



# Seasonal changes

**What are the seasons?**

**Lesson 3: What events  
happen in autumn?**



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# Scientific enquiry types and skills



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## Scientific enquiry skills



Testing



Researching



Observing ✓



Pattern seeking



Identifying & classifying



Problem solving

## Working scientifically skills



Asking questions



Making predictions



Setting up tests



Observing & measuring



Recording data ✓



Interpreting & communicating results



Evaluating



# What are the seasons?

## Part 1

**Lesson 1:** When is autumn?

**Lesson 2:** What is the weather like in autumn?

**Lesson 3:** What events happen during autumn?

## Part 2

**Lesson 4:** When is winter?

**Lesson 5:** What is the weather like in winter?

**Lesson 6:** What events happen during winter?

## Part 3

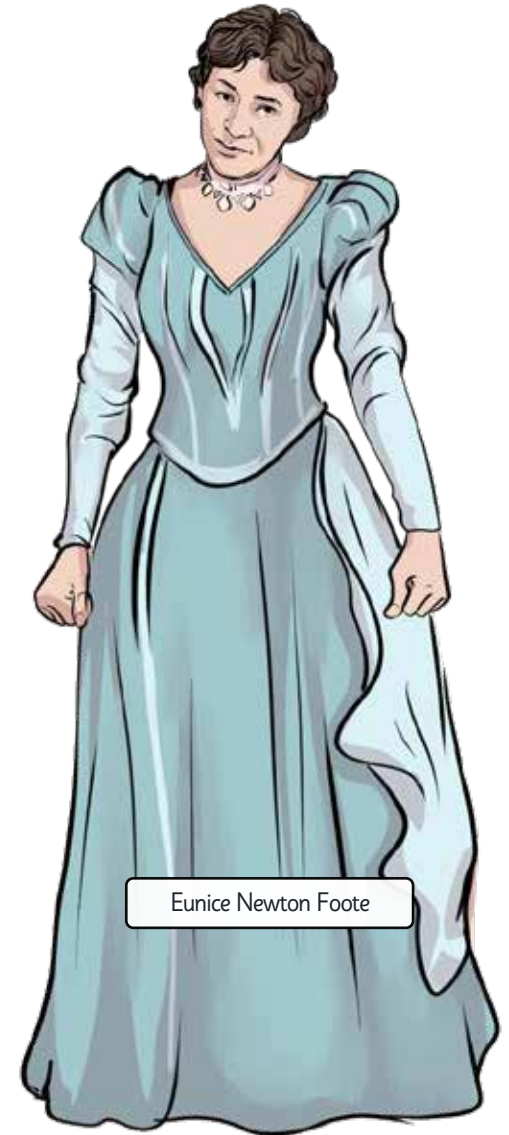
**Lesson 7:** When is spring?

**Lesson 8:** When is summer?

**Lesson 9:** How does the day change?



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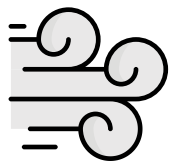


# Key vocabulary for this lesson



**rain**

– water that falls from the sky



**wind**

– moving air that we can feel



**sun**

– the star that gives us light and warmth



**cloud**

– white or grey shapes in the sky made from tiny drops of water



**weather**

– what the air and sky are like outside



# Observing



Hi, I'm Jada, and I'm a **meteorologist**. That means I study the **weather**! **Weather** means **what the air and sky are like outside**. I have to look at (**observe**) the sky to see if it is **rainy, cloudy, sunny or snowy**.



# Let's recap



**Autumn** is one of the **four seasons**.  
What happens in autumn?



**Discuss** this question with your **learning partner**.  
Can you recall two signs of autumn?  
Be ready to **feed back** to the class.





# Let's recap

answers



Did you remember these  
**signs of autumn?**

How have they been  
grouped?

Yes! By **plants, animals**  
and **humans**.



# Weather

**Discuss** this question with your **learning partner**.

Can you **identify** the **types of weather** shown by these weather symbols?

Be ready to **share** your ideas before the answers are revealed.



Use these sentence starters to help you:  
I think this is \_\_\_\_\_  
This shows \_\_\_\_\_







**rainy**



**stormy**



**cloudy**



**snowy**



**sunny**

# The weather in autumn



sunny



rainy



snowy



stormy



cloudy

Which **weather** do we **see** most in **autumn**?

