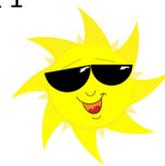




Whatever the Weather – Year One



Rationale	
<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>	
Creativity	Independence
<p>The children will use their artistic skills to represent the changing seasons.</p>	<p>Weekly weather recording. Dressing for the weather.</p>
Aspiration	
<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>Teacher in role presenting the weather; BBC weather forecast.</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. Maintaining a weather station.</p>	<p>Community Cohesion</p>
<p>Out of Classroom Opportunities</p> <p>Weather station - garden area. 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>Computing and E-safety</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>Geography/Science</p> <p>Building on our topic “We are the United Kingdom”, the children looked at how the weather differs in different parts of our countries by watching the BBC long-range weather forecast each week throughout the year and discussing the weather patterns in each part of the United Kingdom, feeling great frustration at the lack of snow in Stamford compared to Scotland and the north of England!</p>	



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Having discovered the different symbols used in the weather forecast, we then used a fictitious setting to learn more about maps, map symbols and compass directions. We had great fun on the playground finding out what was in the north, east, south and west. We learned the order of the seasons and as each season approaches we are learning more about its features and the impact on our daily lives.

Art

We have looked at the work of other artists and used a range of materials creatively to draw, paint and sculpture the features of autumn and we are in the process of creating a four canvas piece of art which will show how a deciduous tree changes across each season.

Literacy

We used adjectives to describe the features of autumn and then tried to use these features in our autumn acrostic poems. We pretended to be a weather forecaster and presented our own (sometimes very dramatic!) weather forecast to the rest of the class using the new vocabulary we had learned (e.g. weather patterns, compass directions).

We enjoyed a story from another culture - “Bringing the Rain to Kapiti Plain” and thought about how the weather differs between the United Kingdom and countries located close to the equator. We learned that that in some cultures they have different beliefs about the weather.

Maths

We have learned about turning clockwise and anti-clockwise and about the four main compass points.

Steps to success

Seasons

Autumn

An autumn walk, spotting signs of autumn as a stimulus and to collect autumn treasures. The treasures were used to create an autumn collage, which was displayed in the KS1 corridor. We looked at “Autumn Leaves” by John Everett Millais and then created our own still life using our autumn treasures and a selection of autumnal fruits and berries, which we drew and coloured. Then we used clay to make leaf imprints and cut them out and shape them. In English, we described the features of autumn and wrote autumn acrostic poems.

Winter

Preparing for winter: suitable clothing, animals hibernation, birds migration. We wrote about what we see in the winter.

Forecasting the Weather

We used geographical vocabulary to present a weather forecast referring to the four countries of the United Kingdom and the four main compass points, describing different types of weather. We compared the weather in Kenya (as a place located near to the equator) with the UK and made a rain stick like they use in Chile.

We wrote about the different types of clouds and learned how they affect our weather.

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 One through a celebration of work to parents.

ONGOING THROUGHOUT THE YEAR - THIS VERSION CURRENT AT TERM 4, WEEK 1



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