


Science

"Seasonal Changes"


1	Describing the weather in different seasons.
2	Identifying and describing differences between the four seasons.
3	Exploring how animals and animal behaviour is affected by the changing seasons.
4	Exploring how humans and human behaviour is affected by the changing seasons.
5	Exploring how changing daylight hours across the seasons affects people.
6	Using data to identify and describe seasons.
Objectives:	<ul style="list-style-type: none"> Year 1 - asking simple questions and recognising that they can be answered in different ways Year 1 - observing closely, using simple equipment Year 1 - performing simple tests Year 1 - identifying and classifying Year 1 - using their observations and ideas to suggest answers to questions Year 1 - gathering and recording data to help in answering questions Year 1 - observe changes across the four seasons Year 1 - observe and describe weather associated with the seasons and how day length varies



Geography

"Weather Patterns"


1	Identifying and exploring the difference between seasonal and daily weather patterns.
2	Describing the differences between inland and coastal weather patterns.
3	Exploring and creating weather forecasts, and identifying why they are useful.
4	Comparing the weather in the United Kingdom to other parts of the world.
5	Comparing the weather in countries near the equator with weather in the United Kingdom.
6	Comparing the weather near the North and South Poles with weather in the United Kingdom.
7	Consolidating knowledge of weather patterns in the United Kingdom and other parts of the world.
Objectives:	<ul style="list-style-type: none"> KS1 - 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. KS1 - 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.



DT

"Wacky Windmills"

1	Exploring a variety of windmills and what they are used for.
2	Exploring materials and methods that would be appropriate for building a sturdy base for a windmill.
3	Exploring materials and methods that would be appropriate for building windmill sails.
4	Creating a design for a themed windmill, choosing appropriate materials and tools.
5	Following a design to create a windmill.
6	Evaluating a finished windmill and assessing what went well and what could be improved.
Objectives:	<ul style="list-style-type: none"> KS1 - design purposeful, functional, appealing products for themselves and other users based on design criteria KS1 - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. KS1 - explore and evaluate a range of existing products KS1 - build structures, exploring how they can be made stronger, stiffer and more stable



RE

"Easter Beginnings"

1	Exploring differences between winter and spring, and thinking about why some people celebrate new beginnings at this time.
2	Establishing who Christians are and what they believe before reading the Easter story.
3	Thinking about how Christians prepare for Easter, including Lent, Shrove Tuesday and Ash Wednesday.
4	Exploring the events of Holy Week and finding out how Christians celebrate Easter.
5	Identifying common Easter traditions, including Easter eggs, the Easter bunny, Easter foods and Easter cards.
Objectives:	N/A

Wonderful Weather

Teacher's Topic Planner

Maths

Computing

Art

English

Science

"Seasonal Changes"

PlanBee 

History

Geography

PlanBee 

"Weather Patterns"

RE

PlanBee 

"Easter Beginnings"

DT

"Wacky Windmills"

PlanBee 

Languages

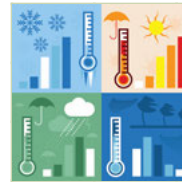
Music

Teacher's notes:



Science

"Seasonal Changes"



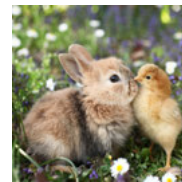
Geography

"Weather Patterns"



DT

"Wacky Windmills"



RE

"Easter Beginnings"

