

SUBJECT

Science			
EYFS	Year 1	Year 2	Year 3 (KS2)
WORKING SCIENTIFICALLY-QUESTIONING			
In play children can follow their own initiative curiosity and drives to find things out	Ask simple questions and recognise that they can be answered in different ways		Ask relevant questions and using different types of scientific enquiries to answer them
KNOWLEDGE			
<p>Knows about similarities and differences in relation to places, objects, materials and living things.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	Question words include what, why, how, when, who and which	Questions can help us find out about the world	Questions can help us find out about the world and can be answered in different ways
SKILLS			
<p>Looks closely at similarities, differences, patterns and change in nature.</p> <p>Talks about the features of their own immediate environment and how environments might vary from one another.</p>	Ask simple scientific questions	Ask and answer scientific questions about the world around them	Ask questions about the world around them and explain that they can be answered in different ways

Makes observations of animals and plants and explains why some things occur, and talks about changes			
VOCABULARY			
Question, answer.	Question, answer, investigate.	Question, answer, observe.	research - relevant questions scientific enquiry comparative and fair test systematic, careful observation accurate measurements equipment - thermometer, data logger data - gather, record, classify, present KS1 record - drawings, labelled diagrams, keys, bar charts, tables oral and written explanations conclusion predictions differences, similarities, changes evidence improve secondary sources guides, keys construct interpret
WORKING SCIENTIFICALLY-PLANNING & PREDICTING			
	Performing simple tests		Setting up simple practical enquiries, comparative and fair tests
KNOWLEDGE			
Knows about similarities and differences in relation to places, objects, materials and living things. Know some similarities and differences between the natural world around them	Simple tests can be carried out by following a set of instructions	Tests can be carried out by following a set of instructions. A prediction is a guess for what might happen in an investigation.	Tests can be carried out by following a set of instructions. A prediction is a guess for what might happen in an

<p>and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>			<p>investigation based on some prior knowledge</p>
SKILLS			
<p>Looks closely at similarities, differences, patterns and change in nature.</p> <p>Talks about the features of their own immediate environment and how environments might vary from one another.</p> <p>Makes observations of animals and plants and explains why some things occur, and talks about changes</p>	<p>With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen.</p>	<p>With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen and suggest ways to answer their questions.</p>	<p>Set up and carry out some simple, comparative and fair tests, making predictions for what might happen based on what they know already.</p>
VOCABULARY			
	<p>Instruction, test, experiment, question, investigate, answer</p>	<p>Predict, investigate, experiment, question, answer</p>	<p>Predict, investigate, experiment, question, answer, conclusion</p>
WORKING SCIENTIFICALLY – OBSERVING AND MEASURING			
	<p>Observing closely, using simple equipment</p>		<p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units,</p>

			using a range of equipment.
KNOWLEDGE			
<p>Knows about similarities and differences in relation to places, objects, materials and living things.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Simple equipment is used to measure and observe. These may include rulers, metre sticks, measuring tapes, timers and magnifying glasses.</p>	<p>Simple equipment is used to measure and observe. These may include metre sticks, measuring tapes, timers and magnifying glasses and trundle wheels.</p>	<p>Equipment is used to take measurements in standard units. Examples include sensors, timers (seconds, minutes and hours), thermometers (degrees Centigrade), and metre sticks, rulers or trundle wheels (mm, cm and m)</p>
SKILLS			
<p>Looks closely at similarities, differences, patterns and change in nature.</p> <p>Talks about the features of their own immediate environment and how environments might vary from one another.</p> <p>Makes observations of animals and plants and explains why some things occur, and talks about changes</p>	<p>With support, use simple equipment to measure and make observations</p>	<p>Use simple equipment to measure and make observations.</p>	<p>Taking measurements in standard units, using a range of simple equipment.</p> <p>Making increasing careful observations, identifying similarities, differences and changes, and making simple connections.</p>
VOCABULARY			
	observe, sort, group, equipment.	Observing, equipment, identify, classify, sort, group,	Measure, unit, similarities, differences, connection.

WORKING SCIENTIFICALLY – EXPERIMENTING

Identifying and classifying

Gathering, recording, classifying and presenting data in a variety of ways to help answer questions

KNOWLEDGE

Knows about similarities and differences in relation to places, objects, materials and living things.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Objects, materials and living things can be looked at and compared.

