

TOPIC	NATIONAL CURRICULUM	KEY VOCABULARY	POSSIBLE TRIP
SEASONAL CHANGES	- Observe changes across the four seasons. - Observe and describe weather associated with the seasons, including how day length varies.	TIER 2 (Academic): Observe, measure, record, pattern, compare, change, difference, chart. TIER 3 (Topic Specific): Autumn, Winter, Spring, Summer, weather, temperature, day length, sunrise, sunset, hibernate.	Hyde Park Learning Centre (The LookOut): Guided outdoor nature trails where pupils record seasonal weather patterns, track daily sun positions, and observe tree and plant changes across the seasons. Royal Botanic Gardens, Kew: Dedicated seasonal walks for observing leaf color changes in autumn, bare trees in winter, and new blossom buds in spring while recording daylight and weather indicators. Mad Science/Sublime Science (In-School Provider): Classroom weather workshops providing hands-on rain gauge measuring, temperature tracking, and visual models explaining day-length variation.
PRIOR LEARNING	Reception: Observing changes in weather and daily routines across different times of the year.		

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
ENQUIRY QUESTION	What are the four seasons and how do they change?	How does the weather change in Autumn?	What happens to weather and day length in Winter?	How do we know Spring has arrived?	Why is Summer the warmest season?	Why does our clothing change between seasons?
LEARNING OBJECTIVES	To identify and name the four UK seasons in order.	To observe and record Autumn weather and tree changes.	To measure and describe Winter weather and shorter day length.	To observe signs of growth and lengthening daylight in Spring.	To compare Summer weather and long day length to other seasons.	To seek patterns between seasonal weather and human choices.
ACTIVITY WORKING SCIENTIFICALLY SKILLS	PATTERN SEEKING: Create a 4-season wheel. Sort seasonal imagery into correct sequence.	OBSERVING OVER TIME: Measure rainfall in a gauge and collect falling leaves. Record leaf colour changes.	MEASURING & RECORDING: Record time it gets dark each day. Measure daily temperatures with simple thermometers.	OBSERVING & RECORDING: Nature walk to spot spring growth (buds, blossoms) and record daily sunrise times.	PATTERN SEEKING: Compare hours of sunlight across seasons using daily photo logs.	PATTERN SEEKING: Sort clothing items (coats, sun hats, boots) into seasons and chart seasonal weather choices.

ASSESSMENT	Name all 4 seasons in sequence.	Explain why leaves fall and temperatures drop in Autumn.	State that Winter has the shortest days and coldest weather.	Identify 2 signs of Spring growth.	Explain why Summer days have more hours of sunlight.	Match clothing types correctly to seasonal weather data.
END POINT ASSESSMENT	By the end of this unit, pupils will know that the UK has four seasons (Autumn, Winter, Spring, Summer). They will describe weather patterns and daylight changes associated with each season (e.g., shorter days in winter, longer days in summer) and explain how humans and animals adapt.					
HIGHER ORDER QUESTIONS	What would happen if we didn't have seasons?	Do trees with bigger leaves lose their leaves first in Autumn?	Why do some animals hibernate during Winter?	Does it rain more in Spring than in Autumn?	Why is the Sun higher and brighter in Summer?	How would our clothes be different if it was Summer all year?
FURTHER OPTIONAL QUESTIONS/BIG QUESTIONS FOR DISPLAY	Why does it get dark before bedtime in winter? What happens to animals when the trees lose their leaves? Does it always rain more in spring?					
INCLUSION & ADAPTATION <i>Pre-teaching Vocabulary:</i> Introduce the Tier 3 vocabulary before the lesson	Tactile 4-season picture wheel with clear visual icons.	Leaf rubbing activity with pre-sorted, real autumn leaf samples.	Non-standard measuring (marking water levels with tape on a rain collector).	Photo-matching card hunt for signs of spring growth in school grounds.	Visual daylight vs darkness bar chart using yellow and black blocks.	Real clothing sorting activity (heavy coat vs light t-shirt).
GREATER DEPTH	Research why different parts of the world do not have 4 UK-style seasons.	Test whether leaf size affects how fast leaves fall off trees in wind simulations.	Track sunrise/sunset times using secondary sources to calculate exact daylight differences.	Compare UK spring weather patterns with spring in another hemisphere.	Create a line graph tracking temperature changes from Winter to Summer.	Evaluate weather forecast patterns over a month and present findings.