Seasonal Changes : Science : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out about different seasons and how to describe them.	Children will describe the weather they can directly observe and other types of weather they know of. They will describe what the weather is normally like during different seasons, and what people might wear in different weather conditions.	<ul style="list-style-type: none"> Can the children name the seasons? Do children know that weather changes for each season? Do children know that weather affects human activity? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Outfit Cards Picture Cards (FSD? activity only) Thesaurus and sticky notes (FSD? activity only)
Lesson 2	To find out about the seasons and how they are different.	Children will study images, looking for clues as to which season it is – including weather conditions and plant growth.	<ul style="list-style-type: none"> Can the children identify the seasons? Can the children say how the seasons differ? Do children know any features of the seasons? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C/2D Seasons Jigsaws Sentence Cards Word Mat (FSD? activity only)
Lesson 3	To find out about how animals are affected by the seasons.	Children will consider ways in which the changing conditions of the seasons affect the lives of animals, focussing on the behaviour of robins during each season. They may either undertake sequencing activities, or work in groups to learn about behaviours of other animals.	<ul style="list-style-type: none"> Can the children say how the seasons differ? Can the children say how the different seasons affect animal behaviour? Can children explain the terms 'adapt' and 'hibernate'? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Robin's Jobs Sheet Challenge Card (FSD? Activity only) Hedgehog Fact Sheet (FSD? Activity only) Story Sheet - plenary
Lesson 4	To find out about how humans are affected by the seasons.	Children will learn about how humans adapt their behaviour to survive during the changing seasons. They may then either explore in detail the ways in which clothing worn may change, or what food is available at different times of year.	<ul style="list-style-type: none"> Can the children explain how the seasons affect what we wear? Can the children explain how the seasons affect what we do? Do children understand that different food grows in different seasons? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Vegetables Picture Cards (FSD? activity only) Vegetables Clue Cards (FSD? activity only) Vegetables Name Cards (FSD? activity only) Fruit Picture Cards (FSD? activity only) Fruit Clue Cards (FSD? activity only) Fruit Name Cards (FSD? activity only)
Lesson 5	To find out about the day length is affected by the seasons.	Children will learn how the length of day and night, and the times at which they occur, change throughout the year. They may either answer questions about given information, or sort activities into the seasons for which they are most appropriate.	<ul style="list-style-type: none"> Can the children identify which season has the shortest days? Can the children identify which season has the longest days? Do the children know the sun rises in the morning and sets in the evening? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C/5D Timeline A/B Activity Cards (FSD? activity only)
Lesson 6	To investigate the weather during the seasons.	Children will complete given pictograms using given sets of data to show changes in weather, or frequency of different types of clothes worn, during each season.	<ul style="list-style-type: none"> Can children gather weather data over a period of time? Can children use data to create a pictogram? Can children answer questions about their data? 	<ul style="list-style-type: none"> Slides Seasons Cards Blank Weather Sheet Worksheet 6A/6B/6C Pictogram Sheets End of Unit Quiz

Weather Patterns : Geography : Year 1/2

*Note that child-friendly versions of Learning Objectives are shown on the slides.



	Learning Objective*	Overview	Assessment Questions	Resources
Lesson 1	To identify differences between seasonal and daily weather patterns, and observe and describe daily weather patterns.	Children will consider differences between seasonal weather and daily weather in the UK, then either plan for recording daily weather using a diary or collect and sort words to describe typical UK weather during a given month.	<ul style="list-style-type: none"> Can children identify and describe expected weather types for the seasons? Can children begin to distinguish between daily weather and seasonal weather? Can children suggest how likely certain weather types are for each of the seasons? 	<ul style="list-style-type: none"> Slides Weather Diary 1A/1B/1C Weather Word Fan (optional) Month Outline sheets (FSD...? activity only)
Lesson 2	To describe how daily weather patterns change over time, and how weather may be different in inland/coastal areas.	Children will look at simple pictograms of weather data for different regions of the UK. They will learn some ways in which weather differs between inland and coastal areas. They may then either complete weather pictograms, or draw and describe weather conditions in one or more UK regions.	<ul style="list-style-type: none"> Can children begin to interpret weather data presented in simple tables and pictograms? Can children predict how weather data might vary at different times of year? Can children begin to identify some ways in which weather in inland and coastal areas in the United Kingdom often varies? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Weather Word Fan (optional) Worksheet 2D (FSD...? activity only)
Lesson 3	To identify ways in which we learn about the weather, then make predictions about the weather which are helpful.	Children will consider ways in which weather affects the clothes we wear and the things we do. They will also think about how weather forecasts help us. They may then either add weather symbols to a map or prepare and perform a weather forecast.	<ul style="list-style-type: none"> Can children interpret simple weather maps? Can children add weather information to maps based on simple descriptions? Can children draw upon their own knowledge of seasonal and recent daily weather to predict the next day's weather? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C FSD...? activity only: Tomorrow's Weather (or your own maps) Weather Symbols cards Photo sheet (optional) Cameras (optional)
Lesson 4	To begin to find out about ways in which the weather during each season in equatorial and polar regions differs from the weather in the United Kingdom.	Children will study images and descriptions of an equatorial and a polar region and compare them to UK weather. They will learn basic differences between UK, polar and equatorial climates. They may then either draw and describe weather in different, given locations or talk to a visitor about weather in another part of the world.	<ul style="list-style-type: none"> Can children begin to identify ways in which weather in other parts of the world varies from our own? Can children describe (in simple terms) ways in which the weather is different near the poles and equator? Can children organise their ideas about weather conditions in a polar/equatorial location? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Teacher's Notes Weather Word Fan (optional) Worksheet 4D (FSD...? activity only)
Lesson 5	To learn more about the way seasonal weather in an equatorial region is different to the weather in the UK.	Focusing on Singapore, children will learn more about weather in equatorial regions, including that they may be not only hotter than the UK, but wetter, too. They may then undertake a range of quick activities where they consider how the weather in Singapore affects human behaviour.	<ul style="list-style-type: none"> Can children describe some typical weather conditions of an equatorial country? Can children compare weather in the United Kingdom to that of an equatorial country? Can children relate weather patterns to human activity (e.g. clothing, outdoor work)? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Information books (see below) Equator Weather Pack (FSD...? activity only)
Lesson 6	To learn more about the way seasonal weather in a polar region is different to the weather in the United Kingdom.	Focusing on Tromsø, Norway, children will learn more about weather in polar regions, including that they experience periods of constant darkness/daylight. They may then either draw picture diaries describing a typical day in a polar region, or create polar region art showing winter weather activities.	<ul style="list-style-type: none"> Can children begin to identify some aspects of human and physical geography that are affected by extreme weather in polar regions? Can children compare some of these aspects to similar ones in the United Kingdom? Can children draw or write to show what they have learned and understood about weather in polar regions? 	<ul style="list-style-type: none"> Slides UK Winter Picture Diary Tromsø Picture Diary 6A/6B/6C Tromsø Diary Entry/Cards Northern Lights Art (FSD...? activity only) Black and white paper, pastels or chalks (FSD...? activity only)
Lesson 7	To show what has been learned and understood about weather patterns in the United Kingdom and in places near the poles and equator.	Children will recap, discuss and synthesise what they have learned and understood about weather in the UK, near the poles and near the equator. They may then either complete self-evaluation sheets or create weather art to show what they have learned and understood.	<ul style="list-style-type: none"> Can children recall prior learning about weather patterns? Can children show what they have understood by expressing their ideas in their own words/art work? Can children evaluate their own learning about weather patterns? 	<ul style="list-style-type: none"> Slides Evaluation 7A/7B/7C Weather Art 7 cards (FSD...? activity only) What have we learned? speech bubbles

