

Objective	Milestone Indicators	Basic Activities	Advanced Activities	Deep Activities	Resources
<p>Milestone 1</p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>- Identify the seasons and discuss changes and differences.</p> <p>INPUT:</p> <p>Show chn four seasons powerpoint - discuss each session and look at the pictures on each. Make a mind map for each season chn's experiences/knowledge. Discuss how the sun stays out longer in the summer.</p>	<p>I can name the four seasons.</p> <p>- Match season pictures with the name.</p> <p>FSU: As above, observation of chn's verbal responses about each season</p>	<p>I can describe the four seasons and name the seasons with the most and least hours of daylight.</p> <p>-Cut and stick season pictures and written response for daylight hours.</p>	<p>I can create a pictogram to show the hours of sunlight for each season.</p> <p>- I can decide which material will work the best and give at least one reason why.</p>	<ul style="list-style-type: none"> Outstanding science pictogram activity
<p>Milestone 1</p> <p>Observe closely, using simple equipment.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Observe and describe</p>	<p>- Use equipment to collect and record data.</p> <p>- Ask questions such as; 'What is the season now?', 'What weather do we expect in this season?'</p>	<p>I can describe the weather in spring by observing current weather.</p> <p>- Take chn outside to take pictures and observe weather; clouds, rain,</p>	<p>I can collect and record data about the weather in spring.</p> <p>- Record temperature, and rainfall (long term)</p>	<p>I can compare the similarities and differences between the weather in spring and one other season.</p>	<ul style="list-style-type: none"> Rulers Thermometers Wind vane - make own?

<p>weather associated with the seasons and how day length varies.</p>	<p><u>INPUT:</u></p> <p>Ask chn what season we are in now, linking back to last week's learning. Take chn's outside and have them look, listen and what signs of spring they see - looking at trees, plants, flowers, animals, sky, clouds, temperature</p>	<p>sun, wind etc.</p> <p>FSU; As above</p>			
<p>Milestone 1</p> <p>Identify and classify</p> <p>Observe and describe the weather associated with the seasons.</p>	<ul style="list-style-type: none"> - Have children observe closely and comment on what they have observed. - Ask questions about how features of the local area changes depending on season. 	<p>I can identify signs of spring.</p> <p>FSU; As above. Print out photos from spring walk for chn to label.</p>	<p>I can record signs of spring as a list.</p> <ul style="list-style-type: none"> - Sheet split into weather, plants, animals 	<p>I can explain the importance of spring for wildlife.</p>	<ul style="list-style-type: none"> • Spring walk

	<p><u>INPUT:</u></p> <p>Build on last week.</p>				
<p>Milestone 1</p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>- Identify weather changes and apply to how trees look at different times in the year</p>	<p>I can identify changes in the trees in each season.</p> <p>-Blank trees and collage materials to decorate trees for seasons; weather, sky, leaves, flowers etc.</p>	<p>I can describe how trees change in each season.</p> <p>- As basic but written explanation of seasonal changes.</p>	<p>I can create a suitcase full of items I would need to go on holiday to a cold country and justify why I would need the chosen items.</p>	<ul style="list-style-type: none"> • Blank trees and collage materials. • Youtube video – tree in 30 seconds.

	<p><u>INPUT:</u></p> <p>Watch Youtube video - watch again asking chn which season the tree is in. Discuss the changes to the tree.</p>	<p>FSU: As above, supported as appropriate</p>			
<p>Milestone 1</p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>- Identify weather changes and apply to clothes choices.</p>	<p>I can identify appropriate clothes to wear in each season.</p> <p>FSU: As above then play dress the bear on computers</p>	<p>I can identify appropriate clothes to wear in each season and say why they are appropriate.</p>	<p>I can create a suitcase full of items I would need to go on holiday to a warm country and justify why I would need the chosen items.</p>	<ul style="list-style-type: none"> • Clothes cut and stick activity. • Online game - dress the bear (ICT link) • Clothes for 4 seasons to discuss
	<p><u>INPUT:</u></p> <p>Look at clothes brought in by chn and sort them by which season the chn would wear the clothes - why would they be worn in that season and not another? Why are summer clothes light</p>				

	and short sleeved? Why are winter clothes thick?				
<p>Milestone 1</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<ul style="list-style-type: none"> - Discuss necessary safety measures for the sun related to health and safety. 	<p>I can identify things I might need to stay safe in the sun.</p> <p>FSU; Selection of clothes/accessories from range of seasons; can chn dress to protect themselves from the sun?</p>	<p>I can explain how to stay safe in the sun by creating a Sun Safety poster.</p>	<p>I can explain what might happen if people do not stay safe in the sun.</p>	<ul style="list-style-type: none"> • Photos/items; sunglasses, suncream, hat, umbrella, water etc.