

Seasonal changes

Explorify planning support



Curriculum statements	Explorify activities	Suggested use / taking it further
WEATHER		
<p>Play and explore outside in all seasons and in different weather (England)</p> <p>Observe and describe weather. (England)</p> <p>While learning outdoors in differing weathers, I have described and recorded the weather, its effects and how it makes me feel and can relate my recordings to the seasons. (Scotland)</p> <p>By using a range of instruments, I can measure and record the weather and can discuss how weather affects my life. (Scotland)</p>	<p>Have you ever gone out wearing the wrong coat? HYE</p> <p>Like a flash - rain and thunder LWCYH</p> <p>White and spikey – frost ZIZO</p> <p>Wonderful Weather - different types of weather WGO</p> <p>Frosty morning – play equipment covered in frost (Early Years) WJH</p> <p>Black bumps – Welly boots (Early Years) ZIZO</p> <p>Sparkly brown – leaf covered in frost (Early Years) ZIZO</p>	<p>The class could record what the weather is like each day and make a display. Take photos of the children throughout the year to allow them to compare what they were wearing in the different seasons.</p> <p>You could position a rain gauge outside, so that children can check the amount of rainfall each week or month. This video showing how to make a rain gauge out of a plastic bottle. The children could then make a simple pictogram or bar graph. Similarly, you could check and record the temperature each day.</p> <p>For the children to see the wind, you could make a windsock to hang outside the classroom.</p> <p>If you know the temperature is likely to fall below freezing overnight, the children could make ice mobiles which look lovely hanging in trees, or outside the classroom window. The children could also have fun being weather forecasters and recording their own weather forecasts.</p>

UNDERSTANDING SEASONS

Play and explore outside in all seasons and in different weather
(England)

observe changes across the four seasons associated with the seasons and how day length varies.
(England)

I can identify, follow and begin to create sequences and patterns in everyday activities.
(Wales)

[Gone to bed when it was still light outside](#)

[Three seasons](#) – a tree in three seasons.

[Mellow yellow](#) - daffodil, sunflower and Autumn leaves

[Seasons](#)

[What if there was only one season?](#)

[Have you ever seen lots of birds flying across the sky?](#)

[What if a year of Earth was the same length as one on Mars?](#)

HYE

Seasonal change should be observed and taught across the whole year, not as one single block in a half term.

OOO

Children need to observe each season and compare it. You could take a photograph of your class in front of a particular tree every month/season to record the change that occurs. Make sure the tree is deciduous – if it has spring blossom even better.

OOO

The [Woodland Trust](#) have some great videos of different species of trees changing over the year.

WGO

Get children to discuss what if we only had one season and to spot the different seasons in the What's Going On: [Seasons](#)

WI

HYE

Use the [Have You Ever](#) to draw attention to how the length of the day changes across the year and regularly record as a class whether it was light when they got up/went to bed.

WI

THE SEASONS

	Spring		
	Flowers in spring	OOO	Use the activities as a launch pad to getting outside and search for spring flowers and blossom. You could use the different spotter sheets on the Woodland Trust or RHS websites.
	Baby birds	OOO	
	Tiny teeth - tadpoles	ZIZO	You can make your own spotter sheets to reflect what is seasonal that week using an app like PlantNet to help you identify unknown plants. Liaise between different year groups to ensure children are visiting different places each year and doing slightly different activities.
	Spring flowers	WGO	
	Sprouting shoots	WGO	If you have a pond nearby look for frogs and signs of frogspawn, or head to a canal or river for signs of ducks sitting on eggs or to see baby birds on the water. Visit new borns at a local farm.
	Growing seeds	WGO	
	Flowers in spring	WGO	The clocks change in March, so children should observe how the days are gradually getting lighter. Discuss was it light when they got up? Repeat this question throughout the year.
	Hello spring – daffodil (Early Years)	WGO	
	Special delivery	WGO	
	Summer		Summer is a time to observe bees, butterflies and ladybirds. With younger children, they do not need to understand pollination but they should understand that they are important if we want to have lots of flowers and plants.
	Sharing is caring	LWCYH	
	In the shade	OOO	
	Spectacular spheres - daisy	ZIZO	
	Red and bumpy – strawberry	ZIZO	Again children can get out observing and naming summer flowers and different trees using spotter sheets: Woodland Trust , RHS and Wildlife Watch . They can also observe the fruits of different plants.