Wacky Windmills : DT : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore what windmills are and how they are used.	Children will explore what a windmill is and identify the different parts they have. They will describe the appearance of different windmills and will begin to understand what they do.	<ul style="list-style-type: none"> Can children explain what a windmill is and what they are used for? Can children describe the features of a windmill? Do children know why farmers don't use the traditional windmills as much now? 	<ul style="list-style-type: none"> Slides The Brill Windmill Story Book Worksheet 1A/1B/1C Brill Windmill Cards Windmill Song Lyrics (for FSD? activity only)
Lesson 2	To explore ways of making strong bases.	Children will look at windmill bases and what they are made of. They will work with materials to find the best materials to make strong and sturdy windmill bases.	<ul style="list-style-type: none"> Can children use materials to construct a base? Do children understand that some materials are stronger than others? Do children know how to join materials together successfully? 	<ul style="list-style-type: none"> Slides Challenge Cards 2A/2B/2C Range of construction materials Structure Challenge (for FSD? activity only) Design Vocabulary (for FSD? activity only)
Lesson 3	To explore how to make sails for windmills.	Children will look at windmill sails and what materials are used to make them. They will use different materials to make different types of windmill sails.	<ul style="list-style-type: none"> Do children understand that some materials are better to catch the wind than others? Can children choose appropriate materials to create a structure? Can children explain how to make a structure spin on an axis? 	<ul style="list-style-type: none"> Slides Challenge Cards 3A/3B/3C Range of craft materials Pinwheel Instruction Card (for FSD? activity only) Pinwheel Template (for FSD? activity only) Pipe cleaners, drinking straw and beads (for FSD? activity only)
Lesson 4	To be able to design your own windmill.	Children will look at different windmills around the worlds and discuss their differences. They will use given templates and planing sheets to design their own windmill that they will make in the following lessons.	<ul style="list-style-type: none"> Can children design a windmill that follows a theme? Can children explain what materials to use to construct a windmill? Can children make predictions about the construction process? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Computers and a printer (for FSD? activity only) Builder's Materials Sheet (for FSD? activity only)
Lesson 5	To be able to follow a plan to make a windmill.	Children will use a range of craft materials to make their windmill from their own plan. They will follow instructions and use images to construct a model windmill.	<ul style="list-style-type: none"> Can children follow a design to create a windmill? Can children choose appropriate materials to make a windmill? Can children construct a windmill that represents a particular theme? 	<ul style="list-style-type: none"> Slides Windmill Template Image Cards A range of craft and construction materials Digital Windmill Design print-outs (for FSD? activity only)
Lesson 6	To be able to evaluate your finished windmill.	Children will evaluate the windmill-making process and will share their successes and challenges with others. They will explain how their model could be improved if they were to make it again.	<ul style="list-style-type: none"> Can children describe the design and construction process clearly? Do children understand how to evaluate a process? Can children share their experience with other class members? 	<ul style="list-style-type: none"> Slides Worksheet 6A/6B/6C Windmill Picture Cards (for FSD? activity only) Question Cards (for FSD? activity only)

