

What weather do you like?
Would it be good to have
that weather all year
round?

Do we rely on the
weather?

Can you ever have
too much sun/rain/
snow?

Who was Noah,
and why did God
choose him?

Whatever the Weather

“If you forgive
others for the
wrongs they do to
you, your Father in
heaven will forgive
you.”

Matt 6:14

“Who sends rain
to satisfy the
parched ground
and make the ten-
der grass spring
up?”

Job 38:27



Week 1 - Weather Investigators.

Whatever the Weather Song.

Book Focus– Non– fiction books about the weather.

What do we know about weather? What would we like to learn? Kipper’s Book of Weather.

Making weather charts, looking at weather symbols.

How can we predict the weather using science and technology....

Year 1—Addition and Subtraction—Add by counting on, number bonds to 10.

Reception—Numbers to 5—Introducing zero.



Week 2—Snow and Ice.

Arctic Explorers- Polar Expeditions– who was Scott of the Antarctic? (Y1)

Winter paintings and colour mixing– Artist– Claude Monet– An impression of Winter

Warm clothing—packing for an adventure! Staying safe in the cold.

Books– The Village in the Snow/ Fun in the Snow. Kippers Snowy Day. One Snowy Night.

Year 1—Addition and Subtraction - Bonds to 10.

Reception—Numbers to 5 - Number bonds to 5.

Earth and Weather

Week 3—Wind.

Make Natural wind– Streamers for our outdoor area.

Book Focus– The Weather Vane. The Windy Day Rosie’s Hat

How can we use the wind...? Wind turbines... Do we need the wind?

Sir Ranulph Fiennes– A great British Explorer. Where would you like to go...? What would you like to do?

The Chinese New Year and celebrations.

Investigating materials– what keeps us warm?

Year 1—Addition and Subtraction – Making 10.

Reception—Numbers to 10 – Counting to 6, 7 and 8.



Week 6— Climate Heroes.

Helping with World Weather and Climate change.

Design and make a re-useable shopping bag, how does this help our planet?

Book focus– Wonderful Earth. Greta and the Giants.

Weaving with twigs

Mini natural sculptures and repeating patterns– Artist- Andy Goldsworthy.

Become weather forecasters! Record using I-Pads.

Do we need to look after our planet?

Year 1—Place Value (within 50) – One more/One Less, compare objects within 50, compare numbers within 50.

Reception—Addition to 10 – Combining two groups to find the whole.

Week 5– Sunshine .

Looking at hot places on the World map.

Staying safe in the sun– making healthy choices.

Book Focus– Jungle Poems. Kipper’s sunny Day.

Investigating materials– what can float? Could you make a boat?

Bear Grylls—A great British Explorer. Going for our goals.

Do we need the sunshine?

Year 1—Place Value (within 50) – Numbers to 50, Tens and Ones, representing numbers to 50.

Reception—Numbers to 10 – Comparing groups up to 10.

Week 4 - Rain and Rainbows.

Famous Explorers– Who was Christopher Columbus? (Y1)

Rainforest Explorers– Hot places.

Investigate waterproof materials– what material would make a good umbrella?

Book Focus– Kipper’s Rainy Day, Sonny’s Wellingtons, Elmer and the Rainbow.

The story of Noah- Hope and Rainbows.

Do we need the rain? Collecting rain, how do we measure water?

Year 1—Addition and Subtraction – Related facts, compare number sentences.

Reception—Numbers to 10 – Counting to 9 and 10.

Reception Overview

Personal, Social and Emotional Development: Making Relationships

- * Initiates conversations, attends to and takes account of what others say.

Personal, Social and Emotional Development: Self-Confidence and Self-Awareness

- * Confident to speak to others about own needs, wants, interests and opinions.

Personal, Social and Emotional Development: Managing Feelings and Behaviour

- * Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.

Communication and Language: Listening and Attention

- * Is able to follow directions (if not intently focused on own choice of activity).

Communication and Language: Understanding

- * Beginning to understand 'why' and 'how' questions

Communication and Language: Speaking

- * Questions why things happen and gives explanations. Asks e.g. who, what, when, how.
- * Uses intonation, rhythm and phrasing to make the meaning clear to others.
- * Builds up vocabulary that reflects the breadth of their experiences.
- * Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- * Introduces a storyline or narrative into their play.

Physical Development: Moving and Handling

- * Holds pencil near point between first two fingers and thumb and uses it with good control.
- * Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- * Uses simple tools to effect changes to materials.

Physical Development: Health and Self Care

- * Eats a range of healthy foodstuffs and understands need for variety in food.
- * Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- * Children can talk about ways to keep healthy and safe.