Objects, materials and living things can be looked at and compared and grouped according to their features.

Data can be recorded and displayed in different ways, including tables, charts, graphs, keys and labelled diagrams.

SKILLS

Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.

Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning.

Gather, record and classify and present data in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy.

Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.

Vocabulary

Observe, sort, group, reason, explain.

Gather, record, classify, diagram, chart, graph, explain, answer.

Observe, data, group, features, classify

WORKING SCIENTIFICALLY – ANALYSING

	Using their observations and ideas to suggest answers to questions	Recording findings using simple scientific language, drawings, labelled diagrams, keys bar charts and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
KNOWLEDGE		
<p>Knows about similarities and differences in relation to places, objects, materials and living things.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	Data can be recorded and displayed in different ways , including tables, pictograms and drawings.	Data can be recorded and displayed in different ways, including tables, pictograms and drawings and charts.
		Data can be recorded and displayed in different ways, including tables, charts, graphs and labelled diagrams . Data can be used to provide evident to answer questions. Results are information that has been discovered as part of an investigation. A conclusion is the answer to a question that uses the evidence collected.
SKILLS		
Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.	With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams.)	Use a range of methods (tables, charts, diagrams, Venn diagrams) to gather and record simple data with some accuracy.
		Use a range of methods (tables, charts, diagrams, Venn diagrams) to gather and record simple data with increasing accuracy. Using suitable vocabulary to talk or write about what they have done, what the purpose was and with help, draw a simple conclusion based

			on evidence collected, beginning to identify next steps or improvements.
VOCABULARY			
	Result, table, chart.	diagram, chart, map data, record - compare, contrast, describe	Tables, conclusions, evidence.
WORKING SCIENTIFICALLY – EXPLAINING AND EVALUATING			
	Gathering and recording data to help in answering questions.		Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings.
KNOWLEDGE			
Knows about similarities and differences in relation to places, objects, materials and living things. Know some similarities and differences between the natural world around them and contrasting environments, drawing	The results are information that has been found out from an investigation.	The results are information that has been found out from an investigation and can be used to answer a question.	Results are information that has been found out from an investigation. A conclusion is the answer to a question that uses the evidence collected.

<p>on their experiences and what has been read in class.</p>			<p>An observation involves looking closely at objects, materials and living things, which can be compared and grouped according to their features.</p>
SKILLS			
<p>Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.</p>	<p>Talk about what they have done and say, with help, what they think they have found out. Observe the local environment throughout the year and ask and answer questions about living things and seasonal change.</p>	<p>Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language.</p>	<p>Use suitable vocabulary to talk or write about what they have done, what the purpose was and, with help, draw a simple conclusion based on evidence collected, beginning to identify next steps or improvements. Make increasingly careful observations, identifying similarities, differences and changes, and making simple connections</p>
VOCABULARY			
	<p>Answer, result, investigation, experiment.</p>	<p>Result, answer, conclusion, data, information</p>	<p>Evidence, conclusion, similarities, differences</p>
PLANTS			
<p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p>	<ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. 	<ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a 	<ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants; roots,

	<ul style="list-style-type: none"> Identify and describe the basic structure of a variety of common flowering plants including trees. 	<p>suitable temperature to grow and stay healthy.</p>	<p>stem/trunk, leaves and flowers.</p> <ul style="list-style-type: none"> Explore the requirements of plants for life and growth (air. Light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
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KNOWLEDGE

