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| updated logo Hedgehogs Class Medium Term Planning for Science Spring Term 2023 | |
| **Seasonal Changes**   * observe and describe weather   associated with the seasons   and how day length varies. | In this topic the children will explore the seasonal change from winter to spring. Some of these sessions will be planned and some will be more spontaneous dependent on the weather and being able to make the most of the opportunities the weather brings.  There will be specific planned opportunities to support the children’s progress and may be altered to suit the needs of the children during the term.  Key vocabulary:   * Seasons * Winter, Spring * Snow, cold, ice * Rain, cloudy, sunny |

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| **Lesson 1-2 - Link it & Learn it.**  **Exploring winter**  Group activity –  ‘How’s the weather?’ song with Makaton. Use communication mats to prompt answers.  Exploring the outdoor areas (sensory garden). Take photos of the trees and whether using iPads – look at them in the classroom on IWB – discuss leaves/ no leaves, rain/ snow, cold weather. | **Ongoing during the term – Learn it, check it, show it –**  **Exploring winter and spring**  Group activity –  ‘How’s the weather?’ song with Makaton. Use communication mats to prompt answers.   * Explore what we wear in cold weather – dress up for winter (hats, gloves, scarves, coats) * Explore ice play – melting ice with warm water spray bottles * Explore snow (when possible) – snow ball fights, make a snowman, fill buckets, make a snow angel * Explore the sensory garden on a rainy day – dress up in waterproofs, wellies, splash in muddy puddles * Explore the sensory garden on a dry day – take photos on the iPads of the trees/ plants/ flowers – share photos on the IWB and discuss what we can see * Collect leaves – create collages/ prints of the leaves we have collected – discuss the colours, shapes, sizes | **Lesson 9-10 - Know it**  **Compare winter and spring**  Group activity –  Look at photos of winter and spring – share photos of us playing in the snow/ sun  Small group/ 1:1 activities –   * Sorting photos into two groups of winter and spring * Matching clothes for winter and spring tasks * Matching weather symbols for winter and spring tasks |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| 1. **EYFS –**  * Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. * Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.   **Key Stage One -**   * explore the world around them, leading them to ask some simple scientific questions about how and why things happen; * experience different types of scientific enquiries, including practical activities; * observe changes over time; * make careful observations, sometimes using equipment to help them observe carefully. * decide how to sort and classify objects into simple groups with some help. | EYFS –   * **Use all their senses in hands-on exploration of natural materials.** * **Explore and respond to different natural phenomena in their setting and on trips.** * **Talk about what they see, using a wide vocabulary.** * **Respond to new experiences that you bring to their attention.** * **Record findings using a scribe, pictures, photographs or symbols** * **Sort by obvious differences** * **Explore the natural world around them** * **Describe what they see, hear and feel whilst outside.** * **Understand the effect of changing seasons on the natural world around them.** * **Explore natural materials, indoors and outside.**   Key Stage One –   * **Observe closely, using simple equipment.** * **Identify and classify.** * **Use observations and ideas to suggest answers to questions.** * **Gather and record data to help in answering questions.** * **Investigate what happens to materials when they are heated/cooled** |

**Progression of Learning**

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils  Exploring outdoor areas. Familiar weather song. | Activities provided during lesson  Children will learn about the changes between winter and spring through planned and spontaneous lessons to explore the weather in the outdoor areas. | Independent activities linked to lesson  Work station matching tasks for the weather/ seasons.  Continuous provision relating to the weather/ seasons.  Exploring outdoor areas in all weather. | How will the pupils share knowledge during or end of lesson  Children will answer questions about the weather using visuals & Makaton. | Retrieve or generalization of learning after lesson  Children will dress appropriately for the weather when prompted. Children will be able to compare seasons through a range of planned tasks/ activities. |