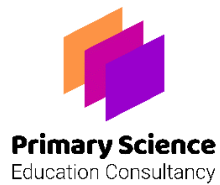





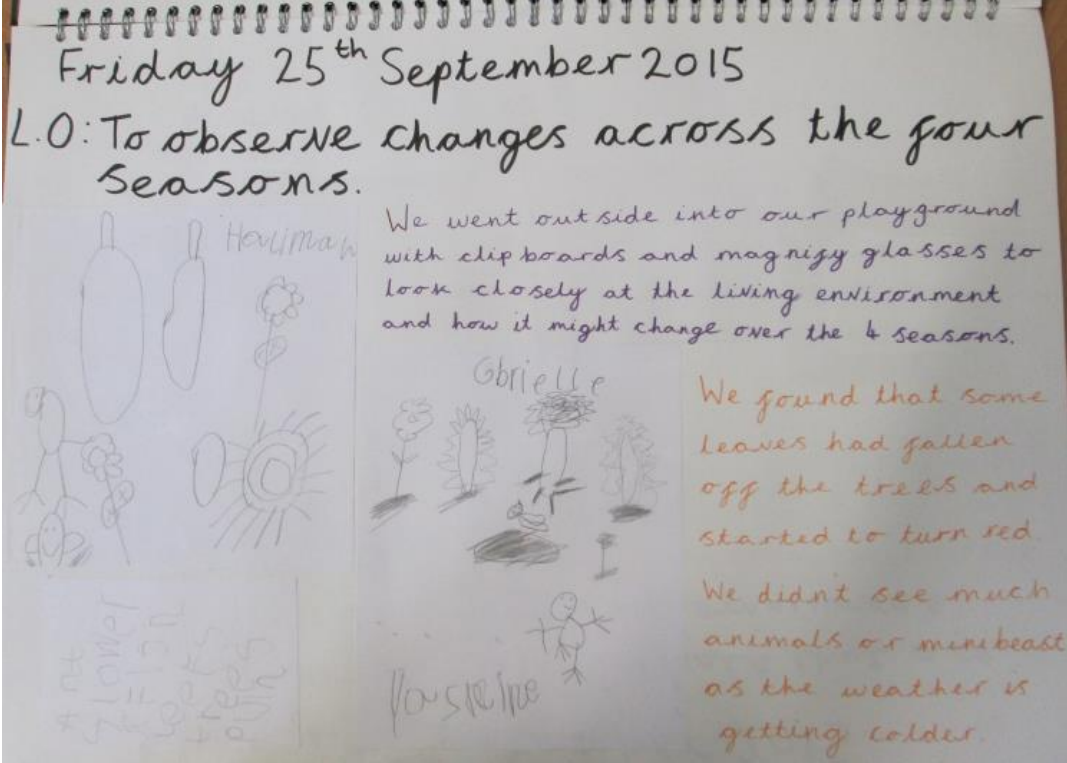
Examples of Work


Ryan


Seasonal changes - Year 1




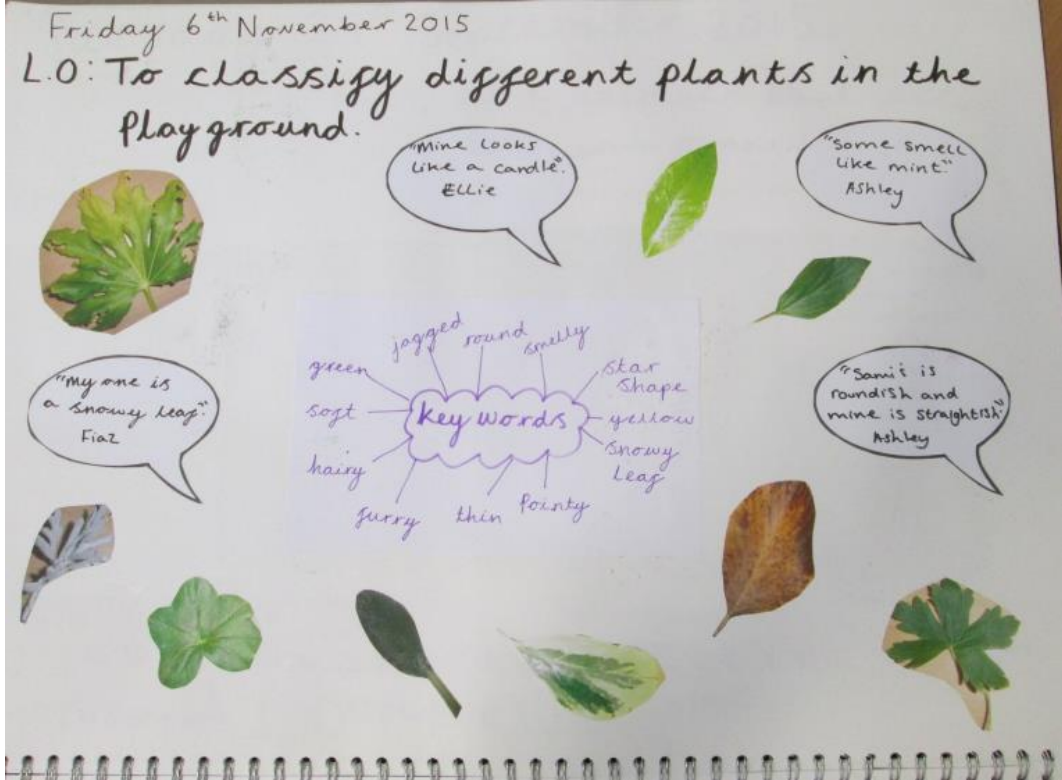
	Year	1	Topic	Seasonal changes
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Observe changes across the four seasons. 			
	Description of activity			
This was the first trip outside and the focus was on looking generally for interesting things.				


