

# Science: Seasonal Change and Materials

## Year 1 Summer 1

### Key Vocabulary

<b>Weather</b>	The state of the atmosphere at a particular place and time as regards heat, cloudiness, dryness, sunshine, wind, rain, etc.
<b>Autumn</b>	The season after summer and before winter.
<b>Winter</b>	The coldest season of the year, in the northern hemisphere from December to February.
<b>Spring</b>	The season after winter and before summer, in which vegetation begins to appear.
<b>Summer</b>	The warmest season of the year, in the northern hemisphere from June to August.
<b>Sunset</b>	The time in the evening when the sun disappears or daylight fades.
<b>Sunrise</b>	The time in the morning when the sun appears or full daylight arrives.
<b>Day length</b>	The period of time from when the sun rises to when the sun sets.

### Why don't you...

Look back at some photos that were taken in different seasons - can you spot any difference?

Create some artwork showing the different seasons?

Do a materials survey? How many different materials are in your home?

### Website Links

<https://www.bbc.co.uk/bitesize/to/pics/zkvv4wx>

### Enquiry Questions

What is happening to the leaves?  
Is it lighter or darker than in summer?  
How has the weather changed?  
Why is it lighter earlier in the morning?  
What is happening to all the plants?  
What is the most popular material in the classroom?  
Do materials have more than one property?

### Scientific Concepts

#### Changes

The act of something becoming something different.

#### Comparison

To compare two or more things, including their similarities and differences.

### Scientific Knowledge

- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

### Scientific Skills

- Asking simple questions and recognising that they can be answered in different ways.
- Observing closely.
- Using simple equipment.
- Identifying and classifying.
- Using their observations and ideas to suggest answers to questions.