

Key Stage 1 Years 3 & 4

# Whatever the Weather



## focus

Children explore, observe and appreciate the weather outside their window. They compare and contrast their experiences with those of people from other countries and find out about the impact of extreme weather conditions.

### The Arts

- weather types as shown in paintings or through music
- portraying weather through music, sound, pictures and paintings
- moods of weather: colour, sound and texture

### Personal Development and Mutual Understanding

- effects of weather on feelings and emotions
- safety in different weather conditions
- taking action during wet playtimes
- cultures and traditions in a different climate

### The World Around Us

- change over time
- place

### Physical Education

- respond creatively to music
- communicate mood, feelings and ideas through dance
- movement sequences



# Contents

This ICL booklet 'Whatever the Weather' contains the following:

## Suggested Learning Intentions and Activities for:

- The Arts 3
- Personal Development and Mutual Understanding 7
- The World Around Us 11
- Physical Education 15

## Contribution to the Development of Skills:

- Communication 19
- Using Mathematics 19
- Using ICT 19
- Thinking Skills and Personal Capabilities 20

- Suggested Resources** 21





## focus

Children explore, observe and appreciate the weather outside their window. They compare and contrast their experiences with those of people from other countries and find out about the impact of extreme weather conditions.

## The Arts

- weather types as shown in paintings or through music
- portraying weather through music, sound, pictures and paintings
- moods of weather: colour, sound and texture

## Personal Development and Mutual Understanding

## The World Around Us

## Physical Education

## Stormy Skies

### Suggested Learning Intentions

- Know that sounds can be made in a variety of ways.
- Know that sounds can represent mood and atmosphere.
- Be able to perform with simple instruments.
- Know that sounds can be represented by pictures and patterns.
- Begin to develop an awareness of the elements of music (loud/quiet, fast/slow, long/short and high/low sounds).

### Suggested Activities

Discuss words to describe the weather. Investigate vocal and body sounds that could depict each weather type. Experiment with repetitive short sounds (staccato) for hailstones or rain. Experiment with sustained sounds (legato) for wind.

Talk about the elements that make stormy weather (rain, wind, thunder, lightning). Discuss sound and action words for each element of stormy weather. Using sound and action words, plan and perform movements to demonstrate each of these elements. Experiment with a range of percussion instruments to produce long/short and loud/soft sounds to accompany the movement ideas. Individually and in small groups, link all aspects of stormy weather movements to perform a complete sequence, changing the use of percussion appropriately. Reflect on, and evaluate, the movements and refine the complete sequence.

Discuss the different stages of rain - spitting, drizzle, shower, torrential.

Depict each stage using body sounds:

- start with clicking fingers;
- move to a clap; and
- stamp feet, getting louder and faster.

Perform these in reverse as well, creating a whole piece with dynamics and changes in tempo.

Design and create instruments for weather conditions. For example, lentils in a coke bottle for rain, wobble thick card for thunder. Create and record sound stories and picture scores for 'A Walk in the Rain' or 'A Walk on a Windy Day'. Show all the features of the day, for example, puddles on the ground, or people running. Discuss techniques for showing a change in dynamics, for example, bigger raindrops and puddles mean a louder sound. Perform the score and discuss ways of improving the compositions.

Explore words and phrases (onomatopoeia or alliteration) that create atmosphere. Create a word picture to describe different types of weather.

# Come Rain Or Shine

## Suggested Learning Intentions

- Appreciate the work of different artists.
- Begin to understand how effects can be achieved using colour.
- Begin to understand how different painting techniques can create effect.

## Suggested Activities

Use a variety of traditional and/or digital resources to make a collection of still or moving images of different skies. Present and discuss the images.

Look at paintings which portray different skies, for example, 'Seascape at Sainte Marie' by Vincent Van Gogh, and discuss how the artist achieved the effects.

- How did the artist apply the paint?
- Can you see the brush strokes?
- What colours were used?
- Are the colours blended together?

Choose one type of sky (red sky, stormy sky, night sky). Select appropriate colours to portray this sky. Experiment with a range of painting techniques, for example, blending and overlapping colours. Display the work and discuss how the various colours or effects were achieved. Reflect on the methods used.

Take part in a museum or gallery 'look and draw' session about the weather.





## focus

Children explore, observe and appreciate the weather outside their window. They compare and contrast their experiences with those of people from other countries and find out about the impact of extreme weather conditions.