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations		Working scientifically
Ryan talked about the colour and shape of different leaves. He talked about the ones on the floor being dead. He knew this meant it was autumn.		Image from class floorbook



	Year	1	Topic	Seasonal changes
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Observe changes across the four seasons. 			
	Description of activity			
	This lesson focussed on looking at and comparing the leaves on the ground and those still on the plants.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		
<p>Teacher observations</p> <p>Ryan noticed that the leaves on the trees and those on the floor were different colours. Some leaves that he found were more than one colour.</p> <p>He also noticed that there were some plants that still had green leaves.</p>	Image from class floorbook	Working scientifically

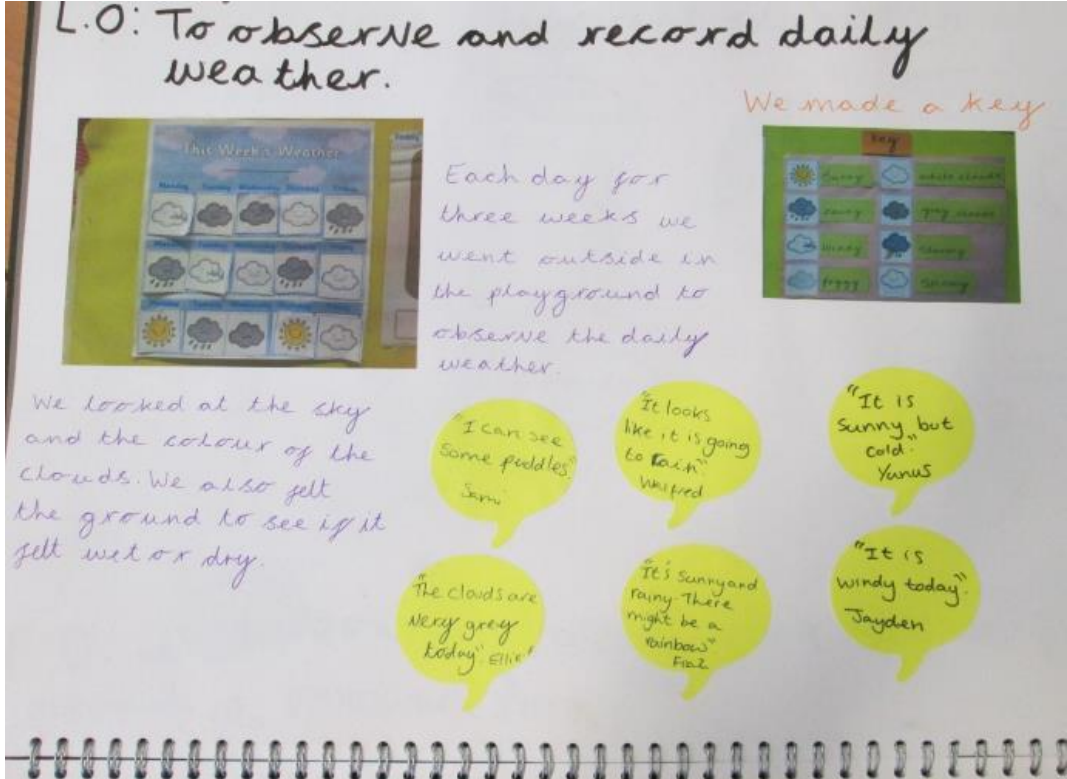
	Year	1	Topic	Seasonal changes
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Observe changes across the four seasons. 			
	Description of activity			
	While outside, all the children chose a leaf to bring back to class. They described their leaf to a partner.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"My leaf is smooth and shaped like a flower. Ellie's was crunchy and pointy."</p>		
Teacher observations		Working scientifically
	Image from class floorbook	

	Year	1	Topic	Seasonal changes
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Observe changes across the four seasons. 			
	Description of activity			
	While outside, all the children chose a different leaf to bring back to class. They were then asked to draw them really carefully to get the shape and colour as accurate as possible.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"Some leaves are smelly. Some felt really soft. I can't draw that though."</p>	 <p>Image from class floorbook</p>	
<p>Teacher observations</p> <p>Ryan is using all his senses to describe his leaf.</p>	 <p>Ryan's drawings of different leaves he found and identified.</p>	<p>Working scientifically</p>

