

Year 1 and 2 Science Planning
Spring Term 1 2025
Topic: Biology- (moved from Year A)



Curious Question- Does the season changing affect humans, plants and animals?

NC Objectives	End Point Task- How will you know if children have achieved the main objectives of the unit? (Answering the curious question)
observe and describe weather associated with the seasons and how day length varies. gathering and recording data to help in answering questions observing closely, using simple equipment Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.	Chn are able to discuss observations and collect data about different aspects of weather and seasonal changes.

NB- The suggested learning tasks and adaptations are not exhaustive and you may want to adapt/differentiate in a different way where appropriate. Just ensure that the KNOWLEDGE isn't altered.

	Step 1	Step 2	Step 3	Step 4	Step 5
Week	Prior learning: knowledge, skill, vocabulary	Lesson Objective: Setting the scene – linking to prior learning (where appropriate the key concept)	<i>Suggested learning tasks for most learners</i> to practise and apply the new knowledge, skills and vocabulary	<i>Suggested adaptations</i> for SEND- what will the learning task need to look like without trying to cut out key content from the NC?	Lesson End Point: Assessing the new knowledge, skills and vocabulary.
1	Knowledge of seasons- What do we know about evergreen trees in Spring and Summer?	Recognise and talk about changes to deciduous and evergreen trees	*Chn may have gone onto the school grounds beforehand to find examples of both* Chn might have a selection of both and sort using a carroll diagram Chn might choose an example of each to draw (from ones identified in school grounds) and write simple sentences about	Very short writing frame scaffolded to allow for chn to fill in the blanks with 'deciduous' 'evergreen' 'all year round' and 'Spring' 'Autumn' and draw an example of each (chn can orally rehearse first to check understanding)	Chn can identify and discuss seasonal changes and their effect on deciduous and evergreen trees
2	Knowledge of seasons- What do we know about winter? e.g being cold and dark	Identify animals who hibernate and understand why	Chn might choose to write a caption/explanation about an animal that hibernates Chn might produce a fact file about an animal that hibernates	Use a sorting table- hibernates/does not hibernate	Chn can identify at least 3 animals that hibernate Chn can say why animals hibernate

3	Knowledge of seasons- what do we know about how often it rains in OUR country/climate?	Know how to measure and observe precipitation (rainfall) and talk about what we've found	Chn choose HOW to present the data that has been collected over the course of the week (rainfall). Some chn might decide to write a short report about what they have concluded or noticed over the course of the week.	Chn will need support and guidance in creating a very basic bar chart to display rainfall measurements over the course of a week (labelled axis and outline of chart drawn). Chn might say which day had the MOST/LEAST rainfall.	Chn can talk about what apparatus they use to measure rainfall and can say what they observed over a period of days.
4	Knowledge of seasons- longer and shorter day length	Use data to suggest answers about how daylight hours vary.	Using photographs taken at various points in the day, compare with photos taken (google sourced?) from same points in the day in summer. What's different? What's the same? Children can confidently explain how the number of daylight hours varies depending on the season. Children can use a secondary source to gather data and complete a table. They can then use the data to help them answer questions.	Children are beginning to understand that the number of hours of daylight can change throughout the year. Chn might discuss things they do after school in the summer and things they do after school in winter.	Chn can talk about and identify that there are differences in the number of daylight hours in Summer and Winter.
5	In previous lessons, children learnt about how animals (including humans) adapt to the cold winter temperatures	Weather forecasting- investigating wind direction and what weather vanes are *Use the Seasonal Changes EBook*	Chn might choose how to label a table or chart to show their findings about wind direction on different days or at different times in the day. Chn might be confident to create a power point or video to report their findings about wind direction and which days were most/least windy.	Chn will need support and guidance in creating a very basic recording chart to record which direction the wind came from over the course of a week. Chn might label independently. Chn might say which day was the MOST/LEAST windy. Chn might talk about or draw some effects of the MOST windy day.	Chn understand that wind travels in different directions and can say that wind vanes tell us wind direction.

Deciduous trees- trees that lose their leaves in Autumn and grown new ones in Spring

Evergreen- leaves stay green all year round

*Lesson 1-

	Evergreen	Not Evergreen (deciduous)
In our school grounds		
Not in our school grounds		

Lesson 3- Science lessons will need to be split into two this week (Monday and Friday) Monday's lesson will require the measuring cylinders to be placed outside and watched by the chn to check the rainfall every morning (this needs to be displayed on the whiteboard ready to record in Friday's lesson)

Lesson 5- chn to make a weather vane one per group as a whole class shared activity