

Year 1 Science Lesson Plan		Resource Checklist
Seasonal changes		<ul style="list-style-type: none">• PBuzzes• Changing Seasons poem (link in starter section)• Video camera or iPad
Learning Objective & Outcomes		
<p>Learning Objective: To identify how the seasons change</p> <p>Learning Outcomes: I can recognise and describe the different seasons I can recognise and describe how the weather changes with the seasons</p> <p>National Curriculum Coverage: To observe and describe weather associated with the seasons</p>		
Starter		
<p>Read the poem Changing Seasons to the children. You can find the words for this poem here: https://www.poemhunter.com/poem/changing-seasons-2/ (There is also a video of the poem being read, but it sounds a little computer-generated, so it's probably best just to read this out yourself!)</p> <p>Key Questions:</p> <ul style="list-style-type: none">• What does the poem describe happening in each season?• Which is your favourite season, and why?• What things make you think of Spring/Summer/Autumn/Winter? (Write these on the board for use later.)		
Main		
<p>Ask the children to get their pBuzzes out and find a partner. Starting with whichever season of the year it is when you teach this lesson, ask them to work with their partner to create a sound with their pBuzz that suggests one of the ideas you wrote on the board during the starter activity. For example, in Autumn they might play sliding sounds to show leaves falling from the trees, and in Winter they might play short, shivery, shaky sounds for the cold weather.</p> <p>Ask each pair to share their sound with the class. Ask the class to choose the 'best' two or three sounds, and then combine these. Ask everyone else to add in vocal or body percussion sounds to describe the other aspects of that season that you have written on the board. For example, rustling leaves underfoot in Autumn might be shown with a 'crunch' vocal sound, or if the children have stated 'Christmas' as one of the things that reminds them of Winter, maybe they might sing a snatch of a Christmas carol.</p> <p>Repeat for each season, or as many seasons as you have time for in the lesson.</p>		
Plenary		
<p>Perform your music in season order. Video or audio record this for assessment evidence if you wish.</p> <p>Key Questions:</p> <ul style="list-style-type: none">• Can you tell me what each sound was meant to be?• What weather do we have in that season?• How do we know the season has changed?• Which season has the longest / shortest days?		
Assessment & Evaluation		
<p>What to look for:</p> <p>Children can recognise and describe the different seasons Children can recognise and describe how the weather changes with the seasons</p>		<p>How will you know if the lesson has been successful?</p> <p>Were all the children engaged throughout? Could they all identify different seasonal elements? Could most of them describe key seasonal weather changes? Could some of them identify their feelings about the seasons, using wider vocabulary to describe these?</p>

Notes for Next Time

This space is for you to reflect on the lesson and make any notes you need.

