



**INSPIRE NURTURE BELIEVE ACHIEVE**

*Working together to be the best that we can be.*

**Happiness**

**Perserverance**

**Resilience**

**Kindness**

**Friendship**

**Respect**

# **Science: Seasonal Changes Progression of Skills and Milestones Document**

**EYFS  
Seasonal Changes**

- **Developing an understanding of growth, decay and changes over time. (30-50 months)**
- **Looks closely at similarities, differences, patterns and change. (40-60 months)**

**Notes:**

*Provide stories that help children to make sense of different environments.*

*Pose carefully framed open-ended questions, such as “How can we...?” or “What would happen if...?”*

**Year 1  
Seasonal changes**

- **Observe changes across the four seasons**
- **Observe and describe weather associated with the seasons and how day length varies.**

*Pupils should observe and talk about changes in the weather and the seasons.*

*Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses.*

*Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.*

**Key Vocabulary**

- Weather (sunny, rainy, windy, snowy etc.)
- Seasons (winter, summer, spring, autumn)
- Sun, sunrise, sunset, day length

**Common Misconceptions**

Some children may think:

- it always snows in winter
- it is always sunny in the summer
- there are only flowers in spring and summer
- it rains most in the winter.

**Activities**

- Collect information about the weather regularly throughout the year.
- Present this information in tables and charts to compare the weather across the seasons.
- Collect information, regularly throughout the year, of features that change with the seasons e.g. plants, animals, humans.
- Present this information in different ways to compare the seasons.
- Gather data about day length regularly throughout the year and present this to compare the seasons.

*TAPS practical assessments to be used at the end of each unit.*

**Possible Evidence**

- Can name the four seasons and identify when in the year they occur
- Can describe weather in different seasons over a year
- Can describe days as being longer (in time) in the summer and shorter in the winter
- Can describe other features that change through the year
- Use the evidence gathered to describe the general types of weather and changes in day length over the seasons.
- Use their evidence to describe some other features of their surroundings, e.g. themselves, animals, plants that change over the seasons
- Demonstrate their knowledge in different ways e.g. making a weather forecast video, writing seasonal poetry, creating seasonal artwork

*‘Concept Cartoons’ and ‘Exit Cards’ to be used at the end of lessons to assess understanding.*

## Key Stage 1 Working Scientifically

- Gathering and recording data to help in answering questions

The children record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing. They record their measurements e.g. using prepared tables, pictograms, tally charts and block graphs. They classify using simple prepared tables and sorting rings.

### Proof of Progress (Working Towards, Age Related Expectation or Greater Depth)

Observe the apparent movement of the Sun during the day.	Observe changes across the four seasons.	Observe and describe weather associated with the seasons and how day length varies.
<p><b>Basic</b></p> <p>Name times of the day.</p> <p>Observe and describe the Sun's position in the sky at different times of the school day.</p>	<p><b>Basic</b></p> <p>Name the four seasons.</p> <p>Notice and name the key features of each season.</p>	<p><b>Basic</b></p> <p>Observe and record the weather over four seasons.</p> <p>Describe the weather in a named season.</p> <p>Describe how day length varies in each season.</p>
<p><b>Advancing</b></p> <p>Show how you might know (apply) roughly what time of day it is by looking at the position of the Sun.</p>	<p><b>Advancing</b></p> <p>Organise images or objects from each season into categories. Explain your categories.</p>	<p><b>Advancing</b></p> <p>Compare and contrast weather and day length across the four seasons.</p> <p>Identify patterns in day length across the four seasons.</p>
<p><b>Deep</b></p> <p>Think of a way to prove that it is lunchtime using the Sun.</p> <p><small>See an example on page 124</small></p>	<p><b>Deep</b></p> <p>Always, sometimes or never? It is warm and dry during summer.</p> <p><small>See an example on page 124</small></p>	<p><b>Deep</b></p> <p>Plan some activities that would be suited to each season.</p> <p><small>See an example on page 124</small></p>

## End of Key Stage 1 Age Related Expectations

Milestone indicator	Basic	Advancing	Deep
Observe the apparent movement of the Sun during the day.	<p><b>Name</b> times of the day.</p> <p><b>Observe</b> and <b>describe</b> the sun's position in the sky at different times of the school day.</p>	<p><b>Show how</b> might you know (<b>apply</b>) roughly what time it is in a day by looking at the position of the sun.</p>	<p><b>Think of a way</b> to prove that it is lunch time using the sun.</p>
Observe changes across the four seasons.	<p><b>Name</b> the four seasons.</p> <p><b>Notice and name</b> the key features of each season.</p>	<p><b>Organise</b> images or objects from each season into categories. <b>Explain</b> your categories.</p>	<p><b>Always sometimes or never?</b> It is warm and dry during Summer</p>
Observe and describe weather associated with the seasons and how day length varies.	<p><b>Observe</b> and <b>record</b> weather over four seasons.</p> <p><b>Describe</b> weather in a named season.</p> <p><b>Describe</b> how daylight length varies in each season.</p>	<p><b>Compare</b> and <b>contrast</b> weather and day length across the four seasons.</p> <p><b>Identify patterns</b> in day length across the four seasons.</p>	<p><b>Plan</b> some activities that would be suited to each season.</p>