Sunshine / Sunny / Dry / Rain / Cloudy / Storm
- Long days / Short nights
- Shade / Sunlight / Cool / Heat
- Grow / Bloom / Green / Bright
- Holiday / Beach / Sunglasses / Hat / Sun cream

</td><td>RESOURCES</td><td>Summer - BBC Bitesize
Scavenger hunt sheet
Photo under tree in garden area
Weekly weather chart
Rain gauge / thermometer</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 5 QUESTION</td><td colspan="3">What are the main changes in each season?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">

- **Know that there are four seasons and their order**

</td></tr>
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- **Know different types of weather (snow, cloudy, rain, sunny, fog, mist) and how they appear in each season.**
- Recall and **name all four seasons** in the correct order.
- Describe **key features** of each season (weather, plants, animals, clothing).

</td></tr>
<tr><td>END OF UNIT OUTCOME</td><td colspan="3">"Four Seasons" song

Seasons quiz / sorting activity:

• Show pictures (snow, leaves, flowers, sun).
• Children identify which season each belongs to.

Discuss the order of the seasons and what happens in each one.

Create a seasons display book based on learning across the four seasons.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – picture cards of weather types / seasons , sentence stems, word banks
C – chn to use subject specific vocabulary to compare seasons</td></tr>
<tr><td>KEY VOCABULARY</td><td>• Seasons
• Spring / Summer / Autumn / Winter
• Weather (sunny, rainy, windy, snowy, cloudy)
• Temperature (hot, cold, warm, cool)
• Change / Grow / Bloom / Fall / Hibernate
• Clothing / Plants / Animals / Daylight / Night</td><td>RESOURCES</td><td>Book template
Seasons quiz / sorting activity
What are the seasons? - BBC Bitesize
Bing Videos
https://youtu.be/fCTnszzCy4s</td></tr>
</table>