Literacy: Reading

- * Beginning to be aware of the way stories are structured.
- * Suggests how a story might end
- * Listens to stories with increasing attention and recall.
- * Hears and says the initial sounds in words.
- * Can segment the sounds in simple words and blend them together and knows which letters represent some of them.

Literacy: Writing

- * Links sounds to letters, naming and sounding the letters of the alphabet.
- * Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

Mathematics: Numbers

- * Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- * Counts an irregular arrangement of up to ten objects
- * Uses the language of 'more' and 'fewer' to compare two sets of objects.

- * Says the number that is one more than a given number.
- * Begins to identify own mathematical problems based on own interests and fascinations.

Mathematics: Shape, space and measures

- * Uses everyday language related to time.
- * Measures short periods of time in simple ways.

Understanding the world: People and communities

- * Shows an interest in different occupations and ways of life.
- * Talk about past and present events in their own lives and in the lives of family members.
- * Enjoys joining in with family customs and routines.

Understanding the world: The world

- * Comments and asks questions about aspects of their familiar world, such as the place where they live or the natural world.
- * Talks about why things happen and how things work.
- * Looks closely at similarities, differences, patterns and change.
- * Talks about features of own immediate environment, and how environments vary from one another.

Understanding the World: Technology

- * Completes a simple program on a computer.
- * Interacts with age appropriate computer software. (Mini- mash- winter clothes, winter tree, design an umbrella)
- * Knows that information can be retrieved from computers (Weather Forecasting for children Blog videos)

Expressive arts and design: Exploring and using media and materials

- * Experiments to create different textures.
- * Manipulates materials to achieve a planned effect.
- * Uses simple tools and techniques competently and appropriately.
- * Explore a variety of materials experimenting with design, texture and form.

Expressive arts and design: Being imaginative

- * Makes up rhythms.
- * Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- * Use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- * They represent their own ideas, thought and feelings through design technology, art, music, dance, role play and stories.
- * Plays co-operatively as part of a group to develop and act out a narrative.
- * Introduces a storyline and narrative into their play.
- * Plays alongside other children who are engaged in the same theme.

Year One

Science

Y1—Working scientifically—Gathering and recording data to help in answering questions (weather chart, waterproof investigations). Describe weather associated with the seasons and how day length varies

Materials—Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials e.g. wood, plastic, glass, metal, water and rock. Describe the simple physical properties of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Know how to sort living and non-living things.

Geography

Y1—What Wonderful Weather (T) - identify seasonal weather patterns in the UK. Keep a weather chart and answer questions about the weather. Know what they like/don't like about the place they live in.

Similarities/differences in the geog of UK and contrasting country, Identify seasonal and daily weather patterns. Locate hot and cold areas of the world in relation to the equator and the North and South Poles. Geographical vocabulary to refer to key physical features—beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation, season and weather.

History

Y1—(Great Explorers—T) - The lives of significant individuals in the past..Bear Grylls, Scott of the Antarctic.

Significant Person—Greta Thunberg (Climate Activist)

Art

Y1—Nature Sculptures (T) - To use a range of materials creatively to design and make a product. To use sculpture to develop and share ideas and imagination.

Artist focus—Andy Goldsworthy. Know how to create a repeating pattern in print and nature. Monet—An impression of winter.

Design Technology

Y1— Design a functional purposeful product for themselves and other users based on design criteria (Design a reusable canvas bag—Veolia visit??) Use own ideas to make something. Explain to someone else how I want to make my product. Choose appropriate resources and tools. Make a simple plan before making. .

ICT

Y1—E-Safety (T) - keeping personal info private. Identify where to go for help and support if they have concerns about content or contact.

Music

FS: Working World 52,53

FS: Growth & Change 60-63

Y1: Long & Short 5,6

Y1: Feel the Pulse 3

Y1—Listen with concentration and understanding to a range of high quality, live and recorded music. Play tuned and detuned instruments musically. Know how to use an instrument to perform. Know how to make different sounds with my voice and instruments.

R.E.

UC F1 Creation Why is the word God so important to Christians?

Talk about Christians around the world including our explorer Bear Grylls.

Faith can move mountains. Creation story, Noah.

P.E.

Y1— Dance and Gymnastics. Move to music. Copy dance moves. Perform own dance moves. Make up a short dance. Move safely in a space. Make their body curled, tense, stretched and relaxed. Control their body when travelling and balancing. Copy a sequence and repeat them. Roll, curl, travel and balance in different ways. Perform dances using simple movement patterns. Develop balance, agility and coordination and begin to apply these in a range of activities.