

Knowledge Organiser

Science

Year 1

Across the year

Weather
(Seasonal Change)

Previous learning:

- Understanding important processes and changes in the natural world around them including the seasons. Exploring the natural world around them, through the seasons, using the five senses. (EYFS – Autumn 1)

Key Vocabulary

season
weather
daylight
day length
sunrise
sunset

Objectives

taken from Progression Document

Observe changes across the four seasons.

Observe and describe weather associated with the seasons and how day length varies.

Key Knowledge

The weather changes with the seasons.

In the UK, it is usually colder and rainier in winter, and hotter and dryer in the summer.

The change in weather causes many other changes. Some examples are: numbers of minibeasts found outside; seed and plant growth; leaves on trees; and type of clothes worn by people.

In the UK, the day length is longest at mid-summer (about 16 hours) and gets shorter each day until mid-winter (about 8 hours) before getting longer again.

Working Scientifically

TAPS Assessment

Seasonal Change

Do: Observe over time and record data to help in answering questions

Concept context

Observe changes across the four seasons

Possible opportunities:

Observing over time

- Take weather measurements and make observations over time.
- Record/Photograph what children are wearing (jumper, coat, hats, scarves, etc.)
- Make observations of daylight hours e.g. send a diary and toy bear home with one child each day and ask the child to record their activities, but the bear needs to go to bed when it gets dark and the children must record the time this happens. (This gathers evidence, over time, that day length changes and so do activities.)

Pattern seeking

- At the end of the year, look for patterns in evidence e.g. Does it rain more in spring? Do we have more sunny days in the summer? Which was the coldest month?