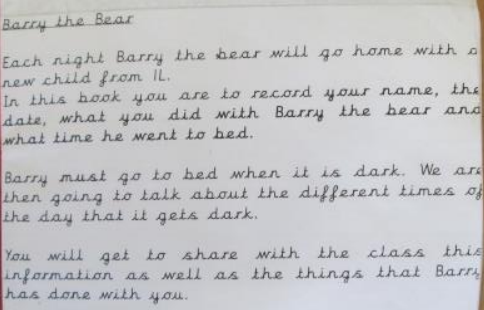
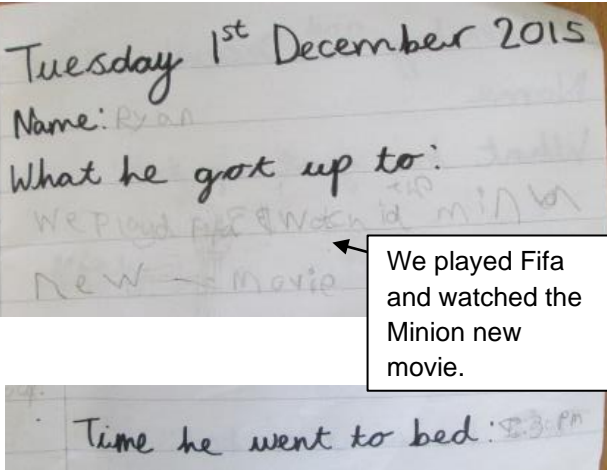
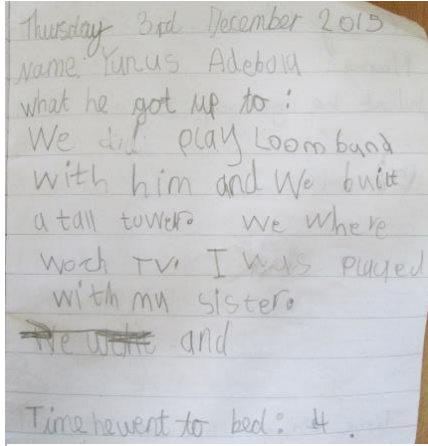
	Year	1	Topic	Seasonal changes
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Observe and describe weather associated with the seasons and how day length varies. 			
	Description of activity			
	<p>In November, the children went out every day to look at the weather. They chose the symbol that best matched the weather and also looked at the ground to see whether it was wet or dry. Each day, two children chose the most appropriate symbol and added it to the class chart.</p>			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"The clouds are very grey, so it might rain again."</p>	 <p style="text-align: center;">Image from class floorbook</p>	<p>Ryan chose the correct symbol to match the weather.</p>
Teacher observations		Working scientifically
		<p>Ryan places the symbol in the correct place on the chart.</p>

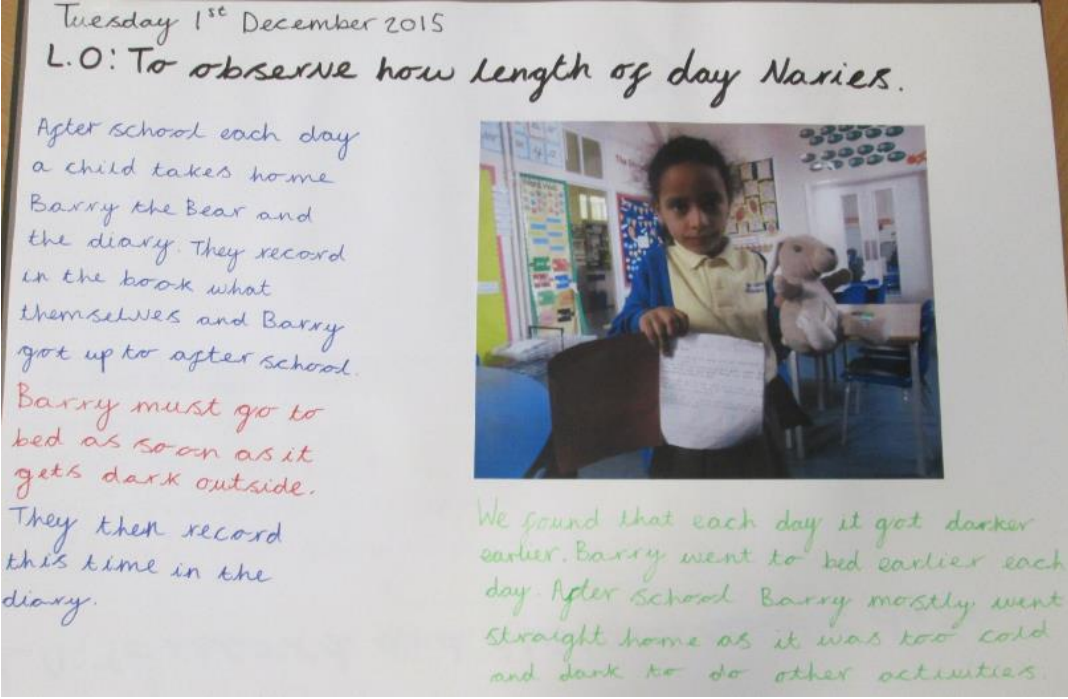
	Year	1	Topic	Seasonal changes
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Observe and describe weather associated with the seasons and how day length varies. 			
	Description of activity			
	The teacher drew the axes for the bar chart and placed the symbols below the x axis. In pairs, the children decided where to put their symbol taken from the chart in order to complete a bar graph.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations	<p style="text-align: center;">Image from class floorbook</p>	Working scientifically
Ryan noticed that there were four rainy days and four cloudy days, and only 2 sunny days.		Ryan stuck his symbol onto the correct place on the bar chart.

