

Term: Autumn 1 2024 Year Group 2

Learning Challenge Question: Seasonal changes WOW –
Week 1: <u>Wonderful weather</u> Science LI: I can identify how the weather changes across the four seasons. <i>Name the four seasons</i> <i>Name the months of the year.</i> <i>Describe the expected weather patterns for each season.</i>
Week 2: Seasonal activities Science LI: I can identify events and activities that take place in different seasons. <i>Name the four seasons. Suggest appropriate clothing to wear in different weather conditions. Sort activities and events into the correct seasons.</i>
Week 3: How do trees change? Science LI: I can recognise how trees change across the four seasons. <i>Name the four seasons in order.</i> <i>Describe the appearance of trees’s leaves in each season.</i> <i>Ask simple questions about their observations.</i>
Week 4: Daylight hours Science LI: I can recognise that daylight hours change across the four seasons. <i>Recall which seasons have the most and fewest hours of daylight.</i> <i>Gather and record data about the weather.</i> <i>Complete a pictogram about the weather.</i> <i>Use the pictogram to answer questions.</i>
Week 5: Observing over time Science LI: I can observe and record the changes across the four seasons. <i>Describe the changes that take place in differen seasons.</i> <i>To understand and use thermometers to measure temperature.</i> <i>Record data about the temperature in different seasons.</i> <i>To complete data collected over time.</i>
Week 6: Weather reports Science LI: I can plan and carry out a weather report. <i>Label the capital cities of each country in the UK.</i> <i>Describe the seasonal weather in the UK.</i> <i>Suggest ways to prepare for different weather conditions.</i>
Week 7: Reflection week Science LI:

Driver: Science	Enquiry: Oservation, predicting
Knowledge To know: A variety of common plants and how they differ. Deciduous trees lose their leaves seasonally but evergreen trees do not. The basic structure, including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches and stem, of a variety of common plants, including flowering plants and trees. To begin to understand how plants grow and change over time.	
Science in action To know: About famous scientists throughout history. About the work of modern-day scientists. There are spiritual, moral, social and cultural links with Science.	
Skills Exploring the world around them and raising their own simple questions. Recognising there are different types of enquiry (ways to answer a question). Responding to suggestions on how to answer questions. With support, deciding if suggested observations are suitable. Ordering a simple method. Suggesting what might happen, often justifying it with personal experience. Using their senses to describe, in simple terms, what they notice or what has changed. Using non-standard units to measure and compare. Gathering specific information from one simplified, specified source. Drawing and labelling simple diagrams. Using a prepared table to record results including: numbers; simple observations. Grouping based on visible characteristics. Using their results to answer simple questions. Beginning to recognise when results or observations do not match their predictions.	
Vocabulary data deciduous diagram edible evergreen feature fruit	flower garden plants grouping growth investigation leaf measure
Assessment points	

Homework: