|  |  |  |  |
| --- | --- | --- | --- |
| **Session 1 Seasonal Weather** | | | |
| Objectives | | * To make observations about the weather and discuss how this differs throughout different seasons. * To begin to understand how to record and measure the weather | |
| Enquiry Question | | **How is the weather different in each season?** | |
| Resources/Preparation  PowerPoint; pre-cut squares of paper or card, collage materials, pens/pencils, large sheets of paper stuck together or display board; | | | Weblinks  You might want to show the children a visual weather forecast from the current day by searching for this on the BBC site. |
| Teaching 1   * Tell children that after looking at the climate zones around the world in Block A, we are going to focus more on specific weather in this block. * Use PowerPoint slides 2-5 to discuss the different seasons and the season they are in now. *What is the next season we will move towards from here? What was the season before?* * Come back to the current season and discuss the type of weather you have been having (Slide 6). *Do we tend to experience any other type of weather during this season?* At this point remind children about the temperate climate we have in the UK. * Show Slide 7 with the 4 seasons and together brainstorm the different types of weather that might be experienced in each of the seasons by dragging in the weather symbols to the correct boxes. Discuss that some symbols will appear in all the seasons. This will be discussed more in the plenary.   Activity 1   * Using Slide 8 look at the picture of a weather forecast. * Tell children that weather symbols are used all the time to show people of all ages and nationalities what the weather is doing. * Give children squares of paper or card. They create their own weather symbols, e.g. snow, fog, rain, sun. * *These could be very simple line drawings if time is short, or they could use collage materials and spend longer on this activity.* * Use a display board or several large pieces of paper stuck together and divide this into 4 sections, one for each season. * Children place their weather symbols in the seasons they think it might occur.   Support children by working in a group with an adult to discuss the different weather symbols they might need to make.  Teaching 2   * Return to the PowerPoint weather forecast. *Why is it so important that we know about the weather that is coming and record the weather we are having?* * Explain that it helps us to know if we have to worry about anything e.g. risk of flooding or a strong wind. That way we can prepare for it and take precautions. It is also useful to know to make plans, we might need to know if it is going to be sunny and hot if we want to go to the beach for the day or have a picnic outside. * Explain that as well as looking forward, we can also look at the weather we are currently having. Using the example on the PowerPoint, discuss how to keep a weather chart and measure the weather over the course of a set time.   Activity 2   * Children help to create a large-scale class weather recording chart on a display board or large card (example on Slide 9). Explain that this will be added to during the following sessions after we have learnt about how to measure, observe and record each type of weather. You will need to label each day if completing this block over a week or just day 1…2 etc. if completing the sessions over the course of a few weeks.   Support children by pointing to different sections of the table and asking children what they can tell you about the weather. This will need modelling first. | | | |
| Plenary | Return to the seasonal weather symbols*. Is any of the weather repeated across the seasons*? e.g. *have we put rain in the winter and the summer?* Discuss some of these repetitions and how these might differ even if they are the same weather type i.e. the rain might be lighter in the summer or the sun might be less intense/hot in the winter. | | |
| Outcomes | | Today we will:   * identify and explore how the weather changes during each season. * begin to understand ways of recording the weather. | |