

Y1/2 Cycle A Spring Term 2 MTP: Seasons and Weather

SUBJECT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
Geography	What is weather?	What are seasons? SESSION 2A		How is climate different around the world? SESSION 3A	How is climate different around the world? SESSION 3B	Whatever the weather: What changes do we see each season? ASSESSMENT
	✓ To use their knowledge of weather patterns to ask geographical questions.	<ul style="list-style-type: none"> ✓ To know and use words relating to weather to compare the four seasons. ✓ To know the four seasons and describe their typical seasonal and daily weather. 		<ul style="list-style-type: none"> ✓ To recognise the equator, the North Pole and the South Pole on a globe. ✓ To know that places near the Equator are hotter and places further from the Equator are colder. ✓ To use their knowledge of weather patterns to ask geographical questions. 	<ul style="list-style-type: none"> ✓ To be able to compare places using the words hot and cold. ✓ To know that places near the Equator are hotter and places further from the Equator are colder. 	<ul style="list-style-type: none"> ✓ To know and use words relating to weather to compare the four seasons.
Science	✓	What are seasons? SESSION 2B	What are seasons? SESSION 2C	✓ Are all trees the same?	What are the parts of a flower?	Why are plants amazing? SESSION 4A
		<ul style="list-style-type: none"> ✓ To name the four seasons: Spring, Summer, Autumn, Winter. ✓ To name the months associated with each season. ✓ To identify changes to the environment across the four seasons. ✓ To explain how the weather changes over the 4 seasons. 	<ul style="list-style-type: none"> ✓ To describe that the day changes in length depending on which season we are in. 	<ul style="list-style-type: none"> ✓ To name the basic parts of a tree – root, trunk, branch, twig, leaf and bark. ✓ To name some deciduous trees e.g. oak, ash, birch, weeping willow. ✓ To name some evergreen trees e.g. fir, laurel, holly. ✓ To begin to recognise that simple questions can be answered in different ways, with support. (WS) ✓ To use a variety of simple equipment to carry out scientific enquiries, with support. (WS) ✓ To identify features or properties of materials, objects or living things, with support. (WS) ✓ To use observations, with support, to begin to suggest answers to questions. (WS) 	<ul style="list-style-type: none"> ✓ To name the basic parts of a flower – stem, root, flower, leaf and petal. ✓ To use a variety of simple equipment to carry out scientific enquiries, with support. (WS) ✓ To identify features or properties of materials, objects or living things, with support. (WS) ✓ To ask simple questions about the world around them, with support. (WS) 	<ul style="list-style-type: none"> ✓ To observe how some plants change over a long period of time - some trees lose their leaves, leaves change colour in Autumn, flowers die in the Winter, in Spring some plants emerge from the ground.
			What are seasons? SESSION 2D		What plants can we find?	Why are plants amazing? SESSION 4B
		<ul style="list-style-type: none"> ✓ To ask simple questions about the world around them, with support. (WS) ✓ To use a variety of simple equipment to carry out scientific enquiries, with support. (WS) ✓ To use simple measurements e.g., cm, metres, seconds, and grams, with support, when recording data. (WS) ✓ To observe simple changes over time, with support. (WS) ✓ To use observations, with support, to begin to suggest answers to questions. (WS) 		<ul style="list-style-type: none"> ✓ To understand the difference between wild and garden flowering plants. ✓ To name some common wild and garden flowers and plants e.g. roses, daffodils, daisies, buttercups, bluebells, ivy, cherry blossom. ✓ To group and sort materials, objects or living things based on their properties or features, with support. (WS) 	<ul style="list-style-type: none"> ✓ To name some common wild and garden flowers and plants e.g. roses, daffodils, daisies, buttercups, bluebells, ivy, cherry blossom. ✓ To name some deciduous trees e.g. oak, ash, birch, weeping willow. ✓ To name some evergreen trees e.g. fir, laurel, holly. 	

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			<ul style="list-style-type: none"> ✓ To record scientific enquiry data and observations, using scaffolded support and structured templates and frames e.g., labelled diagrams, labelled photographs. (WS) 			
Art	<p>PAINTING What are primary colours?</p>	<p>How do we make different colours?</p>	<p>How can a line be thick and thin?</p>	<p>How do we make a secret message?</p>	<p>DRAWING How do we create Texture in a picture?</p>	
	<ul style="list-style-type: none"> ✓ To recognise and name primary colours. ✓ To know that Axel Scheffler is an illustrator who paints. 	<ul style="list-style-type: none"> ✓ To know that mixing colours creates new colours. 	<ul style="list-style-type: none"> ✓ To know how to create different thickness of line using different brushes. 	<ul style="list-style-type: none"> ✓ To understand how wax and water colour work together. 	<ul style="list-style-type: none"> ✓ To know that creating rubbings makes a drawing with texture. ✓ To use different pressure effectively when creating rubbings. 	

