

Suggested Seasonal Overview for Y1

	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
PLANTS (and seasonal change)	<p align="center"><u>Explore / first-hand experiences.</u></p> <p align="center">How many different plants can we find? How do you know it is a plant? What features does it have? Seasons do not always match to what we traditionally call each half term.</p> <p align="center">AUT: Sept/Oct/Nov      WIN: Dec/Jan/Feb      SPR: Mar/Apr/May      SUM: Jun/Jul/Aug</p>					
	<p><b>TREE OBSERVATION</b></p> <ul style="list-style-type: none"> <li>• <b>What is my tree like today, in September?</b> How does my tree change over time? <i>'Describing tree/ annotated photo'</i></li> <li>• <b>What shape is a tree?</b> What features does it have? <i>'Tree models, labelling parts'</i></li> </ul> <p><b>CLASSIFYING LEAVES</b></p> <ul style="list-style-type: none"> <li>• <b>What trees grow in our local area?</b> <i>'Leaf/tree spotter sheets'</i></li> <li>• <b>Are all leaves the same?</b> Can you sort leaves based on features? <i>'Leaf sorting &amp; drawing'</i></li> </ul>	<p><b>TREE OBSERVATION</b> <b>Deciduous/Evergreen</b></p> <ul style="list-style-type: none"> <li>• <b>What is my tree like today, in Autumn (Oct/Nov)?</b> How does my tree change over time? <i>'Describing tree/ annotated photo'</i></li> <li>• <b>Which trees keep their leaves, and which lose their leaves in autumn?</b> <i>'photo evidence'</i></li> <li>• <b>Which trees keep their leaves the longest?</b> <i>'Photo/date evidence'</i></li> <li>• <b>Do holly leaves (Dec) have an even number of prickles or an odd number? / Do longer holly leaves have more prickles?</b> <i>'Ranking and sorting results'</i></li> <li>• Plant a tree sapling (OCT/NOV) <i>'tree information sheet'</i> or <i>'sorting instructions for planting'</i>.</li> </ul> <p><b>CLASSIFYING LEAVES</b></p> <ul style="list-style-type: none"> <li>• <b>How are deciduous and evergreen leaves different?</b> <i>'Leaf sort'</i></li> </ul> <p><b>CLASSIFYING SEEDS &amp; FRUITS (BERRIES) - Harvest link</b></p> <ul style="list-style-type: none"> <li>• <b>What plant parts can we find in our local area? How can we sort them?</b> <i>'Photo of different sorting criteria'</i></li> </ul>	<p>Although this term is called SPR1 it provides lots of opportunity to observe Winter (DEC/JAN/FEB).</p> <p><b>TREE OBSERVATION</b> <b>Deciduous/Evergreen</b></p> <ul style="list-style-type: none"> <li>• <b>What kind of tree can you spot on a winter walk - ones that have lost their leaves &amp; ones that have kept them?</b> <i>'photo evidence'</i></li> <li>• <b>What is my tree like today, in Winter (Jan/Feb)?</b> <i>'Tree Poem – modelled'</i></li> </ul>	<p><b>TREE OBSERVATION</b></p> <ul style="list-style-type: none"> <li>• <b>What is my tree like today, in Spring (APR/MAY)?</b> How does my tree change over time? <i>'Tree Poem – children write their own'</i></li> <li>• <b>When do you notice the first 3 buds, leaves, blossom flowers?</b> <i>'Dates on images /add to calendar'</i>.</li> </ul> <p><b>Garden Centre Visit</b></p> <ul style="list-style-type: none"> <li>• <b>Do all leaves look the same?</b></li> <li>• <b>How many different plants are there?</b> <i>'Annotated photos of plant parts'</i></li> </ul> <p><b>LEAVES and ROOTS / PLANT IDENTIFICATION</b></p> <ul style="list-style-type: none"> <li>• <b>How do we know it is a dandelion (late APR)?</b> <i>'tally of numbers found'</i></li> <li>• <b>Are all roots the same?</b> (dandelion root compared to bedding plant root) <i>'annotated diagram'</i>.</li> </ul>	<p><b>LEAF / PLANT IDENTIFICATION (WEEDS)</b></p> <ul style="list-style-type: none"> <li>• <b>Do all weeds look the same?</b></li> <li>• <b>Do all leaves on weeds look the same?</b></li> <li>• <b>What plant is it? What clues can I use?</b> <i>'Leaf drawings with annotations, comparisons and plant names'</i></li> </ul>	<p><b>TREE OBSERVATION</b></p> <ul style="list-style-type: none"> <li>• <b>What is my tree like today, in Summer (JUN/JUL)?</b></li> <li>• <b>How does my tree change over time?</b> <i>'description of tree in summer plus changes through each of the seasons, using labelled photos to support retrieval'</i></li> <li>• <b>How tall is your tree?</b></li> </ul> <p><b>LEAF / PLANT IDENTIFICATION (WILDFLOWERS &amp; own grown VEG/SALAD)</b></p> <ul style="list-style-type: none"> <li>• <b>What plant parts can we find in our local area?</b> <i>'Annotated photos of plant parts' from whole plants found in local environment/school grounds.</i></li> <li>• <b>Do all flowers look the same? What plant is it?</b> <i>Wildflower focus 'photos taken by the chn with annotations, comparisons and plant names'</i></li> </ul>