	Year	1	Topic	Seasonal changes
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Observe and describe weather associated with the seasons and how day length varies. 			
	Description of activity			
	From the start of the year, each night Barry Bear went home with a child and they recorded what they did with him. They also had to put Barry Bear to bed when it got dark.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
	 <p>Barry the Bear</p> <p>Each night Barry the bear will go home with a new child from IL.</p> <p>In this book you are to record your name, the date, what you did with Barry the bear and what time he went to bed.</p> <p>Barry must go to bed when it is dark. We are then going to talk about the different times of the day that it gets dark.</p> <p>You will get to share with the class this information as well as the things that Barry has done with you.</p>	
Teacher observations	 <p>Tuesday 1st December 2015</p> <p>Name: Ryan</p> <p>What he got up to:</p> <p>We played FIFA and watched the Minion new movie.</p> <p>Time he went to bed: 8:30 PM</p> <p style="text-align: center;">Ryan's entry</p>	Working scientifically
<p>These diary entries from December show that it was getting dark early – between 4pm and 5pm. The children were also spending time inside.</p>	 <p>Thursday 3rd December 2015</p> <p>name: Yunus Adebola</p> <p>what he got up to:</p> <p>We did play Loom band with him and we built a tall tower. We were watching TV. I was played with my sisters.</p> <p>Time he went to bed: 4</p> <p style="text-align: center;">An entry from another child in the class</p>	

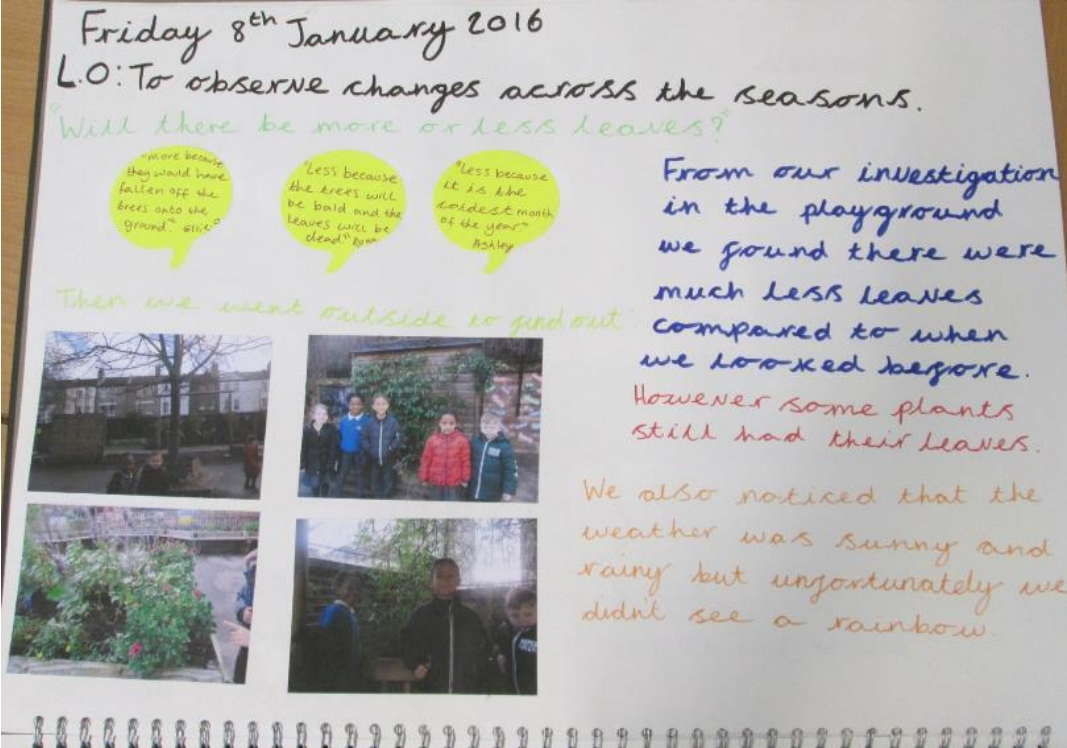
	Year	1	Topic	Seasonal changes
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Observe and describe weather associated with the seasons and how day length varies. 			
	Description of activity			
	<p>At the start of December, the teacher read out the diary entries for the previous few weeks. The children thought about the types of activities that Barry Bear did while with the different children. They observed that he mostly stayed in the house watching TV or playing games.</p>			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"I like to go straight home after school because it is cold and dark."</p>	 <p>Tuesday 1st December 2015 L.O: To observe how length of day varies.</p> <p>After school each day a child takes home Barry the Bear and the diary. They record in the book what themselves and Barry got up to after school.</p> <p>Barry must go to bed as soon as it gets dark outside.</p> <p>They then record this time in the diary.</p> <p>We found that each day it got darker earlier. Barry went to bed earlier each day. After school Barry mostly went straight home as it was too cold and dark to do other activities.</p>	
Teacher observations		Working scientifically

