St Bernadette's Catholic Primary Voluntary Academy

Subject Medium Term Planning - KS1 Lent Term Cycle B - Great Britain

	Learning Objective	Activity	Key Knowledge (By the end of the lesson)		Vocabulary (Tier 3)
			Substantive	Disciplinary	
Lesson 1	L.O.29: To be able to observe and describe weather associated with the seasons and how day length varies (NC1)	What is the weather like today? Talk about the different types of weather we get. Start a weather diary to complete in the next week.	<ul> <li>Name different types of weather</li> <li>Know about different types of weather.</li> </ul>		weather sun rain cloud wind storm thunder/lightning snow sleet fog
Lesson 2	L.O.29: To be able to observe and describe weather associated with the seasons and how day length varies (NC1)	<ul> <li>Why do we have day and night? Why does the sun rise in the morning and set in the evening? Watch a time lapse video to introduce.Model with globe</li> <li>Talk about the position of the sun during the day.</li> <li>Go outside and explore shadows. Use of torch if not sunny. Shadow tag and shape of the shadows. Track the shadow at different points of the day - draw round with chalk.</li> </ul>	<ul> <li>Know that the sun rising and setting gives us our day and night.</li> <li>Know that the position of the sun in the sky changes throughout the day.</li> </ul>		Day, night Sunrise Sunset Horizon high/low position
Lesson 3	L.O.29: To be able to observe and describe weather associated with the seasons and how day length varies (NC1) Add in perform simple teste herer	Talk about rain - how and why do we get rain? Children's Ideas. Practical lesson to demonstrate how we get rain from clouds when the water droplets get too heavy to stay in the cloud Cloud in a jar investigation	• Know how rain is formed.		water droplets cloud rain



Lesson 4	L.O.28: To be able to observe changes across the four seasons (NC1).	Season Lesson 1 - SummerAsk the children what the seasonsare, how many there are etc.Seasons are created from the Earthmoving around the sun.Talk about the changing seasonsand what season we are in now. Goon a Summer work- clipboards,camera. What can hear, smell etcRecord how they know it isSummerTalk about how day length varieseach day and varies from season toseasonIn the Summer, the sun risesearlier, sets later and the days arelonger. Warmer temperatures etc	<ul> <li>Know about the season of Summer and can describe what it is like (temperature, day length, weather)</li> </ul>		Seasons months Earth Sun tilted Summer temperature daylight
Lesson 5	L.O.28: To be able to observe changes across the four seasons (NC1).	Season Lesson 2 -Autumn How do we know when it is Autumn? What are the signs? Discuss growth, weather, day length, temperature etc	• Know about the season of Autumn and can describe what it is like (temperature, day length, weather)		Autumn Harvest
Lesson 6	Year 1 L.O.3: To be able to observe using simple equipment. Year 2 L.O.3: To be able to observe closely using simple equipment.	<ul> <li>ENQUIRY APPROACH</li> <li>Problem solving</li> <li>Pine cone investigation - humidity.</li> <li>Why are pine cones sometimes open and sometimes closed?</li> <li>1) Observe at different times of the day, over a few days and record any changes.</li> </ul>		<ul> <li>Observing closely</li> <li>Make simple observations and note any differences</li> </ul>	<ul> <li>Pine cone</li> <li>Fruit</li> <li>scales</li> </ul>
Lesson 7	Year 1 L.O.6: To be able to use their observations and ideas to suggest answers to questions, with support. Year 2 L.O.6: To be able to use their observations and ideas to suggest answers to questions.	ENOUIRY APPROACH Problem solving Pine cone investigation -(humidity). Use anything they noticed as prior knowledge	• Know that heat affects the pinecone	<ul> <li><u>Using their observations</u> and ideas to suggest answers to questions.</li> <li>Use what they have found out to solve a problem</li> </ul>	<ul><li>pattern</li><li>humidity</li></ul>

		<ul><li>2)Measure the pine cones at the start (width) and then record.</li><li>Observe cones in cold and warm water.</li><li>Observe what happens over about an hour and then record measurements. Draw conclusions and think why they are closing.</li></ul>		• Explain why pine cones open and close	
Lesson 8	L.O.28: To be able to observe changes across the four seasons (NC1).	Season Lesson 3 - Winter How do we know when it is Winter? What are the signs? Discuss growth, weather, day length, temperature etc Talk about how in the Winter the sun rises later and sets earlier and the days are therefore shorter.	• Know about the season of Winter and can describe what it is like (temperature, day length, weather)		Winter Snow Icicles Ice freezing
Lesson 9	L.O.28: To be able to observe changes across the four seasons (NC1).	Season Lesson 4 - Spring How do we know when it is Spring? What are the signs? Discuss growth, weather, day length, temperature etc	• Know about the season of Spring and can describe what it is like (temperature, day length, weather)		Spring, season, signs, blossom
Lesson 10	L.O.29: To be able to observe and describe weather associated with the seasons and how day length varies (NC1)	Summary lesson of all 4 seasons Descriptive exercise and pictorial representations (trees) of the changes across the seasons	• Know and describe the changes across all four seasons, including day length.		As previous 4 lessons
Lesson 11	Year 1 L.O.1: To be able to ask simple questions. Year 2 L.O.1: To be able to ask simple questions and recognise that they can be answered in different ways.	ENQUIRY APPROACH Problem solving Floating and sinking investigation linked to the seaside. How do ships carry really large and heavy goods without sinking? Discuss our own questions and ways to answer them. What shape	• Know that some objects float and some	Asking simple questions Ask their own questions to find solutions to a problem	float sink strong

		<ul> <li>will make the best, strongest boat? (to hold coins/objects without sinking).</li> <li>Each child to make a 'boat' from their piece of foil. They decide on how they fold the foil and the shape of boat they make. They choose what they think will be the best for their prediction.</li> </ul>			
Lesson 12	Year 1 L.O.6: To be able to use their observations and ideas to suggest answers to questions, with support. Year 2 L.O.6: To be able to use their observations and ideas to suggest answers to questions.	ENQUIRY APPROACH Problem solving Carry out investigation from last week with the boats they have designed. Record how many pennies their boat held. What shape boat was the best and why?	• Know that the weight and shape of the boar affects how well it floats.	<ul> <li>Using their observations and ideas to suggest answers to questions.</li> <li>Use what they have found out to solve a problem</li> </ul>	Test force