<p>Knows about similarities and differences in relation to places, objects, materials and living things.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>Plants grow from seeds and bulbs.</p> <p>Seeds and bulbs need nutrients from soil, water and warmth to start growing (germinate). As the plant grows bigger, it develops leaves and flowers.</p> <p>Plants need water, light and a suitable temperature to grow and stay healthy. Without any one of these things, they will die.</p> <p>Plants are living things.</p>	<p>The plant's roots anchor the plant in the ground and transport water and minerals from the ground to the plant. The stem (or trunk) support the plant above the ground. The leaves collect energy from the sun and make food for the plant. Flowers make seeds to produce new plants.</p> <p>Different plants have different needs depending on their habitat. Examples include cacti, which need less water than is typical, and ferns, which can grow in lower light levels.</p>	<p>Flowers are important in the life cycle of flowering plants. The stages of a plant's life cycle include germination, flower production, pollination, fertilisation, seed formation and seed dispersal. Insects and the wind can transfer pollen from one plant to another (pollination). Animals, wind, water and</p>
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	<p>Common plants include the daisy, daffodil and grass.</p> <p>Trees are large, woody plants and are either evergreen or deciduous.</p> <p>Trees that lose their leaves in the autumn are called deciduous trees (e.g. oak, beech and rowan.)</p> <p>Trees that keep their leaves all year round are called evergreen trees (e.g. holly and pine.)</p> <p>The basic plant parts include root, stem, leaf, flower, petal, fruit, seed and bulb.</p> <p>Trees have a woody stem called a trunk.</p>	<p>Water is transported in plants from the roots, through the stem and to the leaves, through tiny tubes called xylem.</p> <p>Flowers are important in the life cycle of flowering plants. The stages of a plant's life cycle include germination, flower production, pollination, fertilization, seed formation and seed dispersal. Insects and the wind can transfer pollen from the plant to another (pollination). Animals, wind, water and explosions can disperse seeds away from the parent plant (seed dispersal).</p>	<p>explosions can disperse seeds away from the parent plant (seed dispersal).</p> <p>The plant's roots anchor the plant in the ground and transport water and minerals from the ground to the plant. The stem (or trunk) support the plant above the ground. The leaves collect energy from the Sun and make food for the plant. Flowers make seeds to produce new plants. Different plants have different needs depending on their habitat. Examples include cacti, which need less water than is typical, and ferns, which can grow in lower light levels. Water is transported in plants from the roots, through the stem and to the leaves, through tiny tubes called xylem.</p>
SKILLS			
<p>Looks closely at similarities, differences, patterns and change in nature. Talks about the features of their own immediate environment and how environments might vary from one another. Makes observations of animals</p>	<p>Identify, compare, group and sort a variety of common plants, including deciduous and evergreen trees, based on observable features.</p>	<p>Observe and describe how seeds and bulbs change over time as they grow into mature plants.</p>	<p>Name and describe the functions of the different part of flowering plants (roots, stem, leaves and flowers).</p>

<p>and plants and explains why some things occur, and talks about changes.</p> <p>L</p>	<p>Label and describe the basic structure of a variety of common plants.</p>	<p>Describe how plants need water, light and a suitable temperature to grow into mature plants.</p> <p>Describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Describe the requirements of plants for life and growth (air, light, water, nutrients and room to grow) and how they vary from plant to plant.</p> <p>Investigate how water is transported within plants.</p> <p>Draw and label the life cycle of a flowering plant.</p>
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VOCABULARY

<p>Plants, flowers, trees, leaves, root</p>	<p>common tree - deciduous blossom, petals, root, wild plants evergreen, trunk stem garden plants branches, leaf, root fruit deciduous vegetables evergreen plant - leaf, root, bulb leaves, bud, flowers seed</p>	<p>water grow reproduction light healthy suitable temperature germination</p>	<p>structure - flowering plants roots, stem/trunk, leaves, flowers requirements for life and growth - air, light, water, nutrients from soil, room to grow function - nutrients, support, reproduction makes its own food needs vary, fertiliser life cycle - flowers pollination, seed formation, seed dispersal</p>
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ANIMALS INCLUDING HUMANS

<p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>	<p>Notice that animals, including humans have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p>	<p>Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat.</p>
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	<p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Identify, name draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p>	<p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>
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KNOWLEDGE

