



<ul style="list-style-type: none"> <li>explain</li> </ul>	<p>Observations: When back in the classroom, ask the children to feed back their observations. What different signs of autumn did they find? Are children able to tell you 4 signs of autumn? (show photos on IWB to aid) Ask children to think of three words to describe their autumn walk, for example fun, orange and windy. Ask children to share some of their ideas.</p> <p>6. Children remind themselves of what they have learnt about the weather in winter. How People Adapt: think about the changes humans make in winter to adapt to changes in the weather and conditions. Discuss how we do things differently in the winter to adapt to the weather, such as wearing warmer clothes, turning the heating on, having more lights on and possibly eating different types of food. Also discuss what happens in the evenings (that it get darker earlier than it does in the summer). How Animals Adapt: Ask children to think about how animals might adapt in the winter and share ideas. Can children explain how some animals adapt in winter? Explain the strategies different animals use to survive winter. Ask children if they know any animals which do any of these things. Discuss why animals do this and what would happen if they didn't. What Animals Do in Winter: Are children able to identify three animals which adapt in winter? Can children explain how some animals adapt in winter? Animals in Winter Quiz: Complete the quiz and discuss answers/misconceptions.</p>	<p>Adapt, adaption, cope, survive, hibernate, hibernation, migrate, migration.</p>
<p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>2. Children discuss what children understand by the word 'weather'. Weather Symbols: Discuss how in different weather people do certain things to keep safe, things they wouldn't always do. As a class match the picture to the weather and then to the weather symbol. Challenge children to think of sensible ways we could measure the weather, focusing particularly on rainfall, temperature and wind direction and discuss their suggestions. Weather Station: Watch the video showing children using tools to measure and record the weather. <a href="https://www.bbc.co.uk/bitesize/clips/z9g87ty">https://www.bbc.co.uk/bitesize/clips/z9g87ty</a> Introduce the different tools children will be using to measure the weather which will make up our weather station. Explain how each tool measures the weather and the unit it will measure it in (for example, the rain gauge</p>	<p>Observe, observations, data, record, weather, symbol, temperature, rainfall, wind direction, thermometer, rain gauge, weather vane.</p>
<p><u>How working scientifically can be met</u></p> <ul style="list-style-type: none"> <li>observe and describe</li> <li>collect and record data</li> </ul>	<p>2. Children discuss what children understand by the word 'weather'. Weather Symbols: Discuss how in different weather people do certain things to keep safe, things they wouldn't always do. As a class match the picture to the weather and then to the weather symbol. Challenge children to think of sensible ways we could measure the weather, focusing particularly on rainfall, temperature and wind direction and discuss their suggestions. Weather Station: Watch the video showing children using tools to measure and record the weather. <a href="https://www.bbc.co.uk/bitesize/clips/z9g87ty">https://www.bbc.co.uk/bitesize/clips/z9g87ty</a> Introduce the different tools children will be using to measure the weather which will make up our weather station. Explain how each tool measures the weather and the unit it will measure it in (for example, the rain gauge</p>	<p>Observe, observations, data, record, weather, symbol, temperature, rainfall, wind direction, thermometer, rain gauge, weather vane.</p>

- observe changes
- identify and describe

measures the rainfall in mm). Explain that we will use these tools to measure and record the weather for certain weeks during the year, across all four seasons.

Children to record the weather for today. (Monitor the weather for the rest of that week using the weather station and record on the weather chart each day).

Autumn Photos: Do they give us any clues about what the weather is like in autumn? Encourage children to think about autumn weather using the questions.

Autumn Weather: (Discuss this after children have recorded the weather everyday over the week). What do they notice about the weather this week? What has the temperature been? What has the weather been like?

4.

Recap the names of the four seasons. Then match the months with the season they are in. Do they know any events which happen in these months? Watch the video and ask children to put their hand up when they think it is winter. Stop and discuss why children think it is winter and the changes they noticed as autumn turns to winter.

<https://www.bbc.co.uk/teach/class-clips-video/the-changing-seasons/zh4rkmn>

Winter: Discuss some of the changes which happen in winter. Explain some trees - called evergreens - don't lose their leaves in winter and always stay green.

Day Length: Look at the table, what do children notice about the average number of hours daylight during the winter? Are children able to tell you how many hours of day light there are in winter? How does this compare to the number of hours of daylight in the autumn? If the days in the winter are shorter then encourage children to think about what happens to the nights. Do children know what happens to the nights in winter?

Changes around Us: record what the trees look like and the clothes people wear in winter. Are children able to explain what we wear in winter? Can children record what a tree looks like in winter?

Winter Changes: What have children noticed about winter? How have they dealt with the weather, for example what have they been wearing? What has happened to some of the trees? Refer to sheet from autumn (session 1) and compare. What changes do they notice? Are children able to notice changes across the two seasons?

No new words (previous vocab to be embedded)

Evergreen

<ul style="list-style-type: none"><li>• observe and describe</li><li>• collect and record data</li></ul>	<p>5. <i>Children will have discussed and recorded the weather in lesson 2.</i> Winter: Discuss what their experiences of winter are. Winter Photos: Look winter photos and discuss them. Are children able to describe what the weather is usually like in winter? Remind children of the weather station they built in lesson 2. Can they remember what it is measuring and how? Remind children of the tools being used to measure the weather and the units they use (for example the rain gauge measures the rainfall in mm). Weather Report: Children to record the weather for today. (Monitor the weather for the rest of that week using the weather station and record on the weather chart each day). Remind children of the weather symbol. Are children able to make observations about the weather? Winter Weather: (Discuss this after children have recorded the weather everyday over the week). What do they notice about the weather this week? What has the temperature been? What has the weather been like? Have children been able to collect data about the weather, temperature, rainfall and wind direction? Have they been able to record their data? Are children able to describe the winter weather? If you have the Weather Report Activity Sheets from autumn, compare them with these. What do they notice about the temperature and the rainfall etc?</p>	<p>North, south, east, west, millimetres (mm), degrees centigrade (°C).</p>
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