

Year 1 SCIENCE Topic 3: Wild Weather

Assessment Questions

1. Can you name the 4 seasons?
2. Tell me 2 main differences between Autumn and Summer.
3. Are the days longer in Winter or in Summer?
4. Can you tell me a country that has hotter weather than the UK?
5. Can you tell me a country that has cooler weather than the UK?
6. What did you use to measure the amount of rainfall in your rainfall experiment?

Values: Generosity and Thankfulness

KNOW	DO	UNDERSTAND
<p>NC Content: S: Observe changes across the four seasons.S: Observe and describe weather associated with the seasons and how day length varies.</p> <p>Vocabulary: <i>Seasons, Summer, Autumn, Spring, Winter, warmer, cooler, brighter, darker, cold, cloudy, day, daytime, seasonal changes, observation.</i></p> <p>Children know the names of the four seasons and describe key aspects of them, e.g. in summer, it is hotter and less rain.</p> <p>Children know that in summer in days are longer and in the winter the nights are longer.</p>	<p>NC Content: WS: using their observations and ideas to suggest answers to questions WS: Talk about what they have found out and how they found it out WS: Observe closely using simple equipment WS: With help, observe changes over time</p> <p>Children can watch videos and read books about seasonal changes and use their observational skills to suggest answers to their questions.</p> <p>Children can use measuring equipment to measure the amount of rainfall over a few days.</p> <p>Children can create a table on the computer to show the results.</p>	<p><i>PRIOR LEARNING: Children learn about seasons in EYFS. This is building on their understanding of seasons, talking about the different weather and how the lengths of the days change.</i></p> <p>Children explore the different seasons and weather in the world. They learn about the earth, the different oceans and countries.</p> <p>They also look at how other countries experience seasons – in the Arctic etc.</p> <p>Children are first exposed to the fact that the Earth goes around the Sun and how this affects the length of day.</p>

Year 1 Geography

Wild Weather

Assessment Questions		
<ul style="list-style-type: none"> - Can you tell me some words to describe different types of weather? - Show me on a world map where the South Pole is. What is the weather like there? - Show me a world map where a desert is? What is the weather like there? - What does climate mean? 		
Know	Do	Understand
<p><u>Human and Physical Geography</u></p> <p>I know the appropriate weather words to describe the weather outside. Cold, windy, sunny, raining, snowing, hailing, mild, hot.</p> <p>I know that weather can be different in various places around the world.</p> <p>I can describe the weather at the south pole and in the desert.</p> <p>I know what a beach, mountain, forest, sea and river look like.</p>	<p><u>Locational knowledge</u></p> <p>NC name and locate the world's seven continents and five oceans Name the continent of the UK and of another area of the world (cold/hot).</p> <p>Use world maps to identify the UK in its position in the world and another area/country of the world (hot/cold).</p> <p>Label the South and North pole on a globe and a map of the World</p> <p><u>Human and Physical Geography</u></p> <p>NC 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</p> <p>Find UK and other areas on a world map and describe their weather patterns, using the equator and North and South Poles to explain reasons.</p> <p>NC Use basic geographical vocabulary to refer to: key physical features, including: desert, beach, cliff, coast, forest, hill, mountain, sea, ocean, river</p>	<p>In this topic the children will draw upon the previous topics knowledge and deepen and secure their understanding of weather conditions around the world.</p> <p>The children will identify seasonal and daily weather patterns in the United Kingdom and then focus on the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>They will be able to locate the North and South pole on a globe and a world map, describing the weather conditions and understanding this in relation to the distance from the equator.</p>
<p><u>Key Vocabulary</u></p> <p>Seasons – Autumn, Winter, Spring, Summer Weather words- hot, sunny, dry, cold, wet, rainy, snow, windy, icy, climate, temperature</p> <p>Geography Core Concepts: Climate Environment</p>	<p><u>Fieldwork Opportunities.</u></p> <p>Use Google Earth to find very hot countries or very cold countries (places with a different climate to our own)</p>	

Year 1 ART Topic 3: Wild Weather

Explain what Van Gogh’s work is like.
 Explain what Jackson Pollock’s work is like – how did he create it? How is it similar/different to Van Gogh? How did you create your marks? Why did you choose those tools?
Generosity and thankfulness