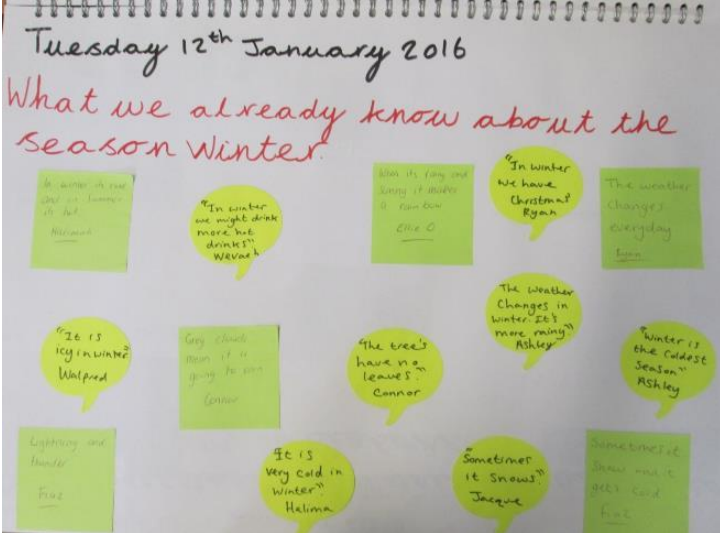
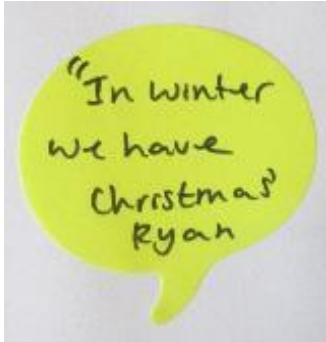
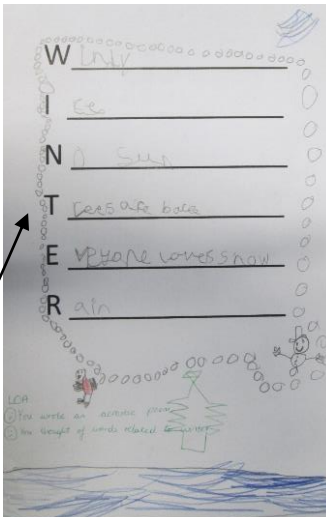
	Year	1	Topic	Seasonal changes
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Observe and describe weather associated with the seasons and how day length varies. 			
	Description of activity			
	The teacher showed the children a range of different types of clothing and they talked about which ones they would wear in winter.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations		Independently Ryan mentioned that it is dark by the time he gets home now. This shows that he has an awareness of the current day length.
	Image from class floorbook	Working scientifically

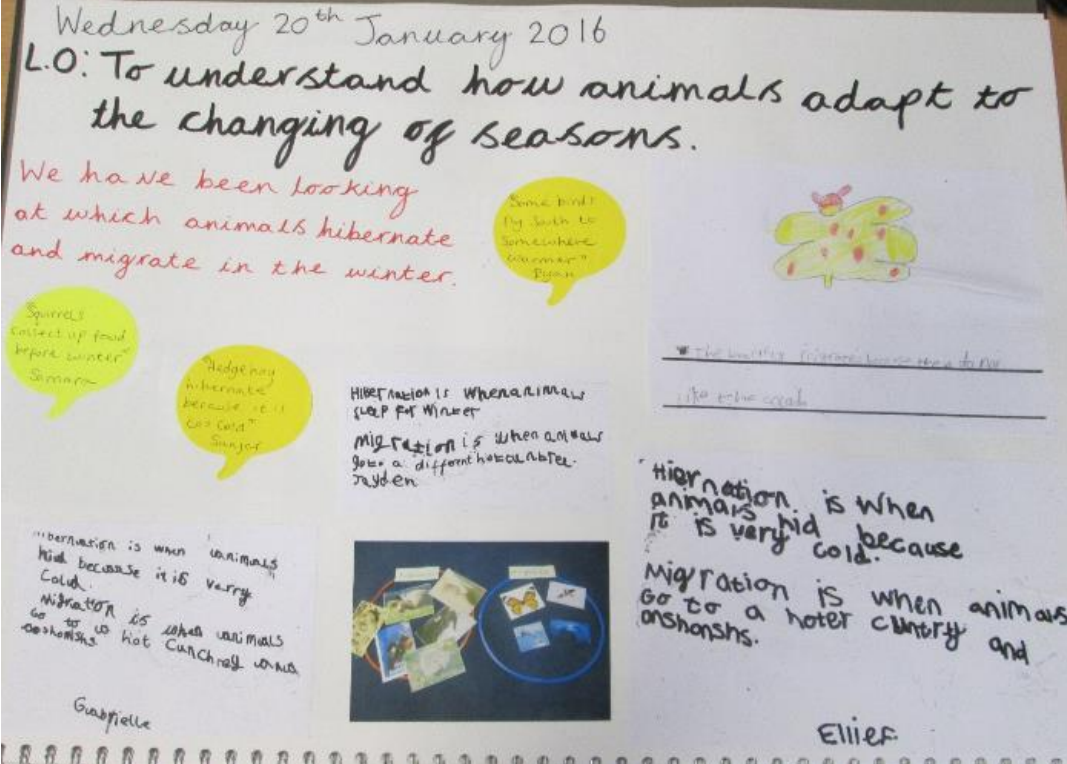
	Year	1	Topic	Seasonal changes
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Observe changes across the four seasons. 			
	Description of activity			
	The class went outside again and looked for things that had changed since before Christmas.			

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		
Teacher observations Before going out, Ryan predicted that there would be fewer leaves.	Image from class floorbook	Working scientifically

	Year	1	Topic	Seasonal changes
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Observe and describe weather associated with the seasons and how day length varies. 			
	Description of activity			
	The children discussed what they had learnt about winter and used this to write a 'winter' acrostic poem.			