	<p>Yellow sunshine – sunflower (Early Years) ZIZO</p> <p>Three weeds - dandelion OOO</p> <p>Busy bee WGO</p> <p>Buzzing with life – various insects in a wild meadow WGO</p> <p>Spectacular scales – butterfly ZIZO</p> <p>Massive migration – butterflies ZIZO</p> <p>Very hungry caterpillars WGO</p> <p>Friends of flowers – butterfly, ladybird and spider OOO</p>	<p>July is usually one of the hottest months, so you can discuss the importance of sun safety using In the shade as a starting point. You could buy UV beads and make bracelets so the children can observe how strong the UV light is and how important it is to wear sun cream.</p> <p>With June 21 being the longest day of the year, it is important to discuss the hours of daylight. Was it light when they went to bed?</p>
	<p>Autumn</p> <p>Have you ever played in the autumn leaves? HYE</p> <p>Falling into place WGO</p> <p>Rich pickings WGO</p> <p>Squirrelling away WGO</p> <p>Bonkers conkers WGO</p>	<p>Autumn is a great time for scavenger hunts with children collecting autumn leaves, conkers and other seeds and berries.</p> <p>Children can make leaf puppets with autumn leaves. They can learn about the animals like hedgehogs that hibernate over winter. Children could make clay hedgehogs with pipe cleaners for the spikes and make a leaf den for them to hibernate in.</p> <p>You can also plant bulbs that will flower in Spring. They could also learn about the birds that migrate in autumn for warmer climates.</p>

	Autumn leaves	000	The clocks change at the end of October so get the children to observe the mornings and evenings gradually getting darker.
	Seeds of life - conker, sunflower seed and broad bean	000	
	Hungry hedgehog	WGO	
	Winter Green pattern	ZIZO	<p>This is the ideal time for children to compare deciduous and evergreen trees.</p> <p>Take children out looking at trees and make a tally chart of both kinds. They could make a drawing of each and use their tally chart to make a bar graph or pictogram.</p> <p>December 21 is the shortest day of the year, so again revisit the length of the day and whether it was getting dark as they went home from school.</p> <p>Birds will need help feeding at this time of year so children can make simple bird feeders. The Woodland Trust has a range of winter activities.</p> <p>Can the class to think about What if winter never ended?</p>
	Brown seeds - pinecone	ZIZO	
	Winter wonder – snowdrop (Early Years)	ZIZO	
	Let it snow – snowman melting (Early Years)	WJH	
	Winter seeds	000	
	Evergreen - conifer, holly and ivy	000	
	What if winter never ended?	WI	
	Sleepy heads – hedgehog, bear and bat hibernation	000	

ABBREVIATIONS AND DESCRIPTIONS OF THE DIFFERENT EXPLORIFY ACTIVITY TYPES		
ZIZO	Zoom In, Zoom Out	Visually engaging close-up photos
OOO	Odd One Out	Find similarities and differences
WGO	What's Going On?	Short, distraction-free videos
HYE	Have You Ever?	Activities linked to everyday experiences
WI	What If?	Explore ideas in new contexts
TBQ	The Big Question	Plan an investigation
PS	Problem Solvers	Think critically and creatively
MS	Mission Survive	Fun, imaginative hands-on challenges
MB	Mystery Bag	Use senses to work out contents in a bag
LWCYH	Listen What Can You Hear?	Recordings of familiar sounds
SWA	Start With Art	Using artworks to prompt science discussion
WJH	What Just Happened?	Observing changes over time
WHO	Who Is?	Learn about a diverse range of scientists

Other recommended resources to support planning:

[PLAN primary science assessment resources \(planassessment.com\)](https://planassessment.com/)

[Assessment \(TAPS\) - Curriculum Materials | Primary Science Teaching Trust \(psts.org.uk\)](https://psts.org.uk/)

[The Great Science Share](#) - see videos on Scientific Enquiry under the tab "Great Science Skills".

Explorify is managed by STEM Learning and the Primary Science Teaching Trust



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