## Personal Development and Mutual Understanding

- effects of weather on feelings and emotions
- safety in different weather conditions
- taking action during wet playtimes
- cultures and traditions in a different climate

The Arts

The World Around Us

Physical Education

## Are You Weather Wise?

### Suggested Learning Intentions

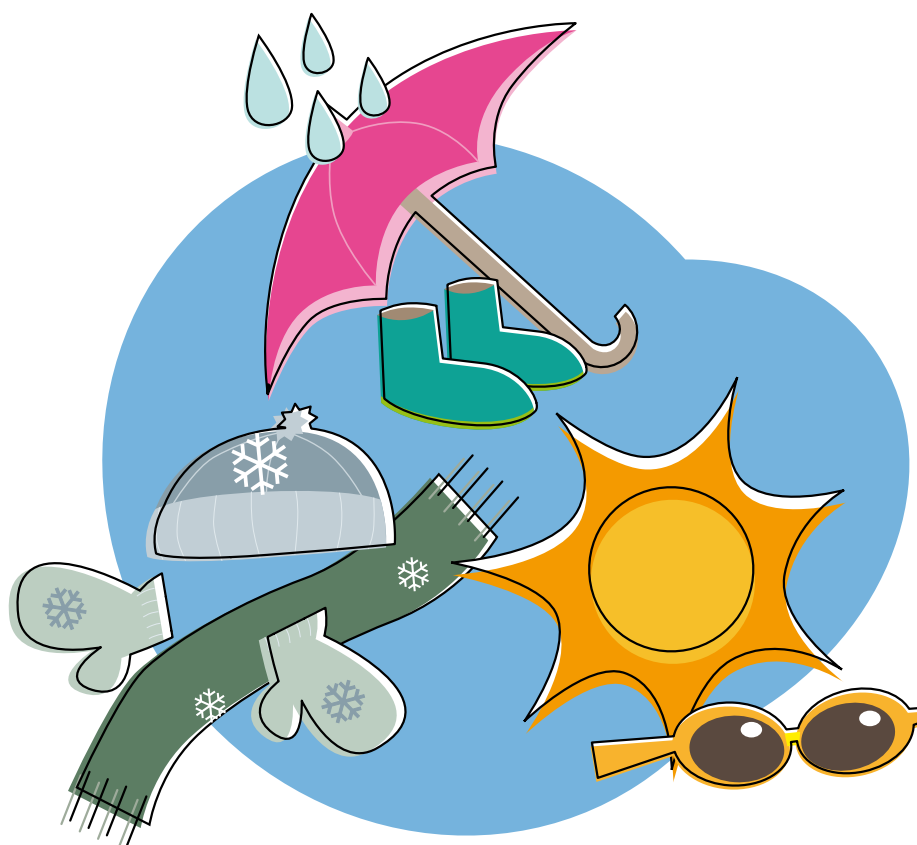
- Understand the need to protect themselves.
- Develop and present simple safety rules and strategies to protect themselves.

### Suggested Activities

Discuss ways of protecting ourselves and our environment against extremes of weather, for example, using sun cream in hot weather, wearing a raincoat when it's stormy, not building on flood plains, gritting roads in frosty weather. Use traditional and/or digital resources to research information about existing campaigns for sun safety or flood prevention. Present information in an agreed format and display.

Use ICT software such as Paw Prints to design and make a poster promoting safety in extreme weather conditions, for example, on a hot sunny day. Refer to the 'Slip, Slap, Slop' campaign.

Find and listen to stories about the weather, for example, 'The Sun and The Wind' (Aesop's fables). Explore and discuss the message in the story.



# Take Some Action

## Suggested Learning Intentions

- Recognise and respond to the feelings and opinions of others.
- Realise the positive contribution they can make to their school community.

