

# Y1 – Seasonal changes – What are the seasons?

# Lesson 2

Lesson	2 of 9	National Curriculum links		Key lesson question		What is the weather like in autumn?	
Learning objective		NC Year 1: Children will: <ul style="list-style-type: none"><li>• observe changes across the four seasons</li><li>• observe and describe weather associated with the seasons and how the day length varies</li></ul> Working scientifically: <ul style="list-style-type: none"><li>• gathering and recording data to help in answering questions</li></ul>		Resources			
I can observe and describe the signs of autumn in animals, plants, humans and the weather				<ul style="list-style-type: none"><li>• lesson presentation (PPT)</li><li>• stop and jot worksheet</li><li>• practical activity ideas</li><li>• activity worksheet</li><li>• clipboards and pencils</li></ul>			
Teaching input							
<p><b>Scientific skills</b> – Review the ‘scientific enquiry’ and ‘working scientifically’ skills the children will use in this lesson, highlighting observing and recording data on the slide.</p> <p><b>What are the seasons?</b> – This slide shows the lesson questions the children will answer in this unit. The current lesson’s question is highlighted on the slide.</p> <p><b>Key vocabulary for this lesson</b> – Go through the key vocabulary for this lesson and their definitions. Have any of the children heard these words before? Did they already know their meanings? Remind children that weather is a word they already know from the previous lesson.</p> <p><b>Observing</b> – reintroduce Jada. Choose a child to read what she says about the scientific enquiry type, ‘observing’.</p> <p><b>Let’s recap</b> – Across the next two slides, ask children to recall signs of autumn with their learning partner. Share ideas as a class. Recap how signs of autumn can be grouped into humans, animals, plants, and weather.</p> <p><b>Weather</b> – Read through Jada’s explanation of weather. Children identify the types of weather with a partner before answers are revealed. Different types of weather (rainy, sunny, windy, cloudy) happen in all seasons.</p> <p><b>The weather in autumn</b> – Children discuss the questions about autumn weather with a partner. Gather class feedback before revealing Jada’s explanation on the following slide. Highlight that autumn is often rainier and cloudier, but all types of weather can still happen.</p> <p><b>Daylight</b> – These two slides help the children to understand more about daylight. Check that the children understand the concept of day and night. Introduce the terms sunrise and sunset. Play a movement game. Children crouch down as if it is night. Say sunrise and the children slowly stand up and stretch their arms like the sun. Say sunset, the children crouch back down. Repeat. Read through the slide explaining daylight and how the amount of daylight becomes shorter in autumn. Explicitly address the misconception that days get “shorter” – explain it is the time we have daylight for, not the day itself, that changes. Go through the keywords and definitions in the ‘New word alert!’ box</p> <p><b>Humans</b> – Read through the slide explaining that in autumn the weather often becomes colder and wetter. Children discuss with a partner what people might wear to stay warm and dry. Share ideas, encouraging them to think beyond just clothes (e.g., umbrellas, boots).</p> <p><b>Stop and jot</b> – Across the next two slides, children draw items that keep people warm and dry in autumn onto their stop and jot template. Use the PPT images as support. After drawing, children walk around with their learning partner to view others’ work, discussing which items are good choices and whether anything important is missing.</p> <p><b>Activity</b> – Explain that children will keep a weather diary for 5 days, recording the weather in the morning and afternoon. They can use drawings or weather symbols to remember what they observed. Optionally, create a class weather chart (on the PPT or on paper). Photograph each weather observation and save for future comparison with other seasons. Once the diary is complete, return to the final PPT slide to interpret results together: Which weather happened most? Was morning weather the same as afternoon weather?</p> <p><b>Challenge</b> – Show the images and ask children to choose the odd one out. Remind them there is no single correct answer - what matters is their reasoning. Encourage a range of justifications (e.g., the snowman is linked to winter, or the umbrella is different because it’s an object, not weather etc.).</p>							
Main activity							
<p>Children go outside (or look from the classroom if weather is severe) to observe the weather. They record what they see in their weather diary using drawings, symbols, or simple labels. Adapted resources are available in the lesson pack.</p> <p>Children repeat the observation later in the day. They record the afternoon weather in the same way. They repeat the process for 5 days.</p> <p>Afterwards, they compare the two sets of observations, talking about what stayed the same and what was different. As a class, discuss what this shows us about autumn weather and how it can change during the day.</p>							
Challenge							
<p>Children look carefully at a set of pictures and decide which one is the odd one out. They explain their choice to a partner, then share with the class. There is no single correct answer, what matters is their reasoning</p>							
Cumulative quiz questions		Self-assessment		Key vocabulary			
<ul style="list-style-type: none"><li>• Which sentence is true about autumn? (multiple choice)</li><li>• True or false? We can see all types of weather in every season, but in autumn it is often rainier and cloudier.</li><li>• In autumn, people often wear a ____ to keep warm and dry.</li></ul>		<ul style="list-style-type: none"><li>• I can name common types of autumn weather.</li><li>• I can identify suitable clothing and accessories for autumn weather.</li><li>• I can record and describe weather observations over time (using drawings, charts or tables).</li></ul>		<p><b>Sun</b> – the star that gives us light and warmth</p> <p><b>rain</b> – water that falls from the sky</p> <p><b>cloud</b> – white or grey shapes in the sky made from tiny drops of water</p> <p><b>wind</b> – moving air that we can feel</p> <p><b>weather</b> – what the air and sky are like outside</p>			