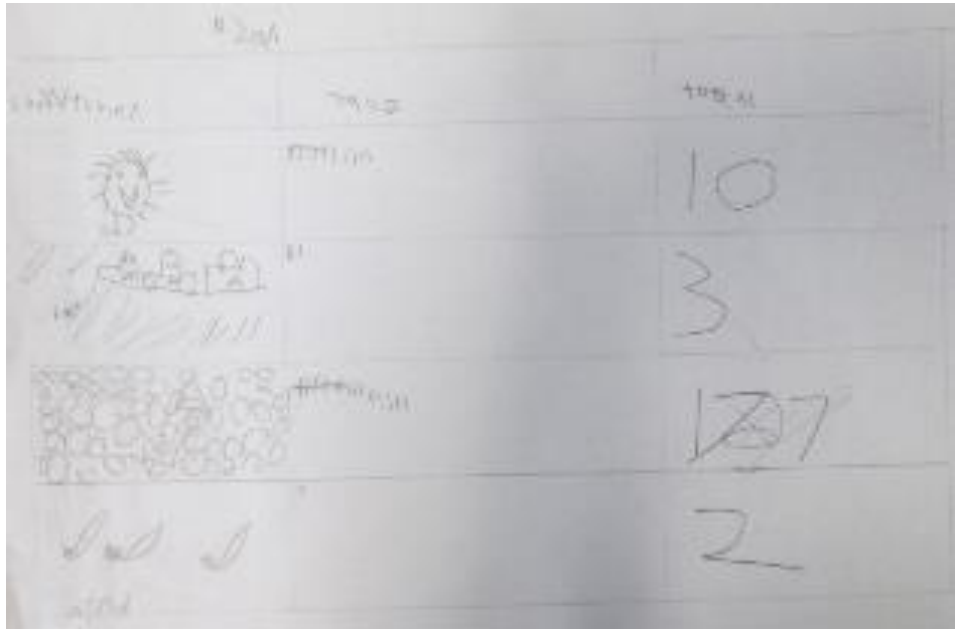
EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations	 <p>Image from class floorbook</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>Windy Ice No sun Trees are bare Everyone loves snow Rain</p> </div>	Working scientifically
	 	


	Year	1	Topic	Seasonal changes
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Observe changes across the four seasons. 			
	Description of activity			
	<p>During their weekly trips out into the playground, the children had noticed that they were seeing fewer birds and squirrels. To help them to think about this, the teacher read a selection of stories about animals that hibernate or migrate during winter.</p>			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
“Some birds fly south to somewhere warmer.”		Ryan shows that he understands that the reason some birds migrate is due to the change in the weather.
Teacher observations	Image from class floorbook	Working scientifically





Year	1	Topic	Seasonal changes
Focus of assessment (National Curriculum statements)			
<ul style="list-style-type: none"> Observe and describe weather associated with the seasons and how day length varies. 			
Description of activity			
The children were given an outline table and chose four types of weather to add to the left-hand column. They then asked everyone in the class which was their favourite type of weather and tallied the results.			


EVIDENCE OF LEARNING		ASSESSMENT															
Oral evidence	Examples of work	Knowledge															
		<p>Ryan chooses four types of weather to ask his classmates about.</p>															
Teacher observations		Working scientifically															
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Weather</th> <th>Tally</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Sunny</td> <td style="text-align: center;">### ##</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Rainy</td> <td style="text-align: center;"> </td> <td style="text-align: center;">3</td> </tr> <tr> <td>Snowy</td> <td style="text-align: center;">### ## ##</td> <td style="text-align: center;">17</td> </tr> <tr> <td>Windy</td> <td style="text-align: center;"> </td> <td style="text-align: center;">2</td> </tr> </tbody> </table>	Weather	Tally	Total	Sunny	### ##	10	Rainy		3	Snowy	### ## ##	17	Windy		2	<p>Ryan completed the table and tallied the answers given by his classmates.</p>
Weather	Tally	Total															
Sunny	### ##	10															
Rainy		3															
Snowy	### ## ##	17															
Windy		2															


	Year	1	Topic	Seasonal changes
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Observe and describe weather associated with the seasons and how day length varies. 			
	Description of activity			
	The children were then asked to talk to their partner about what their tally charts told them.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"Most people said snow, but it doesn't snow very often. Not many people like the wind."</p>	 <p style="text-align: center;">Image from class floorbook</p>	
Teacher observations		Working scientifically
<p>Ryan's comment shows that he is aware of the need to gather data carefully. The word 'fair' is not used correctly in its scientific sense.</p>		<p>Ryan interprets his data to answer the question.</p>


	Year	1	Topic	Seasonal changes
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Observe changes across the four seasons. 			
	Description of activity			
	The children went out into the playground again to look at how the plants had changed.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"There are more flowers than last time. Some of the trees don't have leaves but have blossom instead."</p>	 <p style="text-align: center;">Image from class floorbook</p>	<p>Ryan compares what he sees on this trip with previous visits.</p>
Teacher observations		Working scientifically

