

<p>Theme reads: Frog and Toad All Year – Arnold Lobel (copies at Peg. Bringing the rain to Kapiti Plain – Verna Aardema (Copies at Pegasus) Ishtar and Tamuz – Christopher Moore and Christina Balit (copies at Pegasus) When will it be Spring – Catherine Walters (copies at Peg.)</p> <p>Wild Weather – Oxford Reading Tree (Oxford Owl.) What causes weather and the seasons? - Alejandro Algarra Wild Weather – Kingfisher Books You wouldn't want to live without extreme weather.</p> <p>Percy the parkkeeper books: One snowy night, After the storm, A Year in Percy's park. Tree: Seasons come, Seasons go The Squirrel's busy year</p>	<p>Year 2 (autumn): Enquiry Question</p> <h2>Can predicting the weather save lives?</h2> <p>Key driver: Determination Key skills: I can describe physical and human geographical processes. Year Enquiry: How do we survive in a wild world? Topics: Weather and Seasons High quality outcome: Children prepare a storm forecast and news guide on how to protect ourselves and our homes in a major storm.</p>	<p>Resources Outdoor thermometers, rain gauges, wind sock, compasses, barometer?</p>
<p>Key Vocabulary: weather, daily, seasons, seasonal, changes, patterns, hurricanes, forecast,</p>		<p>Pupil Pledge</p>

<p>Launch What is weather? WALT: I can identify daily weather patterns in the UK. Outcome: Children discuss the weather today and in the recent past.</p>	<p>Lesson 2 Seasons WALT: I identify and discuss seasonal weather changes in the UK. Outcome: Children know how the weather changes through the seasons in the UK and will begin to show some understanding of why seasonal weather changes occur.</p>	<p>Lesson 3 Observing the weather WALT: I can identify and describe daily weather patterns in the UK. Outcome: Children rotate around activities to measure/observe temperature, wind, rain etc. and complete a table to show their findings.</p>	<p>Lesson 4 Forecasting WALT: I understand what weather forecasts show and how they can be useful. I can use geographical vocabulary to describe the weather. Outcome: Children explore different types of weather forecasts, look at symbols and discuss why different people might use them. Why might</p>	<p>POP Quiz The children draw and explain what should be packed for a UK holiday in each season. What types of weather would be expected? Could be in the form of a guide - "Visiting Hill End/forest school in Autumn. You will need: The weather may be:"</p>
--	---	--	--	---

			forecasts be more important in other parts of the world?	
<p>Lesson 6</p> <p>Dangerous weather in the UK.</p> <p>WALT: I can describe types of extreme weather in the UK and how it affects us.</p> <p>Outcome: Discuss incidents of flooding and strong winds in the UK and the impact this has.</p>	<p>Lesson 7</p> <p>Dangerous/extreme weather abroad</p> <p>WALT: I can describe some types of extreme weather in other countries.</p> <p>Outcome: Children learn about places that are susceptible to hurricanes.</p>	<p>Lesson 8</p> <p>WALT: I can use geographical vocabulary to describe the weather.</p> <p>Outcome: Prepare weather reports with UK map, symbols etc. Write script.</p>	<p>Lesson 9</p> <p>WALT: I understand the dangers of some weathers and can explain how the weather affects us.</p> <p>Outcome: Write news guide, how to prepare for a storm.</p>	<p>Celebration</p> <p>Act out and film news and weather reports.</p>

<p>Content: What will we learn? What are the core concepts? To identify seasonal and daily weather patterns in the United Kingdom. To use geographical skills including first-hand observation. Explain some dangers of the weather. Make comparisons between different places studied. Use basic subject specific vocabulary. Ask simple geographical questions.</p>	<p>Coherence: How does this link to previous learning? Builds on year one units on The UK and Continents and Oceans. Children will develop their understanding of the UK focussing on weather and the seasons and compare this to other parts of the world.</p>	<p>Creativity: How will we show we understand in multiple ways? Written and pictorial outcomes, role play.</p>	<p>Compassion: What opportunities are there to teach compassion? Learning about how extreme weather affects people's lives in the UK and abroad. How can we help?</p>	<p>Community: What links are there to local resources? Flooding in Oxford. Link with Oxford University and The Radcliffe Meteorological Station.</p>
--	--	---	--	---