<p>Knows about similarities and differences in relation to places, objects, materials and living things.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>Animals are living things. Animals can be sorted and grouped into six main groups: fish, amphibians, reptiles, birds, mammals and invertebrates.</p> <p>Carnivores eat other animals (meat) herbivores eat plants and omnivores eat other animals and plants.</p> <p>Different animal groups have some common body parts, such as eyes and a mouth and some different body parts, such as fins or wings.</p> <p>The basic body parts are the head, arms. Legs, nose, eyes, ears, mouth, hands and feet. The five senses are hearing, sight, smell, taste and touch. Ears are used for hearing, eyes are used to see, the nose is used to smell, the tongue is used to taste and skin gives the sense of touch.</p>	<p>Human offspring go through different stages as they grow to become adults. These include baby, toddler, child, teenager and adult.</p> <p>Animals have offspring that grow into adults. Different animals have different stages of growth or life cycles.</p> <p>Humans need water, food, air and shelter to survive.</p> <p>Animals need water, food, air and shelter to survive. Their habitat must provide all these things.</p> <p>A healthy lifestyle includes exercise, good hygiene and a balanced diet.</p>	<p>Animals cannot make their own food and need to get nutrition from the food they eat. Carnivores get their nutrition from eating other animals. Herbivores get their nutrition from plants. Omnivores get their nutrition from eating a variety of plants and other animals.</p> <p>Humans have to get nutrition from what they eat. It is important to have a balanced diet made up of the main food groups, including proteins, carbohydrates, fruit and vegetables, dairy products and alternatives, and fats and spreads. Humans need to stay hydrated by drinking water.</p> <p>Humans have a skeleton and muscles for</p>
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			<p>movement, support and protecting organs. Major bones in the human body include the skull, ribs, spine, humerus, ulna, radius, pelvis, femur, tibia and fibula. Major muscle groups in the human body include the biceps, triceps, abdominals, trapezius, gluteals, hamstrings, quadriceps, deltoids, gastrocnemius, latissimus dorsi and pectorals.</p> <p>Some animals have skeletons for support, movement and protection. Endoskeletons are those found inside some animals, such as humans, cats and horses. Exoskeletons are those found on the outside of some animals, such as beetles and flies. Some animals have no skeleton, such as slugs and jellyfish.</p>
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SKILLS

<p>Looks closely at similarities, differences, patterns and change in nature. Talks about the features of their own immediate environment and how environments might vary from one another. Makes observations of animals</p>	<p>Identify, compare, group and sort a variety of common animals, including fish, amphibians, reptiles, birds and mammals, based on observable features.</p>	<p>Describe the stages of human development (baby, toddler, child, teenager and adult)</p> <p>Describe the basic life cycles of some familiar animals (egg, caterpillar, pupa,</p>	<p>Compare and contrast the diets of different animals.</p>
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<p>and plants and explains why some things occur, and talks about changes.</p>	<p>Group and sort a variety of common animals based on the foods they eat.</p> <p>Label and describe the basic structure of a variety of common animals.</p> <p>Draw and label the main parts of the human body and say which body part is associated with which sense.</p>	<p>butterfly; egg, chick, chicken; spawn, tadpole, froglet, frog).</p> <p>Describe what humans need to survive.</p> <p>Explain how animals, including humans, need water, food, air and shelter to survive.</p> <p>Describe the importance of a healthy lifestyle, including exercise, a balanced diet and good hygiene.</p>	<p>Explain the importance and characteristics of a healthy, balanced diet.</p> <p>Describe how humans need the skeleton and muscles for support, protection and movement.</p> <p>Identify and group animals that have no skeleton, an internal skeleton (endoskeleton) and an external skeleton (exoskeleton).</p>
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VOCABULARY

<p>Animals, fish, birds, reptiles insects, minibeasts.</p>	<p>Common animals, carnivores, herbivores, omnivores, mammals, reptiles, fish, birds, amphibians, pets</p>	<p>Offspring, grow, adults, survival, baby, child, teenager, adult, nutrition, reproduce, exercise, hygiene</p>	
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LIVING THINGS AND THEIR HABITATS

<p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Know some similarities and differences between the natural world around them and contrasting environments</p>	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats including microhabitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food.</p>	
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KNOWLEDGE

		<p>Living things are those that are alive. Dead things are those that were once living but are no longer. Some things have never been alive.</p> <p>Local habitats include parks, woodlands and gardens. Habitats beyond the locality include beaches, rainforests, deserts, oceans and mountains. All living things live in a habitat to which they are suited and it must provide everything they need to survive.</p> <p>A habitat is a place where a living thing lives. A microhabitat is a very small habitat (eg under a log or rock).</p> <p>Food chains show how living things depend on one another for food. All food chains start with a plant, followed by animals that either eat the plant or other animals.</p>	
SKILLS			
		<p>Compare and group things that are living, dead or have never been alive.</p> <p>Describe a range of local habitats and habitats beyond their locality (rainforests, deserts, oceans and mountains) and what all habitats provide for the things that live there.</p> <p>Identify and name a variety of plants and animals in a range of habitats and microhabitats.</p> <p>Interpret and construct simple food chains to describe how living things</p>	