SEASONAL CHANGE (other opportunities)	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
	<p><b>WEATHER</b></p> <ul style="list-style-type: none"> <li>• <b>What is the weather like today?</b></li> <li>• <b>How much rainfall do we get each week in September?</b></li> </ul> <p><i>Weather chart recording:</i> Make predictions and measure rainfall for x2 weeks in Sept (and then for a whole month at other points in the year).</p>	<p><b>WEATHER</b></p> <ul style="list-style-type: none"> <li>• <b>What is the weather like in Autumn? (October)</b></li> </ul> <p><i>Weather chart recording:</i> Collect weather data daily for one full month during each season - weather diary in OCT.</p> <p><b>SIGNS OF AUTUMN</b></p> <ul style="list-style-type: none"> <li>• <b>What are the signs of Autumn?</b></li> </ul> <p><i>Autumn poetry</i> using words collated during walk.</p> <p><i>Annotated photographs and drawings:</i> Observing changes in daylight length – link with bonfire night and clothing we wear to be seen at night (reflective materials) and to keep warm (scarves, hats, gloves, coats and waterproof shoes/wellies)</p>	<p><b>WEATHER</b></p> <ul style="list-style-type: none"> <li>• <b>What is the weather like in Winter? (Jan or Feb)</b></li> </ul> <p><i>Weather chart recording:</i> Collect weather data daily for one full month during each season - weather diary in JAN.</p> <p><b>SIGNS OF WINTER</b></p> <ul style="list-style-type: none"> <li>• <b>What are the signs of Winter?</b></li> </ul> <p>Outdoor walk on a snowy/icy/frosty day. Children record... <i>Today we noticed...</i></p> <p><i>Winter poem / acrostic poem</i> to includes signs from this season.</p> <p><i>Maths opportunity</i> – how long does it take an ice block to melt if placed indoors or outdoors? Use the same sized container and the same volume of water and observe changes over time.</p>	<p><b>WEATHER</b></p> <ul style="list-style-type: none"> <li>• <b>What is the weather like in APR?</b></li> <li>• <b>How much rainfall do we get in Spring?</b></li> </ul> <p><i>Weather chart recording:</i> Collect weather data daily for one full month during each season - weather diary in MAR/APR.</p> <p><b>SIGNS OF SPRING</b></p> <ul style="list-style-type: none"> <li>• <b>What are the signs of Spring (late MAR/ APR)?</b></li> </ul> <p>As well as signs of new life (see plants above) consider opportunities to highlight the varying weather that occurs at this time of the year. <i>Annotated photographs and drawings:</i> of the weather they experience at this time of year.</p>		<p><b>WEATHER</b></p> <ul style="list-style-type: none"> <li>• <b>What is the weather like in APR?</b></li> </ul> <p><i>Weather chart recording:</i> Collect weather data daily for one full month during each season - weather diary in JUN.</p> <ul style="list-style-type: none"> <li>• <b>In which month does the most rain fall/ most sunny days?</b></li> </ul> <p><i>Contributing to a class pictogram:</i> Talk about the weather in diff seasons. Make predictions of what they thought the weather was like each season and then use weather diaries to say how many days of rain and sunshine they actually had - data handling opportunity.</p> <p><b>SIGNS OF SUMMER</b> (see plants above) <b>and</b></p> <ul style="list-style-type: none"> <li>• <b>What do we know about the different seasons?</b></li> </ul> <p><i>Summary fact sheet of 'the signs of the seasons':</i> Say what else changed between the seasons besides the weather (look at evidence collected throughout the year - clothes worn, activities, plant changes, daylight changes, etc.)</p>