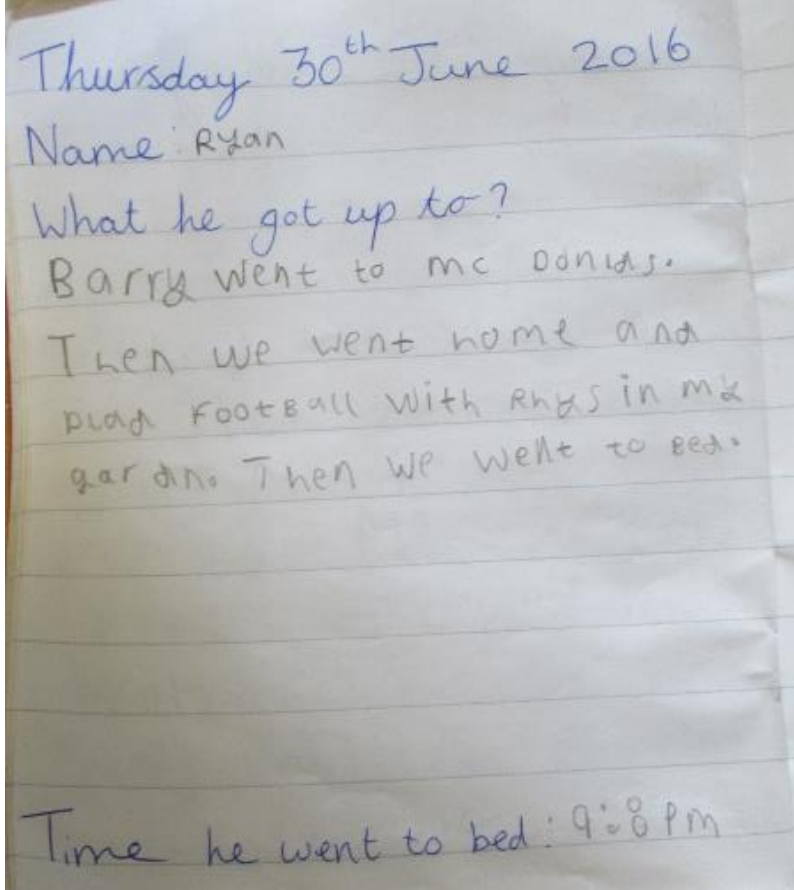
	Year	1	Topic	Seasonal changes
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Observe changes across the four seasons. 			
	Description of activity			
	The children went out to the playground again to look for changes.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"The trees are starting to grow leaves. We might see butterflies and bees next time."</p>	 <p>Image from class floorbook</p>	<p>Ryan is aware of some of the animals he may see in the playground later in the year.</p>
Teacher observations		Working scientifically


	Year	1	Topic	Seasonal changes
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Observe changes across the four seasons. 			
	Description of activity			
	The children went out to the playground again to look for signs of spring.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"We found some bugs this time. That is because it is not as cold, so they are not hiding away anymore."</p> <p>"It is definitely now spring because the trees have grown new leaves and there are lots more flowers."</p>	 <p style="text-align: center;">Image from class floorbook</p>	<p>Ryan recognises some changes that have taken place as it is the start of spring.</p>
Teacher observations		Working scientifically

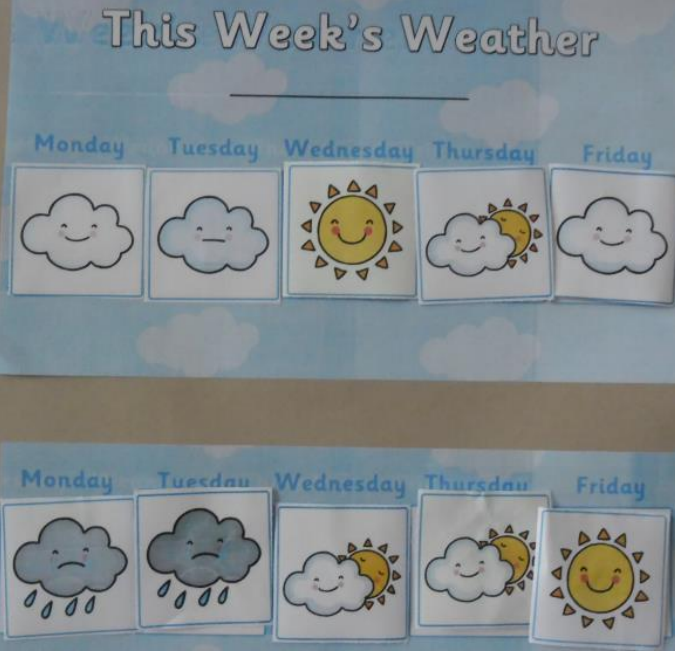
	Year	1	Topic	Seasonal changes
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Observe and describe weather associated with the seasons and how day length varies. 			
	Description of activity			
	The children continued to take Barry the Bear home throughout the whole year.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"We don't always go straight home. Last night, I went to McDonald's. Then, we could still play in the garden as it didn't get dark until late.</p> <p>"Barry's bed-time is much later in the summer."</p>		<p>Ryan's comments show that he is aware of how the day length varies across the different seasons.</p>
Teacher observations		Working scientifically

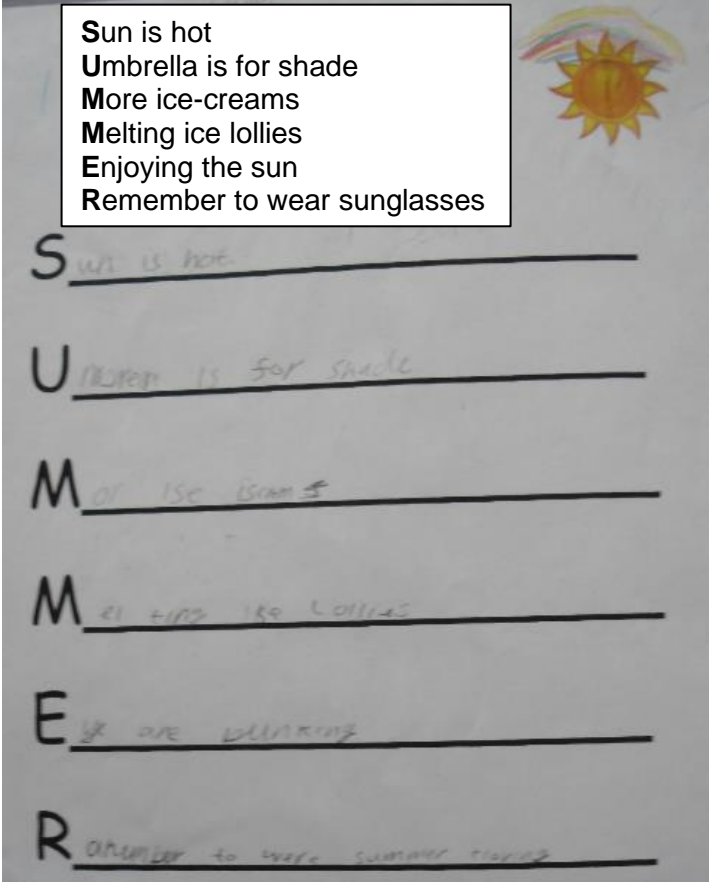
	Year	1	Topic	Seasonal changes
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Observe changes across the four seasons. 			
	Description of activity			
	The children went out to the playground again to look at how the plants had changed and to look for animals.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"There are lots of bees on the flowers."</p>	 <p>Image from class floorbook</p>	
<p>Teacher observations</p> <p>Ryan noticed there were more minibeasts in the playground, such as bees, beetles, snails, spiders and ants. He noticed the weather was warmer, so we didn't need our jumpers on and there were lots more flowers blooming and leaves on the trees.</p>		<p>Working scientifically</p>

