

Curriculum Principles

Equality of Opportunity

Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience

-Access to role play area with a variety of tools to measure the weather.

- Children will dress for a weather type and experience different seasons.

Enquiry Based Learning

Creative thinkers; Real life challenge
Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills

- Exploring how the weather changes and how we record the weather.

- Using differences sources to gather factual information.

-Create a windsock and a rain gauge.

Inspire awe and wonder

Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.

-Exploring tools to measure the weather with.

– Watching extreme weather videos.

– Creating a weather station in class.

– Spending time in nature.

Sustainability

Emotional Intelligence; Love for learning and collaboration; Care for the environment and community; Fostering tolerance, understanding and empathy

- Reusing bottles to make a purposeful product.

- Using a range recycled materials to recuse to make into a new product.

- Learning about solar and hydra power.

YEAR 1

Title: What's The Weather?

Key Curriculum Areas:

Science, Geography & Art

Science

- To observe changes across the four seasons in the context of weather.

- To ask simple questions about the weather.

- To observe and describe the weather in autumn.

- To observe and record the weather in winter.

- To observe how the day length varies.

We will be making forecasts about the weather using symbols and we will design our own weather station. We will also design and create wind socks and rain gauges to measure the weather and record our findings.

Geography

-To identify seasonal weather patterns.

- To compare the weather in the four seasons.

- To investigate hot and cold areas of the world.

- To record and identify weather and climate patterns.

Maths

Place value- Count forwards to 20 from any given number.

Finding 1 more or numbers up to 20.

Identify and represent numbers using objects and pictorial representations.

Select the correct numerals to represent 0-5.

Addition- Adding numbers using concrete objects.

Adding two one-digit numbers to find a total amount.

Read and write mathematical statements involving addition (+) and equals (=) signs.

Geometry- 2D shapes – Recognise and name common 2D shapes.

Identify circles, triangles, squares and oblongs (rectangles).

Recognise shapes in the environment.

Number – Fractions - To recognise $\frac{1}{2}$ as one of two equal parts.

To find $\frac{1}{2}$ of a shape.

PE outdoor – Athletics

PE indoor – Dance

English**Poetry**

A calligram- shape poem on weather.

Fiction

-The Weather Monster by Steve Smallman.

-To write a character description about Ron the Weather Monster.

- To orally retell and sequence a 5-part story.

- To retell the narrative using simple sentences.

Non-Fiction

-To create a class file based on the weather.

-To use key vocabulary.

-To write simple sentences with finger spaces.

-Spelling- Autumn 1 Spelling list.

-Handwriting: *pre cursive*

-Guided Reading: daily sessions teaching reading skills.

- Phonics: daily sessions teaching sounds.

Cross Curricular Links

The Weather.

Music – TBC – Music Specialist

Big Bang- Sensory experience of weather and seasons.

Celebration- Autumn walk

Computing- DB Primary

- Debugging and problem solving.

- Using algorithms to create a movement.

Art- Painting

-To mix primary colours to make secondary colours. To add white and black to make tone and tint.

PSHE-

- Rights and responsibilities.

- Choices and consequences.

- Feeling valued.