



Topic Title: Spooky Fruit

Year Group: 1

Academic Year: 2020-2021 (Autumn 1)

**Science Intent:
To make simple observations and discuss the key features of Autumn.**

<p>Prior Scientific Learning/Linked Topics:</p> <p>Early Learning Goals</p>	<p>Literacy Links (including texts/media used):</p> <p>Pumpkin Soup, Meg's Veg, Oliver's Vegetables, The Enormous Turnip, Funny Bones</p>	<p>Maths Links:</p> <p>Shapes</p> <p>Measuring</p> <p>number bonds</p> <p>Place value 0-10</p>		
<p align="center">Scientific Knowledge</p>	<p align="center">Working Scientifically</p>			
<p>To say what I am looking for and what I am measuring.</p> <p>Use simple observations and ideas to suggest answers to questions- We had a discussion about the seasons and the weather associated with each season.</p> <p>Begin to talk about what they have found out and how they found it out-</p>	<p>Observing and Measuring over time</p> <p>Begin to observe closely, using simple equipment.</p> <p>-observations of the weather</p> <p>-observations looking at pumpkins.</p> <p>-Talking about Pumpkins and why they are linked to harvest and Autumn</p> <p>Questions that the children</p>	<p>Identifying, classifying and grouping</p> <p>Identify the different aspects of Autumn, classifying what is classed as Autumn and what is not. Using these Autumn objects to create an autumnal picture.</p> <p>Autumn collage- go on a woodland walk, create a picture</p>	<p>Comparative and fair testing (controlled investigations)</p> <p>What are scarecrows for?</p> <p>What are they made out of?</p> <p>Comparative investigations by looking at the weather and going on a weather hunt.</p>	<p>Research</p> <p>What do we celebrate in October?</p> <p>What are scarecrows for?</p> <p>To begin to use simple secondary</p>



No Limits
To Learning!

<p>observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <ul style="list-style-type: none"> - Children to learn about the different seasons and the weather associated with that season. - Being able to explain the similarities and differences in the seasons. - Big focus on Autumn, going on Autumn walks. Looking at the weather and signs of Autumn e.g. pinecones, conkers etc. 	<p>are asked to think about:</p> <p>Where do Pumpkins grow?</p> <p>How do pumpkins grow?</p> <p>What are pumpkins used for?</p> <p>What shape and colour is a pumpkin?</p> <p>What are scarecrows used for?</p>	<p>from items on the floor.</p>		<p>sources to find answers.</p> <p>To begin to find information to help me from books and computers with help.</p>
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Content:

Discussion about what seasons are and what is meant by seasons.

- Children to look at the four seasons of the year- discussion about the weather associated with each season. The children matched the seasonal pictures to the correct picture. This allowed the children to discuss what they thought and identify the correct weather associated with each season.
- As a class- discussion about the 4 seasons and the weather associated with each season. The children also learnt which months of the year are within each season.
- During this term, the main season that we looked at was Autumn. The children discussed the similarities and differences to the other seasons- the



children went on a woodland walk and created a woodland autumnal picture based on what items they had found. They discussed the different weather associated with different seasons.

- Speak about Autumn and Harvest- the children discuss the role of the scarecrow and what it needed to be made from and what the purpose of the scarecrow was. The children as a class will design and made a scarecrow to put in the school vegetable patch. We would discuss what the scarecrows needed to be made from, we discussed the purpose of the scarecrow.

Key Vocabulary:

Animal body parts

Animal groups

Omnivore, carnivore, herbivore

Pumpkin, vegetable patch, harvest, change of season

Weather, seasons, winter

Observation, classify, discuss, equipment, rain gauge, measure

Raining, longer evenings