

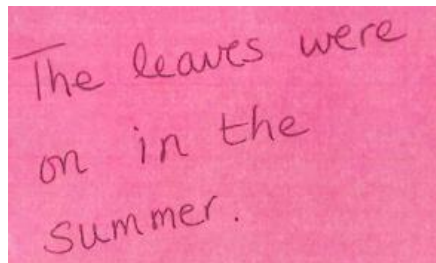
Topic: Seasonal change	Year 1 Age 5-6	Title: Seasonal change tree
Working Scientifically Focus Review: using their observations and ideas to suggest answers to questions		Conceptual Knowledge Focus observe changes across the four seasons

Example

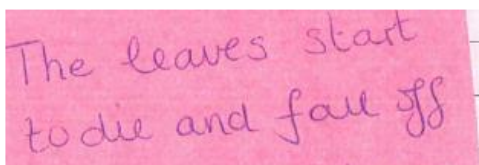
Children were asked to look at a tree in the local area now and in a different season and explain their observations and ideas about how the tree had changed. (See [TAPS lesson plan](#)). For example, after visiting the tree, the group discussed what they had noticed with an adult. The children compared a photo of the tree in September to the real tree now in January.

The teacher asked: *What do you think happened?*

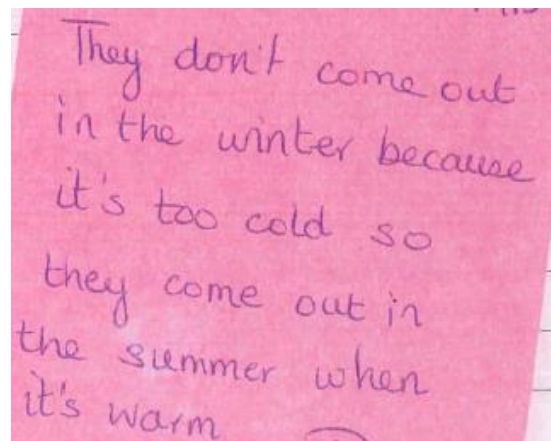
A selection of children's responses were recorded on post-its in a floorbook (not every utterance was recorded, but something was noted for each child). For example:



The leaves were on in the summer.



The leaves start to die and fall off



They don't come out in the winter because it's too cold so they come out in the summer when it's warm

The teacher used these post-its and the surrounding discussion to help to make judgements about how the children's ideas were developing.

Children meeting the objective would be able to describe how the tree is different and may begin to explain this in terms of the changing seasons, e.g. changing temperatures.

Example from St Mary's Primary School, Axminster