		depend on each other as a source of food.	
VOCABULARY			
		Living, dead , never alive , habitats, micro-habitats, food , food chain , sun, grass, cow, human , alive, Leaf, litter, stony path , under bushes shelter, seashore, woodland, ocean rainforest , conditions , hot/warm/cold dry/damp/wet bright/shade/dark	Environment, flowering, non-flowering, plants, animals, vertebrate, dangers, amphibians, reptiles, birdes, mammals, invertebrates.
MATERIALS			
<p>Knows about similarities and differences in relation to places, objects, materials and living things.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid object made from some materials can be changed by squashing, bending, twisting and stretching.</p>	
KNOWLEDGE			
<p>To use their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.</p>	<p>A material is what an object is made from. Everyday materials include wood, plastic, glass, metal, water, rock, brick, paper and fabric.</p> <p>Materials have different properties, such as hard or soft; stretchy or stiff; rough or smooth; opaque or transparent;</p>	<p>A material's physical properties make it suitable for particular purposes, such as glass for windows and brick for building walls. Many materials are used for more than one purpose, such as metal for cutlery and cars.</p>	

	<p>bendy or rigid; waterproof or not waterproof; magnetic or non-magnetic.</p> <p>Materials can be grouped according to their properties</p>	<p>Some objects and materials can be changed by squashing, bending, twisting, stretching, heating, cooling, mixing and being left to decay.</p>	
SKILLS			
<p>To develop their own ideas through experimentation with diverse materials, to express and communicate their discoveries and understanding.</p>	<p>Identify and name what an object is made from, including wood, plastic, glass, metal, water and rock.</p> <p>Investigate and describe the simple physical properties of some everyday materials, such as hard or soft; stretchy or stiff; rough or smooth; opaque or transparent; bendy or rigid; waterproof or not waterproof and magnetic or non-magnetic.</p> <p>Compare and group materials in a variety of ways, such as based on their physical properties; being natural or man-made and being recyclable or non-recyclable.</p>	<p>Compare the suitability of a range of everyday materials for particular uses.</p> <p>Describe how some objects and materials can be changed and how these changes can be desirable or undesirable.</p>	
VOCABULARY			
<p>Materials, hard, sort, wood, plastic, glass, metal</p>	<p>Material – wood, plastic, glass, metal, water, rock</p> <p>Properties – hard, soft, stretch, stiff, shiny/dull, rough/smooth, bendy/not bendy, waterproof/not waterproof, absorbent, not absorbent</p> <p>Brick, paper, fabrics, elastic, foil</p>	<p>Wood, metal, plastic, glass, brick, rock, paper, cardboard, squashing, bending, twisting, stretching</p> <p>Metal – coins, cans, cars, table, legs</p> <p>Wood – matches, floors</p>	<p>Appearance, physical properties: hard, soft, shiny/dull, rough/smooth, absorbent/waterproof</p> <p>Fossils – sedimentary rock</p>
SEASONAL CHANGES			
<p>Understand some important processes and changes in the natural world around</p>	<ul style="list-style-type: none"> Observe changes across the four seasons. 		

<p>them, including the seasons and changing states of matter</p>	<ul style="list-style-type: none"> Observe and describe weather associated with the seasons and how day length varies. 		
KNOWLEDGE			
	<p>There are four seasons: spring, summer, autumn and winter. Certain events and weather patterns happen in different seasons.</p> <p>Day length (the number of daylight hours) is longer in the summer months and shorter in the winter months.</p> <p>Different types of weather include sun, rain, hail, wind, snow, fog, lightning, storm and cloud. The weather can change daily and some weather types are more common in certain seasons, such as snow in winter.</p>		
SKILLS			
	<p>Observe changes across the four seasons.</p> <p>Observe and describe how day length changes across the year.</p> <p>Observe and describe different types of weather</p>		
VOCABULARY			
	<p>season, spring, summer, autumn, winter, month, year, day, night, sun, moon, light, dark</p>		