



Oak Class Year Group: 1/2

Amazing Authors/Science/Geography

Term: Spring 2 2020

Curriculum Drivers	Aspiration	Community	Key Vocabulary	
National Curriculum	<p>Pupils should be taught: Place knowledge and understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, 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 and the North and South Poles use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Science: Pupils should be taught to: observe changes across the four seasons</p>			<p>Rain, snow, storm, thunder, lightning, warm, cold, forecast, summer, autumn, winter, spring, season, cloudy, clothing, warm, cold, shadow, sun, earth, spin, day, night, light, dark, weather, rainfall, precipitation, shadow, sun, earth, spin, day, night, light, dark</p>



	observe and describe weather associated with the seasons and how day length varies.		
Intent		Cross Curricular Links and wider influences	Art, DT, Maths (measurement) Music (Vivaldi 4 Seasons)
Curriculum Driver Links	This will develop our aspiration - would they like to be a meteorologist or a scientist? Community- effect of weather on people.	Links to prior learning	Space Science studied in Spring 1 Geography- local area-Autumn 1 EYFS- Understanding the world
Concept Thread	Identify seasonal and daily weather patterns.	Links to future learning	KS2 Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies KS2 Space Science
Music			
Lesson Intent	Links to Prior Knowledge	Skills	Implementation/Intent



<p>Lesson 1</p>	<p>Children have informally discussed weather in previous sessions.</p>	<p>· To consider what they already know about weather and generate questions</p> <ul style="list-style-type: none"> · To make observations and respond appropriately · To look at weather forecasts and the symbols used by forecasters <p>To create weather forecasts about the weather at school</p>	<p>Watch a weather report and then look at the symbols involved. Have a map (or create your own) ready to carry out your own weather report. Discuss and answer questions about the weather and present your own weather report from where you are.</p> <p>Weather reports can be found here. http://www.metoffice.gov.uk/public/videos/#?tab=features</p> <p>I will email PDFs with weather symbols and discussion questions for putting together reports.</p>
<p>Lesson 2</p>	<p>Progresses from knowledge and skills gained in previous lesson.</p>	<p>Observe, record and discuss the weather.</p> <ul style="list-style-type: none"> • Understand how the observed weather is typical (or not) of the weather for the season. • Create a collage of the 	<p>Take children outside morning/ lunchtime and late afternoon/evening. Ask the chn what they observed about the weather when they went outside. Tell them to consider these questions: <i>What was I expecting today when I went to watch the weather?</i> <i>Was I surprised by it?</i> <i>What season are we in?</i> <i>What is the weather normally like at this time of year?</i> Write down their observations and thoughts. Consider together these questions: <i>What do we expect the weather to be like tomorrow? How can we tell?</i> (It has got colder throughout the day, it has started to rain, the weather forecast this morning said it would change, etc.) Ask the chn to explain what they think is meant by 'season' and see if they can name any of them. Show them the large sheets of paper. Write a season in the centre of each one and place them on the tables in the classroom. Then say: <i>Talk to each other and share what you know about each of the seasons. Move around the room and add your thoughts, facts and ideas onto the paper. So, if you know a fact about summer, or you have a memory, go to the 'summer' table and write a couple of words or draw a picture.</i></p>