Which **weather** do we **not see** a lot in **autumn**?

**Discuss** these questions with your learning partner. Be ready to **feed back** to the class.



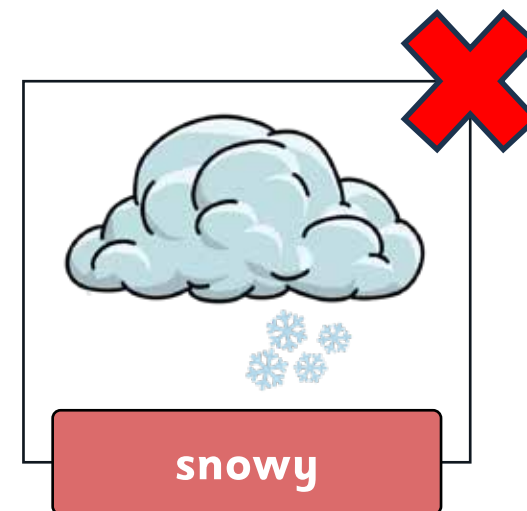
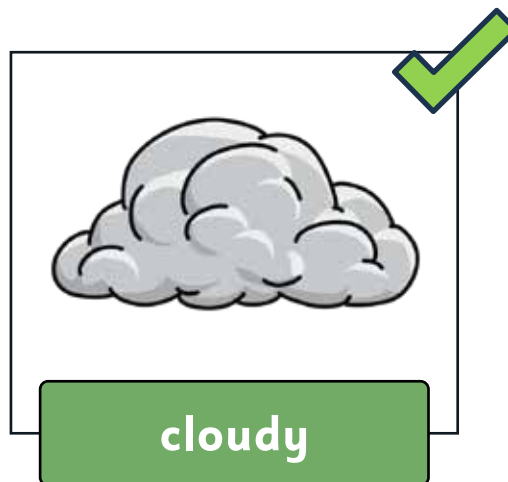
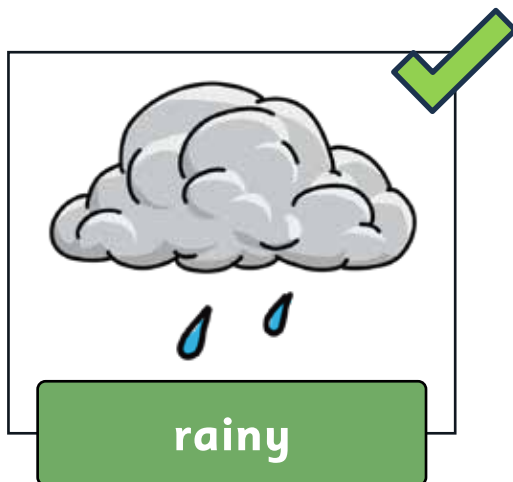
# The weather in autumn

answers



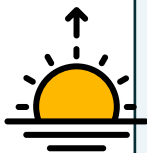
In autumn, it is often **rainy** and **cloudy**, but we can still get all types of weather.

We **do not** get a lot of **snow** in autumn.



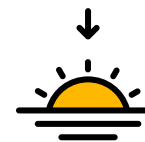


# Daylight



## New word alert!

**sunrise** – when the Sun comes up in the morning and the day begins



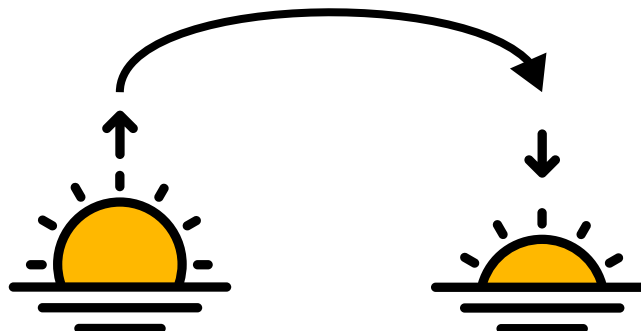
## New word alert!

**sunset** – when the Sun goes down in the evening and night begins

Every day has a time when it is light (**day**)  
and a time when it is dark (**night**).



**Sunrise** is when the **Sun comes up** in the morning and the **day begins**.



**Sunset** is when the **Sun goes down** in the evening and **night begins**.

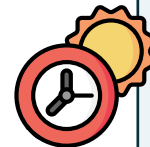
## Sunrise and sunset movement activity:

Listen to the instructions from your teacher to act out sunrise and sunset.



