

Science Progression of Skills and Knowledge Seasonal Change

Key to understanding this document: Black = National Curriculum objectives Red = Knowledge/Skills to be taught Green = Resources to be used

<u>Area of Learning</u>	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Seasonal Change</u>		<p>Working scientifically: Observing closely using simple equipment. Using their observations and ideas to suggest answers to simple questions as a class.</p> <p>SC1 observe changes across the 4 seasons</p> <p>Children should observe and talk about the changes in seasons. This could be through observational drawings, photo evidence using i-pads.</p>					

		<p>Working scientifically: Asking simple questions and recognising that they can be answered in different ways. (pictures, simple sentence or verbal answer)</p> <p>Using their observations and ideas to suggest answers to simple questions as a class.</p> <p>SC2 observe and describe weather associated with the seasons and how day length varies.</p> <p>Children should discuss weather daily- this could be through the form of a class weather chart.</p>					
--	--	---	--	--	--	--	--

		Children must learn how day length varies during seasons.					
Key Vocabulary		Seasons Spring Summer Autumn Winter Weather Day Night Change					
Key Resources		Class weather charts. i-pad/camera Discovery Walk Picture/ video evidence showing the seasons.					