		<p>current season, weather and wildlife and compare to other seasons in the year.</p>	<p>Give the chn some time to do this, encouraging them to talk, share ideas and wait their turn if the area around the table is busy. Share together when everyone has finished.</p> <p>http://www.bbc.co.uk/education/clips/zp4gcdm</p> <p>Children create art relating to their chosen season whilst listening to https://www.youtube.com/watch?v=GRxofEmo3HA - Vivaldi's <i>Four Seasons with images</i>. 42 min long.</p>
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Lesson 3	Links to much work on Space Science covered in Spring 1	<ul style="list-style-type: none">i) asking simple questions and recognising that they can be answered in different waysii) observing closely, using simple equipmentiii) performing simple testsiv) identifying and classifyingv) using their observations and ideas to suggest answers to questionsvi) gathering and recording data to help in answering questions	<p>Take the chn outside and focus their attention on their shadows. Generate interest in them by asking questions: <i>Can you always see your shadow? Does your shadow always look like that? What was your shadow like when you walked to school this morning? What do you think your shadow will look like this evening?</i> Gather the chn round and ask: <i>Can you jump on someone's shadow? Let's play shadow tag and catch each other's shadows!</i> Explore shadows in this way for a while and then hand out chalk to the chn and ask them to choose an object in the playground which has a shadow (a bin, flower pot, bench, etc.). Ask them to draw around the item's shadow and to consider: <i>What shape will this shadow be later on in the day?</i> Try and make time to go out and have a look later on to check. Explain that the shadows will get longer during the day and will be at their longest at dusk, before the sun sets. Then bring the chn in and play them the animation from the Weblinks. It explains the reason why we have day and night. Ask the chn to get into groups and give them a torch and a globe each. Encourage them to re-enact day and night with the torch and globe. Move around the groups, listening to what they are saying and making sure they understand that the torch mustn't move but the globe moves around and as it turns, parts of the earth go from light (daytime) to dark (night time). Ask them questions like: <i>Can you make it daytime in the Atlantic Ocean? Or the UK? Africa? When it is daytime in those places, where in the world is it night time?</i> Explain that, as the place where it is day time moves further away from the sun, the shadows in that place get longer, and then it turns into dusk and then night time. You may want to demonstrate this with a globe, torch and a Lego figure.</p> <p>Create shadow puppets?</p> <p>Weblinks</p> <p>http://www.bbc.co.uk/education/clips/zxcxnbk - Animation explaining why we have day and night; https://www.youtube.com/watch?v=Kz8wP2RYy64 - YouTube video explaining how to make shadow puppets with your hands; https://www.youtube.com/watch?v=iCmFWJjc4RA - Three little pigs shadow puppet show; http://www.bbc.co.uk/education/clips/zk7w2hv - BBC Bitesize - the most northerly city in the world.</p>
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Lesson 4	Science Maths	Working Scientifically 1. Ask simple questions and recognise that they can be answered in different ways. 2. Observe closely, using simple equipment. 3. Perform simple tests. 4. Identify and classify. 5. Use their observations and ideas to suggest answers to questions.	<ul style="list-style-type: none">· To consider what effect rain has on us and our daily lives· To design and make a weather station· To record the rainfall over a period of time· To make predictions about the results from the rainfall gauges <p>To use the scientific vocabulary: weather, rainfall, precipitation, data</p> <p>Before the session: Set up the rainfall noises to be playing as chn enter the classroom.</p> <p>Whole class: Ask chn to be quiet and listen to the rainfall noises (here or here). Ask them: <i>What can you hear? What does it remind you of? How does it make you feel?</i> Encourage the chn to remember the last time it rained. Ask them if they think that it rains more at different times of the year or if it rains quite a lot all year round. Invite them to share their memories of rain, splashing in puddles, wearing wellies, getting very wet without a raincoat, etc. Show them the BBC Bitesize clip and explain that they are going to work in groups over the next few sessions to design and set up a weather station to record what the weather does. Today's session will be focused on rain and measuring how much rain falls in a week.</p> <p>Activities: Ask chn if they have any ideas for measuring rain. Encourage them to think about suitable containers of the right size. Ask: <i>Why wouldn't a really large tank be suitable for measuring rain?</i> (Because if it only rains a little bit and the tank is very large, it would be difficult to find the collected water to measure it.) <i>Why wouldn't a small container, like a bottle lid, be right either?</i> (If it rained a lot, the lid would overflow and the rest of the rainwater would spill onto the ground, making it impossible to collect and measure.) Go through the instructions on how to make a rain gauge and show chn the materials they will need to make it. Ask them to work in groups. Make sure the bottles are either cut completely by an adult or have the cut started in the bottle, to avoid chn stabbing the bottle with the scissors. When the gauges have been made, have an adult take small groups out to position them outside. You may want to take photos of where</p>
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		<p>6. Gather and record data</p>	<p>they are or ask the chn to label the gauges. Show the chn the Recording Rainfall sheets. Explain that, in the next session, they can go and check on their rainfall gauges and see how much rain has fallen during the week. They will need to estimate how much rainfall has been collected before they actually look. Ask them: <i>Do you think it will rain this week? How much rainwater do you think we might collect during the week? Can we make a clever estimate?</i> Write these ideas and estimates down to refer to next week and during the week. Challenge the more able to consider what the data will look like. Will all the gauges collect the same amount? Why? Why not? How shall we record the data? Show them the measuring jug sheet and explain how to colour the jug in to the right level. The resource sheet contains a series of measuring jugs to colour (1-10ml, 10-100ml, small blank ones and a large blank one). Use the large blank measuring jug for the less able.</p>
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