KNOW	DO	UNDERSTAND
<p>Know about the work of Vincent Van Gogh and Karl Schmidt</p> <p>Can explain the style of Jackson Pollock</p> <p>Know how to create work in the style of Jackson Pollock, discussing the features</p> <p>Know how to choose tools purposefully and explain the impact of my choices on the outcome</p> <p>Can explain how the colours and techniques are different in different artists work</p> <p>Know that different tools make different marks Key</p> <p>vocabulary: Vincent Van Gogh Karl Schmidt Jackson Pollock Style Mark Making Explore</p>	<p>Children will explore the work of famous art by painters, investigating how colour and technique can produce different effects e.g. Van Gogh’s “Starry Night” and “The Church at Auvers”; Karl Schmidt – Rottluff’s “Self Portrait 1906”; Monet’s Le Grand Canal; Basquiat’s “Dusthead”; any Jackson Pollock painting.</p> <p>Children to explore lots of different mark making with paint, with different brushes/tools (eg plastic cups for circles; cotton buds; cubes etc) – show “Mark Making” ppt. Experiment with making their own weather-picture using the techniques explored.</p> <p>Aims:</p> <ul style="list-style-type: none"> - produce creative work, exploring their ideas and recording their experiences - become proficient in drawing, painting, sculpture and other art, craft and design techniques <p>NC Content:</p> <ul style="list-style-type: none"> - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>During this unit, the children will learn about weather in our country and also around the world. They will make connections between the climate of different areas linked to the weather there. They will discover that the earth spins, creating day and night, and understand how seasons occur. Children will use what they have learnt as a basis to develop creative responses to the different seasons, through art, music and dance.</p> <p>Children have done lots of exploratory art in EYFS, but have not previously been taught specific art skills relating to collage.</p>

YEAR 1 MUSIC Topic 3: Wild Weather		
KNOW	DO	UNDERSTAND
<p>I KNOW that:</p> <ul style="list-style-type: none"> I can control the dynamics, volume and timbre of sound music can be improvised (made up) music can follow a structure (a sequence of sounds) instruments need to be played with control when you perform, you can look at symbols (beginning of score reading/ notation) and need to follow a leader for a clear start and stop signal <p>Vocabulary:</p> <p>timbre symbol duration structure improvisation dynamics tempo body percussion</p>	<p>Cross curricular links:</p> <p>Throughout the topic, children will have the opportunity to listen to weather inspired pieces of music by a range of composers: Moonlight sonata by Beethoven, Clair de Lune by Debussy, Morning mood from Peer Gynt Suite by Grieg, Jardins sous la pluie (Gardens in the rain) by Debussy, Prelude Op. 28 no 15 (Raindrop prelude) by Chopin, Four seasons by Vivaldi, Clouds by Griffes, In the mist by Janacek.</p> <p>Music express 'weather' (3)</p> <p>The children will perform an action song 'Mr Wind' and will making wind sounds using voices and body percussion, thinking about the type of sound and length of sounds. They will perform a chant 'Thunder echos' and add thunder sounds using percussion, following a leader to change the dynamics. They will listen to 'we're indoors', and find out how dynamics and timbre (sound quality) change the rain sounds made. They will learn a 'weather chant' and use different instruments to make storm word rhythms. They will perform in parts (one half doing the chant, one half doing the instrumental rhythms). They will listen to <i>The storm</i> from Beethoven's <i>Pastoral Symphony</i> and reflect on the changes in the music. They play their instruments together, following weather symbols arranged in an order, creating their own class performance.</p>	<p><i>In EYFS, the children will have sung lots of songs about the weather and joined in with songs that get louder and quieter. They will have used different sounds sources to make up their own compositions. In Year 1, this will start to be done with more control, and will follow notation (symbols in order) and have a leader to direct.</i></p> <p>NC Areas covered:</p> <ul style="list-style-type: none"> Pupils listen to, review, and evaluate music, including the works of the great composers Pupils learn to sing and play a musical instrument Pupils create music on their own and with others Pupils explore structure, timbre, and dynamics