Easter Beginnings : RE : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand that some people celebrate new beginnings.	Children will explore the different seasons and focus on the changes to the weather and their surroundings during spring. They will learn about how some people celebrate new life at this time and start to explore what Easter is. The children will have lots of fun becoming season detectives as they enjoy a season scavenger hunt.	<ul style="list-style-type: none"> Do children know there are four seasons in a year? Do children know that spring is a time of new life for plants and animals? Do children know about Easter? 	<ul style="list-style-type: none"> Slides Worksheets 1A/1B/1C/1D Seasons Pictures 1A/1B Word Bank Seasons Scavenger Hunt List (FSD? activity only) Seasons Investigation Checklist (FSD? activity only)
Lesson 2	To find out about the Easter story.	Children will learn about Christianity and why Christians celebrate Easter. They will find out about the Easter story and explore its meaning through role-play and hot-seating activities. The children will have the opportunity to sequence the Easter story as well as creating a 3D scene to act out Jesus' resurrection.	<ul style="list-style-type: none"> Can the children retell the Easter story? Can the children explain why Christians believe the Easter story has a happy ending? Are the children able to share a part of the Easter story that makes them feel happy? 	<ul style="list-style-type: none"> Slides Easter Story Wheel Worksheets 2A/2B Sequencing Pictures 2A/2B Word Bank 3D Tomb Instructions (FSD? activity only) Stick Puppets and Paper Plates (FSD? activity only) Prompt Questions (FSD? activity only)
Lesson 3	To understand how Christians prepare for Easter.	Children will learn about how Christians prepare for Easter and what happens during the lead up to Easter Day. They will enjoy exploring the traditions around Shrove Tuesday, especially making some yummy pancakes, and thinking about what Lent is and how they can give back something rather than give something up.	<ul style="list-style-type: none"> Can children explain how Christians prepare for Easter? Do children understand what Lent is? Do children understand what Christians think about during Lent? 	<ul style="list-style-type: none"> Slides Giving Cards 3A/3B/3C Give Back Cards Pancake Recipe Card (FSD? activity only) Pancake Instructions (FSD? activity only)
Lesson 4	To understand how Christians celebrate Easter.	Children will understand how Christians celebrate Easter and Holy Week. They will explore how this is the time for Christians to remember the last few days of Jesus' life through learning about Palm Sunday, Maundy Thursday, Good Friday and Easter Day. The children will enjoy learning about Easter traditions as well as have the exciting opportunity to make an Osterbaum tree.	<ul style="list-style-type: none"> Do the children understand how Christians celebrate Easter? Can children recall the events that happen during Holy Week? Can the children relate the events during Holy Week to the Easter story? 	<ul style="list-style-type: none"> Slides Holy Week Wheel 4A/4B/4C Holy Week Description Sentences Word Bank? Osterbaum Instruction Sheet (FSD? activity only)
Lesson 5	To learn about traditions during Easter.	Children will be challenged to recap all they have learnt about Easter as well as learn about typical Easter traditions celebrated by Christians. They will have the exciting opportunity to finish this scheme of work by making Easter baskets and going on an Easter egg hunt.	<ul style="list-style-type: none"> Can the children recall the different Easter traditions? Can the children describe the different Easter traditions? Do the children understand why these traditions are important to some people at Easter time? 	<ul style="list-style-type: none"> Slides Worksheets 5A/5B/5C Images 5A/5B Easter Basket Template 5A (FSD? activity only) Easter Basket Template 5B (FSD? activity only) Easter Basket Weaving Strips (FSD? activity only)