## Suggested Activities

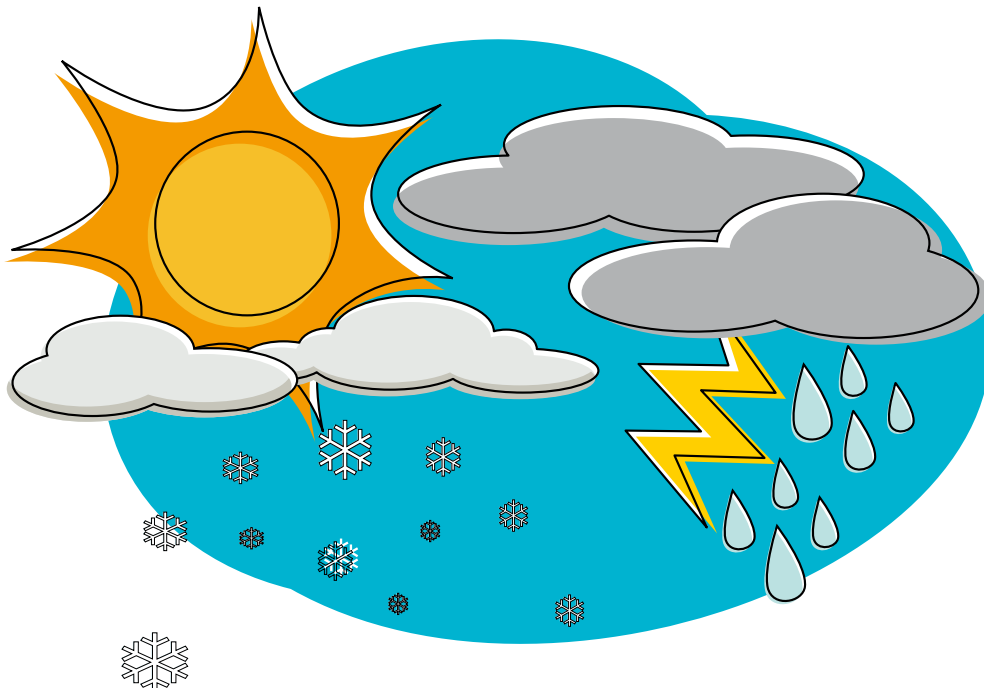
Discuss what happens in school when it is a 'wet playtime'. How do people feel and what do the children and staff do? Devise a simple questionnaire to find out ideas for wet playtime and ask children in the school to complete it.

Choose an appropriate way to present the outcomes of the questionnaire using ICT software such as 'Starting Graph' or 'Numberbox 2'. Discuss ways to display the information (pictograms, posters).

Discuss the outcomes of the research. Suggest ways to improve what happens at wet playtimes.

Discuss how people feel on sunny days and what happens in school? Why do we feel different when it is warm and sunny?

Do children use sun protection? Discuss reasons for using sun protection. Carry out a survey to identify who wears sunscreen on sunny days and who wears a hat. Find shaded areas around the school that would be good to play in when it is sunny. Use ICT to record and present the information. Display the information on a school noticeboard.



## Sunshine Or Showers?

### Suggested Learning Intentions

- Understand that feelings are a natural, important and healthy part of a human being.
- Begin to recognise, name and manage own feelings and emotions.

### Suggested Activities

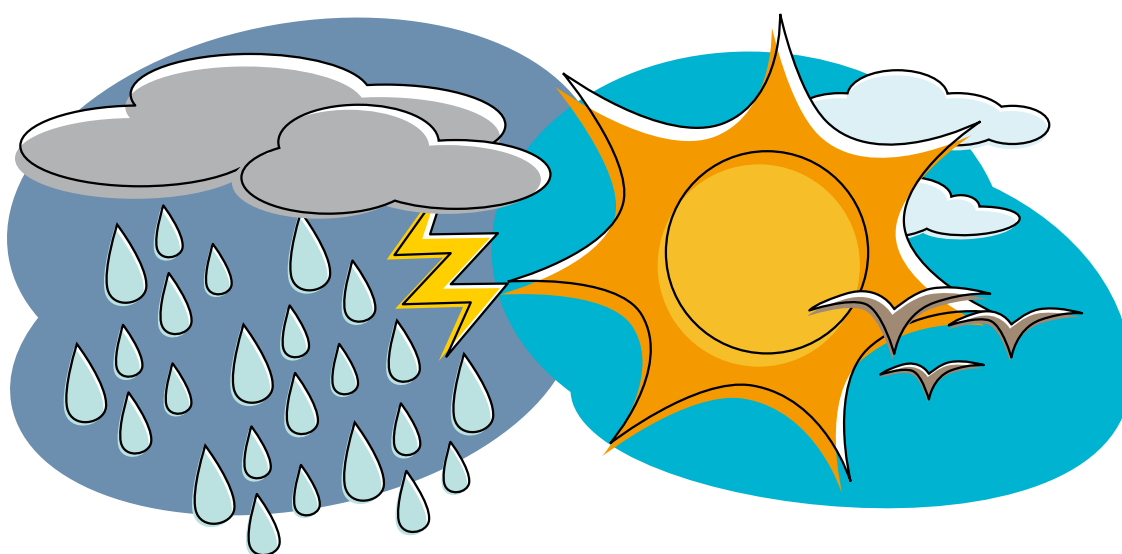
Talk about the feelings that can be expressed in different situations. Discuss how weather can affect our mood and emotions. Create a feelings diary using ICT software such as 'Slideshow'. In it, log the weather and how you felt on that day. Consider the entries and identify any patterns. Discuss ways we can change our mood and how we can feel positive about ourselves.

