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| updated logo Rabbits Class Medium Term Planning for Science / Understanding the World Spring Term 2023 | |
| Topic: Seasonal Changes – Observing seasonal changes across the seasons.  Key signing / vocab: Winter, Spring, hot, cold, snow, rain, wet, dry, melt | In this topic the children will explore the change in seasons. At the beginning of term children will have opportunities to explore Winter, cold, ice and snow, at the end of the term there will be signs to look out for showing 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! |

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| **Weeks 1 and 2**  **Winter**   * **Explore outdoor areas (Sensory Garden)** * Observe the trees – leaves or no leaves * Is there any ice / snow? * Is it hot or cold? * **Explore snow and ice** * What is melting? * Solid to liquid * Explore different things that melt. * **What does Winter feel like?** * Is it hot or cold? * What should we wear? * Picking out clothes for Winter * Learning to put on hats, scarves and gloves   Plenary – Look at photos of ourselves exploring the seasons and other photos of the signs of Winter. | **Ongoing during the term**  **Use opportunities to explore snow and ice when the weather is more extreme.**   * \*Collect snow / ice * bring it in, * play with it outside * fill buckets with snow * let the snow melt on our hands * If it snows – stand outside in it -explore and enjoy it. | **Final two weeks of Spring Term**  **(Spring and Easter focus)**   * **Explore outdoor areas (Sensory Garden)** * Observe the trees – leaves or no leaves, what can we see growing? * Is there any ice / snow? * Is it hot or cold? Is it as cold as Winter? * Do we still need hats, gloves and scarves? * Compare seasons by photos and matching activities   Plenary – Look at photos of ourselves exploring the seasons and other photos of the signs of Spring. |
| **Continuous Provision: Seasonal jigsaws, Dressing up box of hats, scarves and gloves** | | |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| 1. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.   \*Key signs of Winter  \*Links to snow, ice and melting.  \*Key signs of Spring | * Explore and respond to different natural phenomena in their setting and on trips * Respond to new experiences that you bring to their attention. * Talk about what they see, using a wide vocabulary. * Use pretend play to think beyond the ‘here and now’ * Know more, so feel confident about coming up with their own ideas. * Make more links between those ideas. * Alert/attend/anticipate/respond to/initiate activities related to investigations. * Sort by obvious differences * With prompting, ask a few simple questions about the world around. * Use all their senses in hands-on exploration of natural materials. * 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. * Talk about changes. * Investigate changing materials by mixing, heating and cooling. * Explore natural materials, indoors and outside. * Talk about the differences between materials and changes they notice. * Repeat actions that have an effect. * Plan and think ahead about how they will explore or play with objects. |

**Progression of Learning**

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils   * Exploring familiar environments * Looking closely at the trees and nature | Activities provided during lesson  What do we see in Winter?  How do we keep warm in Winter?  Why does snow melt? | Independent activities linked to lesson  During unplanned sessions where the weather is more extreme – use the opportunities to explore snow and ice and to develop our understanding of cold and of melting in real life experiences. | How will the pupils share knowledge during or end of lesson  Identify something cold  Identify the season | Retrieve or generalization of learning after lesson  Can see changes in next season  Can link back to changes seen in Winter. |