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| Builds on: Identification of the different types of weather and the seasons taught during EYFS | <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment identifying and classifying gathering and recording data to help in answering questions observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. |
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| What will I know by the end of the unit? | Vocabulary | |
| <ul style="list-style-type: none"> I can name the four seasons I can identify the signs in nature of the four seasons I can describe the weather associated with the four seasons I can ask questions about the weather and make predictions I can understand that the day length changes I can observe and record rainfall and the effect it has on our daily lives I can observe and record wind direction over time I can observe and record the air temperature I can observe and record the weather over the course of a week I can apply my weather knowledge to forecast the weather and present it to my peers | season | A time of year characterized by weather and day length |
| | Spring | A period of time from March to June |
| | Summer | A period of time from June to September |
| | Autumn | A period of time from September to December |
| | Winter | A period of time from December to March |
| | weather | The conditions outside |
| | forecast | A prediction |
| | precipitation | Rainfall |
| | rain gauge | An instrument to collect and measure rainfall |
| | thermometer | An instrument to measure the air temperature |

Diagrams / Maps / Images

