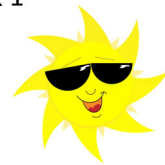




Whatever the Weather – Year Two



<p>Rationale</p> <p>The children will become meteorologists, developing their knowledge of the different weather patterns affecting the United Kingdom, the importance of predicting the weather and how a weather forecast is presented. They will consider the different seasons of the year and compare weather in other parts of the world.</p>		
<p>Creativity</p>	<p>Independence</p>	<p>Aspiration</p>
<p>The children will use their artistic skills to represent the changing seasons.</p>	<p>Weekly weather recording. Dressing for the weather.</p>	<p>To present a weather forecast. To appreciate how the world around us adapts and changes with the changing of the seasons.</p>
<p>Spark</p> <p>Spring walk around the school grounds.</p>		<p>Learning Celebration</p> <p>Seasons work will be represented through art that is displayed in the KS1 corridor; Weather forecasts presentations.</p>
<p>Role Playing/Life Skills/Real Learning</p> <p>Role playing being a weather forecaster.</p>		<p>Community Cohesion</p>
<p>Out of Classroom Opportunities</p> <p>Seasonal walks. Collecting signs of changing nature out of the classroom. Weather walks, e.g. cloud spotting.</p>		<p>Home Learning Activity</p> <p>Children will complete a range of independent homework tasks connected to the weather and the seasons.</p>
<p><u>Computing and E-safety</u></p> <p>Children will recognise how information technology is used beyond school to forecast weather patterns and present them to the public. We will use the internet to watch the weekly weather forecast. Children will use a paint package to create their own seasonal images.</p>		
<p>Links to discrete subjects:</p> <p>Art</p> <p>We used blow painting to create the trunk and branches of a tree and then used finger painting to add the blossom.</p> <p>Literacy</p> <p>Once we had completed our spring tree art, the children added adjectives to describe the signs of spring based on their sensory walk around the school grounds. The vocabulary that was generated was used to innovate a poem about Spring which explored the way it makes us feel.</p>		



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Seasons

Children sequenced the seasons of the year and then focused on the current season of spring. The children looked at the main parts of a plant, the life cycle of a plant and conducted experiments to investigate what a plant needs to grow healthily. They also planted sunflower seeds which they observed on a weekly basis, recording their observations in a diary.

PSHE

Sun safety.

Steps to success

Seasons/Science

Children know the order and features of the seasons of the year. They have explored the feelings associated with spring and looked at the season as a time of new growth, conducting a series of scientific experiments.

Literacy

Spring was used as a focus to explore poetry.

How will the project be evaluated?

At the end of the year, the children will be able to tell a story of how the seasons and the weather have changed during their time in Year Two through a celebration of work to parents.