



# Pinner Wood School



Year Group	1	Term 1	Spring 2	Subject	Geography	Topic	Weather and Seasons	
							Key Question	KQ: What is a season?
Prior Learning and other Curriculum Links	Understands some important processes and changes in the natural world around him/her, including the seasons and changing states of matter (ELG)				Target Tracker statements (Skills)	<ul style="list-style-type: none"><li>• I can order the months of the year.</li><li>• I can name the seasons.</li><li>• I can order the seasons.</li><li>• I can identify differences between the types of weather experienced in different seasons in the UK.</li><li>• I can identify aspects of the weather and how it affects my local environment.</li><li>• I can explain how the weather affects the activities we do.</li></ul>		
Fundamentals	<ul style="list-style-type: none"><li>• Describe seasonal weather changes</li></ul>				Key Facts/Sticky Knowledge	<ul style="list-style-type: none"><li>• The four seasons are autumn, winter, spring and summer</li><li>• There are 3 months in each season autumn (sept, October, November), winter (December, Jan, Feb), spring (march, April, may) and summer (June, July, august)</li><li>• We wear different clothing depending on the weather and temperature. In summer we wear shorts and need to protect ourselves from the sun, etc.</li><li>• The trees change in each season due to the weather</li><li>• Jobs change due to weather and seasonal changes</li></ul>		

<p><b>Our Curriculum Journey</b></p>	<p><b>Stunning Start:</b> A walk to Montesole park. We will explore the spring weather by collecting any objects that we see along the way and taking pictures of scenery and changes in weather. When we return, we will discuss what we saw and how this may be different to any other seasons that the children know about.</p> <p><b>Journey:</b> The children will explore the beginning of spring by taking a walk to Montesole park and exploring the local area. They will then begin to order the months of the year and start to recognise the similarities and differences between seasons by sorting pictures and key vocabulary into the 4 seasons. The children will then explore some facts about each season by going on a scavenger hunt. Using the outdoor classroom, there will be laminated cards with facts about each season hidden around the garden area. The children will need to collect the facts and return to the classroom to put the facts into the correct season. Through this hunt, the children will be identifying the similarities and differences of the seasons and will be beginning to learn about facts. Then the children will learn about the changes season has on weather by exploring different types of trees in each season. The children will think about how the trees are different and why this is. After this the children will then explore the types of clothing we wear in each season and why. Finally, the children will create their own information leaflet about weather and seasons using their sticky knowledge and links in English.</p> <p><b>Show stopper:</b> Present our information leaflets to Reception. Can have an audience and can answer questions about their leaflets.</p>		
<p><b>Key Vocabulary (revisited)</b></p>	<p>Plants, flower, tree, months of the year, hot, cold, sunny, snow, new, old</p>	<p><b>Key Vocabulary (new)</b></p>	<p>Seasons, temperature, winter, spring, summer, autumn, daylight, windy, foggy, frosty, drizzle, blizzard, icicles, blossom, Australia, clothing</p>