

SEASONAL CHANGES - YEAR 1: PROGRESSION MAP



<p>National Curriculum Objectives</p> <ul style="list-style-type: none">• Observe changes across the four seasons• Observe and describe weather associated with the seasons and how day length varies	<p>Lesson Title</p> <ol style="list-style-type: none">1. What Are the Seasons?2. What Happens in Spring?3. What Happens in Summer?4. What Happens in Autumn?5. What Happens in Winter?6. Can We Compare the Seasons?	<p>Coherence:</p> <p>English:</p> <ul style="list-style-type: none">• Using words with similar meanings (weather/climate, season/time of year)• Using words with opposite meanings (hot/cold, light/dark, long/short)• Using adjectives to describe seasonal changes• Using question words (what, when, why, how)• Using subject-specific vocabulary• Speaking in structured sentences using sentence stems ("In summer the days are ____") <p>Maths:</p> <ul style="list-style-type: none">• Sorting and grouping seasonal objects• Measuring temperature• Using comparison language• Counting hours of daylight• Simple data collection and charts <p>Art:</p> <ul style="list-style-type: none">• Exploring colours of seasonal changes• Creating seasonal artwork• Observing and depicting natural environments• <p>D&T:</p> <ul style="list-style-type: none">• Choosing appropriate materials for a purpose (e.g., warm, soft, hidden)• • Exploring joining techniques (folding, gluing, layering)• • Working with templates or construction shapes (like using paper bags and natural materials to build a den structure)• • Evaluating designs by reflecting on what would make the den more effective <p>Key vocabulary: season, spring, summer, autumn, winter, weather, daylight, sunrise, sunset, hibernation, migration, bud, blossom, leaves, temperature, cycle, change, observe</p> <p>Book Recommendations: Year 1 Storybook - Seasonal Changes</p>
<p>Common misconceptions:</p> <ul style="list-style-type: none">• Seasons are the same around the world• It always snows in winter• The sun moves across the sky (rather than Earth rotating)• Days are completely dark in winter• All trees lose their leaves in autumn• All animals hibernate in winter• Weather is consistent throughout a season• Summer is always hot and sunny• Plants completely die in winter and regrow in spring• Seasons change suddenly on specific dates <p>Hinterland:</p> <ul style="list-style-type: none">• Observing and recording the weather daily• Noticing changes in local environment• Family activities in different seasons• Seasonal celebrations and holidays• Seasonal clothing choices• Seasonal foods and eating patterns• Personal preferences for different seasons• Watching nature documentaries about seasonal changes• Observing seasonal changes in gardens/parks• Reading seasonal stories	<p>Scientific enquiry:</p> <ol style="list-style-type: none">1. Lesson 1: Observing closely using simple equipment; identifying and classifying seasonal items2. Lesson 2: Observing closely; gathering and recording data about spring features3. Lesson 3: Observing summer weather; gathering and recording data about daylight patterns4. Lesson 4: Observing closely; identifying and classifying autumn changes5. Lesson 5: Observing winter features; identifying and classifying hibernating animals6. Lesson 6: Using observations and ideas to suggest answers; gathering and recording data	
<p>Builds on: Early Years Foundation Stage:</p> <ul style="list-style-type: none">• Exploring the natural world• Making simple observations about seasonal changes• Describing basic weather conditions• Noticing differences in environments• Learning about changes in nature	<p>Future learning: Year 2:</p> <ul style="list-style-type: none">• Year 2: Living things and their habitats, plants, animals including humans• Key Stage 2: Plants, living things and their habitats, evolution and adaptation <p>Key Stage 2:</p> <ul style="list-style-type: none">• Earth and space• Habitats and adaptation• Plant and animal life cycles	