

### What should I already know?

#### Early Learning Goal

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

### Scientific Skills:

- Observe changes across the four seasons and make simple comparisons
- Identify and describe the weather associated with the seasons and how day length varies.
- Ask questions and use first hand experiences to answer questions
- Make observations using appropriate senses and talk about what they see and do
- Record observations
- Communicate observations (e.g. orally, in drawing, labelling, simple writing, charts and using ICT)

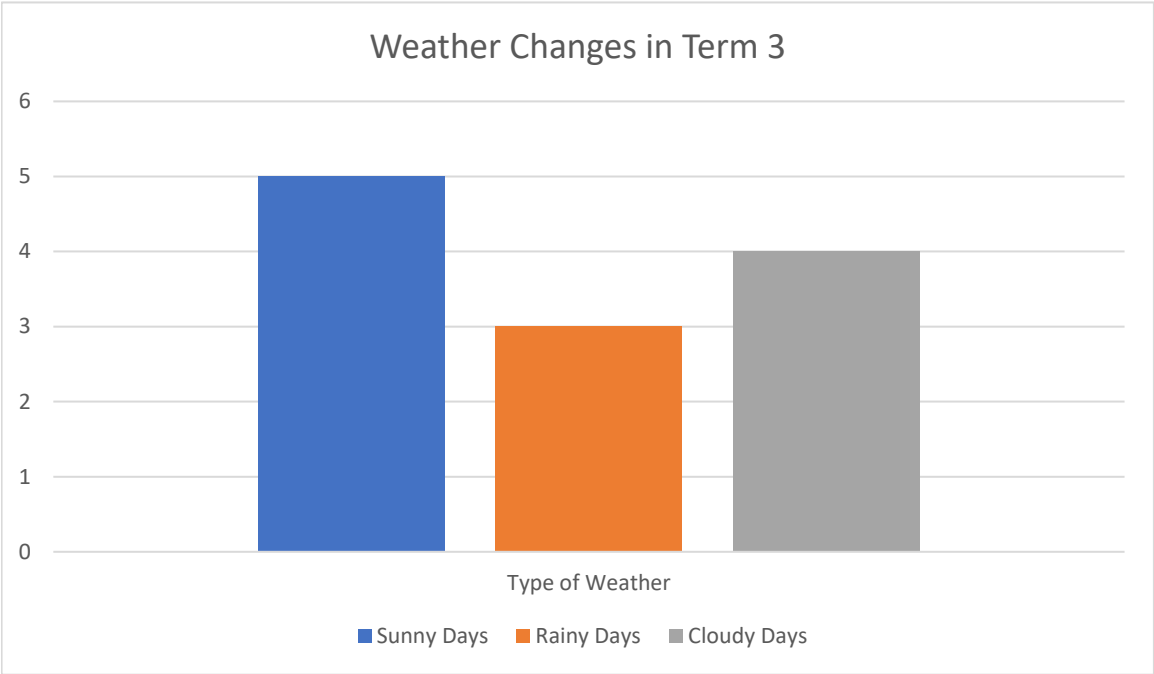
### Key Vocabulary and Definitions:





Autumn	One of the four seasons, after summer and before winter.
Bar chart	A chart that shows information with bars to make it easy to compare.
Climate	The usual weather conditions in a certain place.
Diagram	A drawing or plan that shows the parts of something or how the parts work together.
Global Warming	An increase in the world's temperatures
Period	A section of time with a set beginning and end.
Season	One of the four parts of the year; spring, summer, autumn, and winter, marked by particular weather patterns.
Spring	One of the four seasons, after winter and before summer.
Summer	One of the four seasons, after spring and before autumn.
Weather	What it is like outside at a particular time, temperature, cloudiness, dryness, sunshine, wind, rain, etc.
Winter	One of the four seasons, after autumn and before spring.

### Teaching Sequence

1. To name the four seasons and talk about key features of them (set up class experiment)
2. To compare and discuss changes that occur in the weather across the seasons.
3. To explain why it is not safe to look directly at the Sun and ways we can protect our eyes.
4. To talk about how and why day length varies across the seasons and work scientifically by labelling a diagram.
5. To talk about how global warming is affecting the seasons.
6. To use ICT to make a simple bar chart to show the pattern of weather over a period of time.

Key Knowledge



Spring	Summer	Autumn	Winter
It gets light at...	It gets light at...	It gets light at...	It gets light at...
			
It gets dark at...	It gets dark at...	It gets dark at...	It gets dark at...
