




<p>Session 3</p>	<p>To identify seasonal and daily weather patterns in the United Kingdom</p> <p>I understand how the weather can be measured</p>	<p><u>Review learning from last session</u></p> <p><u>Task One: Collecting information about our weather</u>          What is the weather like today? What was it like yesterday? Last week?          How can we find out?</p> <p><u>Investigate</u>          Children to split into 3 teams to make either rain gauge and wind sock and weather vane</p> <div data-bbox="562 384 1512 823" data-label="Image"> <p>The image block contains three separate photographs. The first shows a clear plastic bottle with a blue cap and a white funnel inside, used as a rain gauge. The second shows several colorful wind socks hanging from a string. The third is a diagram of a wind vane mounted on a red and yellow cylindrical base, with a white arrow pointing left.</p> <p><a href="https://www.wikihow.com/Make-a-Wind-Vane">https://www.wikihow.com/Make-a-Wind-Vane</a></p> </div> <p>Children to make their weather equipment and decide upon a place to put it.          Photo the children’s designs and locations</p> <ul style="list-style-type: none"> <li>- Children to record on a speech bubble (SEND and LAP)</li> <li>- Create a simple diagram</li> </ul> <p>Start collecting day to day data from the equipment</p>	<p>Weather rain, wind, storm, hail, snow, drizzle, sun, hurricane, tornado, sleet, ice, thunder, mist fog</p> <p>Rain gauge, wind sock, weather vane</p> <p>Weather chart Collect, predict, record, data, equipment</p>
<p>Session 4</p>	<p>To identify seasonal and daily weather patterns in the United Kingdom</p> <p>Seren's Seasons eBook</p> <ul style="list-style-type: none"> <li>- Twinkl</li> <li>- Read this through the week</li> </ul> <p>I understand that there are four seasons in the year and can name them</p>	<p>Short session</p> <p>Review learning and update the weather chart with prediction for tomorrow.</p> <p><b><i>Can they explain how the weather changes with each season?</i></b></p> <p>Discuss the weather results so far. Did they expect this type of weather now? Why/why not?          Would it be usual to see snow now? Why not?</p> <p><u>Task One– seasons</u>          Introduce the word ‘season’- have they heard of it before? What do they know?          Record any prior knowledge (KO)  <a href="https://www.youtube.com/watch?v=8Zjpl6fgYSY">https://www.youtube.com/watch?v=8Zjpl6fgYSY</a></p> <ul style="list-style-type: none"> <li>- Discuss vocabulary ‘fall = Autumn</li> </ul>	<p>Season, seasonal, spring, summer          Autumn, winter, warm          Cool, wind, rain, sun, fog, snow          Axis, orbit, tilt</p>

		<p>Task Two – Seasonal sorting game</p> <p>Working at their table group can the chn sort the pictures into each season?</p> <p>Look around each groups and make changes</p> <ul style="list-style-type: none"> <li>- Photo on seesaw</li> </ul>	
Session 5	<p>To identify seasonal and daily weather patterns in the United Kingdom</p> <p>I understand why there are four seasons in a year because of the Earth tilt.</p>	<p>Update the weather chart with prediction for tomorrow</p> <p>Review learning – can the children spot each season on the video <a href="https://www.youtube.com/watch?v=VYpGBtR8Lbs">https://www.youtube.com/watch?v=VYpGBtR8Lbs</a></p> <p><u>Task One</u> – understanding why seasons happen use the KO as an additional resource Watch the video and explain the learning whilst watching. Check that the children understand orbit and tilt. <a href="https://www.bbc.co.uk/programmes/p04wf449">https://www.bbc.co.uk/programmes/p04wf449</a></p> <p>Recreate the explanation outside using the children – video/photo on see saw.</p> <p><u>Task Two</u></p> <p>Complete a range of seasonal tasks</p> <ol style="list-style-type: none"> <li>1) Split pin seasons discs</li> <li>2) Make seasonal picture using a tree</li> <li>3) Seasonal pictures using natural resources</li> <li>4) Dressing Teddy for the seasonal weather</li> </ol> 	<p>Season, seasonal, spring, summer</p> <p>Autumn, winter, warm</p> <p>Cool, wind, rain, sun, fog, snow</p> <p>Axis, orbit, tilt</p>
Session 6	<p>To identify seasonal and daily weather patterns in the United Kingdom</p> <p>I understand how the Earth tilt and seasons effect the weather.</p>	<p>Update the weather chart with prediction for tomorrow, what have they noticed so far? Make links with the learning from yesterday with the earths tilt</p> <p>Re-watch the video <a href="https://www.bbc.co.uk/programmes/p04wf449">https://www.bbc.co.uk/programmes/p04wf449</a></p> <p><u>Task One – whole class game</u></p> <p>Corners game outside (autumn, spring, summer and winter)</p> <p>Match the weather to the seasons – children to run to which season the children would think it would happen. Can they explain linked to the earth’s tilt? Can they explain which weather can be found in each season?</p> <p><u>Task Two</u></p> <p>Complete a range of seasonal tasks</p> <ol style="list-style-type: none"> <li>1) Split pin seasons discs</li> <li>2) Make seasonal picture using a tree</li> <li>3) Seasonal pictures using natural resources</li> <li>4) Dressing Teddy for the seasonal weather</li> </ol>	<p>Season, seasonal, spring, summer</p> <p>Autumn, winter, warm</p> <p>Cool, wind, rain, sun, fog, snow</p> <p>Axis, orbit, tilt</p> <p>Weather rain, wind, storm, hail, snow, drizzle, sun, hurricane, tornado, sleet, ice, thunder, mist fog</p>

<b>Curriculum Coverage</b> (Previous, expected and what follows on)		
<b>Prior National Curriculum Coverage</b>	<b>National Curriculum Coverage</b>	<b>Subsequent National Curriculum Coverage</b>
<p>Developmental Matters ELG: Understanding the World – The World</p> <p>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 to another.</p>	<p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p>	<p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p> <p>Year 2</p> <p>To understand the impact which humans have on the world; both positive and negative to identify weather patterns around the world</p>