

Plan for Focused Assessment of Science

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| Topic: Seasons throughout the year | Year 1 Age 5-6 | Title: Seasonal change |
| Working Scientifically Do: Observe over time and record data to help in answering questions | | Conceptual Knowledge Observe changes across the four seasons |
| Assessment Focus <ul style="list-style-type: none"> Can children observe and record changes across the seasons? Can children observe and describe the weather associated with each season and how the day length varies? | | |
| Elicitation (September) What do you know about the seasons? Children to complete a drawing about the four season. Adult to scribe comments. Activity (each season) Go on a 'welly walk' to the same place, observe some trees - ensure that on your walk you observe a deciduous and an evergreen tree. Look at the signs of the season and make collections and take photos. Identify and take photos of each tree and the signs of the season. Record the temperature on your walk. Adult scribe comments from children. Back in class (each season) Plot the changes using the photographs of a deciduous tree and an evergreen tree throughout the seasons. Complete daily weather charts for a week each season. Explore and discuss collections. Seasonal display – use photos of the walk, collections and data. Autumn - falling leaves, seeds, fruits, changing colours, dew on grass, temperature, mini beasts, temperature, clothing Spring – buds on trees, new growth, blossom, bird song, grass, warmth, temperature, clothing Summer – full trees, colours, mini beasts, wild flowers, temperature, clothing Winter – bare trees, hard ground, lack of plants, temperature, clothing Assessment of knowledge (July) Children to use a photocopy of the elicitation to add new knowledge, include comparisons and descriptions. Share with a partner. Compare the weekly weather charts and discuss the changes and how it made you feel and how it affects the seasons. Adapting the activity Support: Adult to support observations on the walk and scribe comments. Extension: To begin to make connections between the seasons, ask children what has changed since last time. Other: Measure rainfall in different seasons Key Questions <ul style="list-style-type: none"> What have you observed? How have things changed? How has the weather changed? What are the differences between the seasons? Why have things changed? | | |

Assessment Indicators

Not yet met: With support, children can observe and record what they see at the time.

Meeting: Observe, record and describe changes in plants, temperature and the weather across the four seasons.

Exceeding: Use records of data from previous sessions to begin to make links between their observations and to offer explanations for seasonal change, *e.g. I saw more flowers in spring because it is getting warmer, it is colder in the winter and I need more clothes because we are further from the sun.*