



Topic Title: Whatever the Weather



Skills Taught:

- Use of basic geographic vocabulary - key physical features, forest, vegetation, season and weather.
- To ask simple questions and recognising that they can be answered in different ways
- Observe closely, using simple equipment to perform simple tests related to weather and plant structure
- To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- To identify and describe the basic structure of a variety of common trees
- To identify and classify of vegetation – deciduous and ever green trees
- To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator
- Gather and record data to help in answering questions.
- To observe changes across the four seasons
- To observe and describe weather associated with the seasons and how day length varies.
- Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.

Immersion Activity/Provocation: The migration of Sparkle the swallow from the UK to South Africa – looks at the change in climate and link to seasonal change, day length changes as Sparkle flies south.

We're going on a tree hunt.../ Where did this leaf come from? / Weather Station Activity – weekly Forest School visits to support covering content – leaf and trunk rubbings, canopy walk, tree identification activities.

Key question?

What changes do the seasons bring?

Big Questions:

Describe what you can see in this photograph- season/ weather

Where in the world do you think it might have been taken? Why? Why does Sparkle fly all that way?

Can you describe the weather?

What are the seasons, what changes when the seasons change?

How does day length vary?

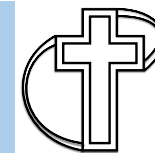
How do we measure weather?

What type of tree is this?
How do the seasons affect our trees?

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Enquiry Question: Why?

Focus Texts: The Sun and the Wind, A Rainbow Of My Own, Where the Wild Things Are.



	Skills and Knowledge
Some children will:	<ul style="list-style-type: none">• Communicate awareness of changes in light, sound or movement.• Try out a range of equipment in familiar and relevant situations.• Observe closely changes that occur.• Observe patterns or regular changes• Name weather conditions
Most children will:	<ul style="list-style-type: none">• Understand seasonal changes including daylight hours.• Begin to identify the location of hot and cold areas of the world.• Use basic geographical vocabulary to refer to:<ul style="list-style-type: none">- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.• Can identify seasonal and daily weather patterns in the United Kingdom• Observe and identify weather types and link to seasonal changes• Understand that day length changes with the seasons• Read simple scales – weather station• Identify deciduous and evergreen trees• Name the parts of trees
Some children will progress further and will:	<ul style="list-style-type: none">• Observe the apparent movement of the Sun during the day.• Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes.

Enrichment/Outdoor Learning:

Tree hunt – Identification game

Tree and leaf rubbings linked to plant structure

Weather station monitoring and weather diary

Animations and videos:

<https://www.bbc.co.uk/bitesize/topics/zwv2wnb/articles/zcx3gk7>

<https://www.bbc.co.uk/bitesize/clips/z9g87ty>

<https://www.youtube.com/watch?v=QZVtgOK8uTw>

<https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-are-plants-the-same-all-year-round/zdvct39>

Previously on... (Links to prior learning)

ELG 14: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Explore the natural world around them, making observations and drawing pictures of animals and plants;

Understand some important processes and changes in the natural world around them, including the seasons.

Celebration of knowledge and skills gained (opportunities for assessment):

Pack a suitcase for... Using images from around the World depicting seasonal changes - each group to pack a suitcase for their seasonal trip and justify their choices for other groups. Record a “Weather Watchers Report” for Class TV.

Non-fiction texts: Wild Weather - Ben Smith Weather - Penny Arlon Weather and Seasons - Nancy Dickmann What on Earth? Wind - Isabel Thomas All the Wild Wonders - Wendy Cooling Cloud Dance - Thomas Locker Snow - Walter de la Mare Sun - Sam Usher Rain - Sam Usher Singing in the Rain - Tim Hopgood

Key Vocabulary:

Leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem

Rain, Storm, Rainbow, Sunny, Windy, Hail, Snow, Ice

Climate, weather, warm, cold, freezing, thawing

Daylight, Darkness

Measure/ Scale

Deciduous/ Evergreen

Winter, autumn, spring, summer

Cross-curricular links:

Art – Rubbings – leaf/ bark

RE – Sparkle migration – Global Christianity

Maths – Measures – Weather Station Scales