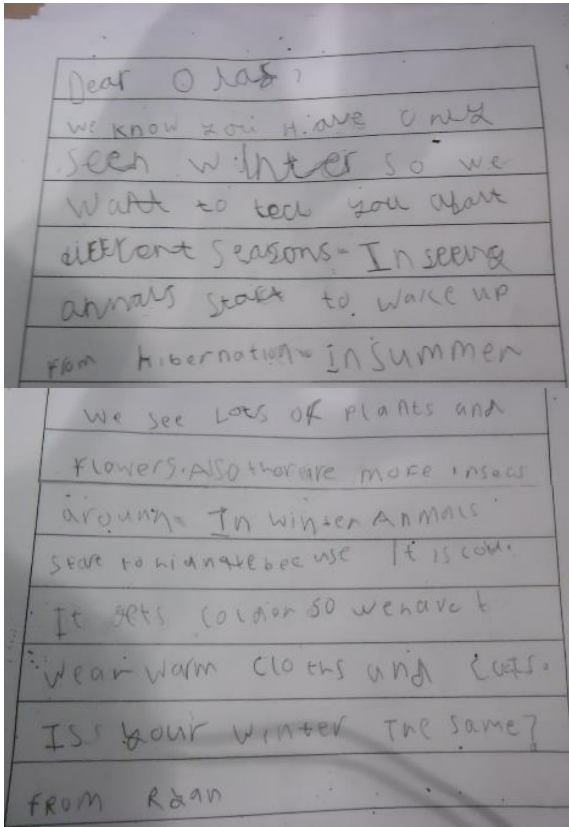
	Year	1	Topic	Seasonal changes
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Observe changes across the four seasons. 			
	Description of activity			
	During the first two weeks of July, the children again went out daily to record the weather. They then compared this data with what they had gathered in the winter.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>“In this week in winter (indicating the third week in November), there was more sun and less rain than this week (second week in July). I did not expect this.”</p>	 <p>Data gathered in November</p> <p>Data gathered in July</p>	<p>Working scientifically</p> <p>Ryan interprets the data in the charts and makes comparisons.</p>
Teacher observations		

	Year	1	Topic	Seasonal changes
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Observe changes across the four seasons. 			
	Description of activity			
	The children were asked to think about their experiences and learning about summer and write a 'summer' acrostic poem.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"Yesterday and today have been like summer. The sky is really blue. It is really hot. We had dinner in the garden last night. My Mum put the fan in my room because I was too hot in bed."</p>		<p>Ryan composes this summer poem drawing on his recent experiences.</p>
Teacher observations		Working scientifically

	Year	1	Topic	Seasonal changes
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies. 			
	Description of activity			
<p>With the teacher, the children looked through the whole of their floorbook to remind themselves of their observations across the year. They were then asked to write a letter to Olaf from Frozen to tell him about the other seasons that he has not experienced.</p>				

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		<p>In this writing, Ryan summarises some of the key differences between the seasons. This alone would not be sufficient to judge Ryan as secure but, taken in conjunction with the evidence gathered through the year, it shows that he has met these two objectives.</p>
Teacher observations		Working scientifically

	Year	1	Topic	Seasonal changes
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. 			
	Description of activity			
	The teacher recorded the children talking about what they had learnt about the seasons.			

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		In this first video, Ryan explains about winter and what features he has observed. Ellie explains about summer.
Teacher observations		Working scientifically
	Click here to watch video.	

	Year	1	Topic	Seasonal changes
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. 			
	Description of activity			
	The teacher recorded the children talking about what they had learnt about the seasons.			

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		In this video, Ryan answers questions about what the weather might be like on the next day, and explains how it is not usual weather for summer as it has been very rainy.
Teacher observations		Working scientifically
	Click here to watch the video.	



Overall summary

Secure

Over the year, Ryan has explored the different seasons and how they affect plants, animals and himself. He can talk about the weather in each season and give similarities and differences. He recognises that the weather and seasons affect the behaviour of animals and people. He has shown on more than one occasion that he understands that days are shorter in winter and longer in summer. He can talk about how the plants change through the year, describing how blossom and flowers appear, and plants lose their leaves, at different times. Over a period of time, Ryan was able to observe the weather and collect data to look for patterns. Ryan can describe the weather, commenting on whether it is typical for the season e.g. it is summer now, but it is more rainy than I expected.