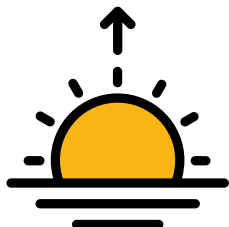
# Daylight

In autumn the time between sunrise and sunset is **shorter**.  
This time is called **daylight**.

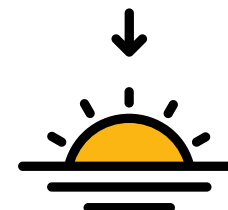


**New word alert!**  
**daylight** – the hours between  
sunrise and sunset

In autumn,  
the **Sun rises later**.

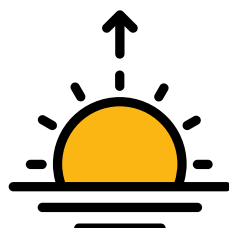


In autumn we get  
**less daylight**.

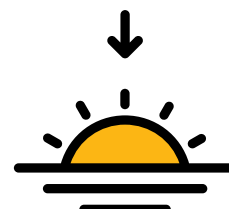


In autumn,  
the **Sun sets earlier**.

**sunrise**



**sunset**





# Humans

We often get more **rain and wind** in autumn, than in the other seasons.

It starts getting **colder** in autumn too.



What do **people wear** in autumn to keep **warm** and **dry**?





Recording  
data

# Stop and jot

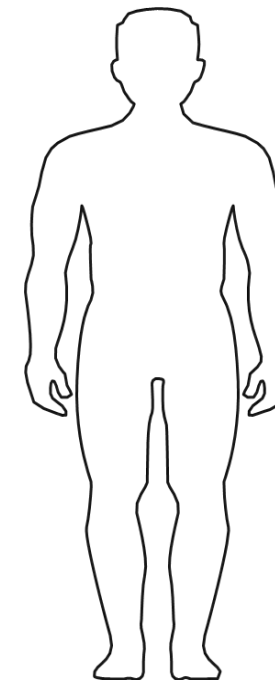


Draw and label things that help keep people **warm** and **dry** on an autumn day.

Be ready to **feed back** to the class before the **answers** are revealed.

## Stop and jot

**Draw** and **label** things that help keep people **warm** and **dry** on an autumn day.



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# Stop and jot

answers



Recording  
data

Let's share our ideas.

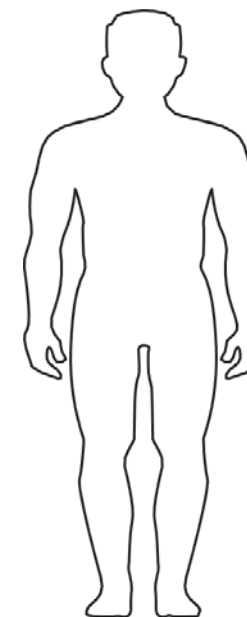
Put your design on your table. Walk around the classroom and **look at the outfits**.

What items are good to help keep people **warm** and **dry in autumn**?

Was anything **missing**?

## Stop and jot

Draw and label things that help keep people **warm** and **dry** on an **autumn** day.



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# Activity



Let's share our ideas.

For the **next five days**, we will look outside at the weather in the morning and in the afternoon and create a **weather diary**

We will **draw pictures** in the table to record what the weather was like.

We will take a **photo** each time so we can **compare**.

## Activity - weather diary



	Morning	Afternoon	
Day 1			
Day 2			
Day 3			
Day 4			
Day 5			
stormy	cloudy	sunny	rainy





# Class weather diary



	Morning	Afternoon
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		



Scientists record **so they can remember** what they observed.





# Challenge

Which is the odd one out?



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Talk to your **learning partner** about which is the **odd one out**.

Why do you think it is the **odd one out**? Explain your answer.



# Class weather diary

**answers**

## What did we find out?

Let's look at our weather charts and think about these questions:

- Which type of weather did we observe the most?
- Was the weather the same in the morning and afternoon?
- What have we learnt about autumn weather?

Use these sentence starters to help you answer the questions:

"I saw more \_\_\_\_\_ than \_\_\_\_\_."

"The morning was \_\_\_\_\_, but the afternoon was \_\_\_\_\_."

"In the autumn the weather is often \_\_\_\_\_"

