



**Science**  
**Knowledge and Skills Organiser:**  
**Seasonal Change (Y1)**

Our Science Knowledge and Skills organisers are primarily a planning guide for the teachers. They include the statutory statements (**Subject Knowledge to be covered**) and the non statutory guidance (in blue). They offer suggestions (in red) for how these statements might be taught **working scientifically** – which is a requirement of the National Curriculum.

The Knowledge and Skills Organisers map out how and when these areas are taught and help to build a clear, progressive scientific statement of intent for our children as they progress through the school.

We have added additional ideas and guidance for the teachers, which they can choose to use and interpret i.e. how the local area might be used, key questions and ideas which might be pursued, outdoor learning opportunities and cross curricular links as these are features we recognise are important in terms of our holistic curriculum provision.

Parental/ carer support:

By mapping out our curriculum in this way we hope that these documents also help parents and carers support the learning of their child/ren by

- Showing the knowledge being covered
- Offering some suggestions which might also be investigated at home
- Sharing key vocabulary, which can be discussed to ensure your child's understanding
- Suggestions of places to visit

## **Science skills (Working Scientifically) to be covered**

- asking simple questions and recognising that they can be answered in different ways
- **observing closely, using simple equipment – e.g weather measuring instruments.**
- performing simple tests
- identifying and classifying – e.g grouping objects made of different materials
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions –**e.g 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**

## **Subject Knowledge to be covered:**

observe changes across the 4 seasons  
**(observe and talk about changes in the weather and the seasons.)**

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

**Note: pupils should be warned that it is not safe to look directly at the sun, even when wearing dark glasses.**

# **Year 1 – Seasonal Changes Topic: *Across the year***

## **Outdoor Learning:**

Cloud spotting  
Forest School/Cobbins corner  
– observe and plot the changes over the year  
Collect examples of how the leaves change  
(draw/photograph)

## **Key Vocabulary for topic**

Summer, Spring, Autumn, Winter, Sun, Day, Moon, Night, Light, Dark

## **Possible Questions/ experiences**

Chart the weather daily and produce recorded weather reports focusing on type of weather, daylight hours and temperature  
Predict the weather for the next day based on wind direction and cloud conditions

## **Cross -Curricular links**

Maths – measuring rainfall /wind direction and putting into graphs  
English – season poems  
Art paintings of the seasons, colour mixing to match the seasons  
Music – weather music/sounds  
DT-Make simple weather instruments