Listen to or read the book 'Thunder Cake' by Patricia Polacco and discuss feelings and reactions to different scenarios on a typical school day, for example:

- Day begins: it is warm and sunny.
- Breaktime: it is raining and playtime is cancelled.
- Hometime: it is wet and windy and you have to walk home.

Discuss how you would feel and react to each scenario. Discuss possible reasons for the different feelings and reactions.

Create a poem or drawing, comparing yourself to a weather type. Predict which weather types classmates might choose to describe themselves. Share your ideas with each other.





## focus

Children explore, observe and appreciate the weather outside their window. They compare and contrast their experiences with those of people from other countries and find out about the impact of extreme weather conditions.

## The World Around Us

- change over time
- place

### The Arts

### Personal Development and Mutual Understanding

### Physical Education

## All Kinds Of Weather

### Suggested Learning Intentions

- Develop a sense of place.
- Understand similarities and differences between my environment and a contrasting environment.
- Know about some famous people past and present.

### Suggested Activities

Collect postcards and photographs from any countries you have visited. Discuss any similarities and differences between our climate and the one in the photograph. Explore these places using ICT software such as 'Oxford English Atlas' or 'Trudy's Time or Place'. Map the collection of images to the countries.

Discuss the activities and sports which take place in countries with a contrasting climate. Choose a country and research its climate and the activities that are popular there. Using the information gathered, design a postcard using ICT software such as Paw Prints. Print a copy of the postcard and write on it a description of your holiday in that country (including details about the weather).

Find out about famous people both today and in the past who have experienced extreme weather conditions, for example, Ellen MacArthur or Scott of the Antarctic.



# Weather Cycle

## Suggested Learning Intentions

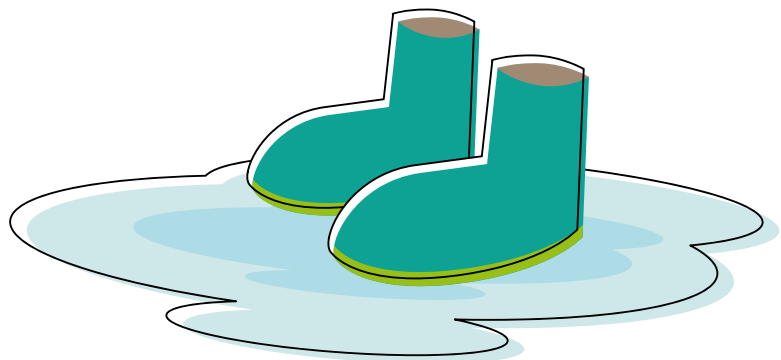
- Recognise a fair test.
- Make first hand observations and collect primary data.
- Group materials according to their properties.
- Assemble, rearrange and explore different ways of joining materials.
- Design and make simple objects and models.
- Identify causes and consequences of seasonal change.

## Suggested Activities

In groups, brainstorm words which describe the seasons. Use ICT software such as 'Through My Window' to stimulate and inform discussion on how the local environment changes with the different seasons. Represent the information gathered in a visual display, for example, designing and making a seasonal wheel.

Identify how weather affects us in different seasons. Discuss the clothing we choose to wear when travelling to school in order to keep warm, dry and safe. Make a collection of different clothes and test their materials for different properties. Use a digital microscope to record observations and present to others. Sort and record the results according to suitability for the different seasons and display graphically.

Design and make a shower-proof garment.



## What's The Weather?

### Suggested Learning Intentions

- Develop a sense a place.
- Understand similarities and differences between the local environment and a contrasting environment.
- Know about some famous people, past and present.

### Suggested Activities

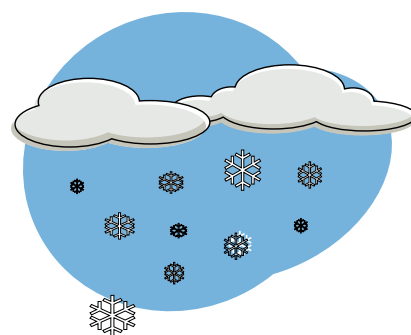
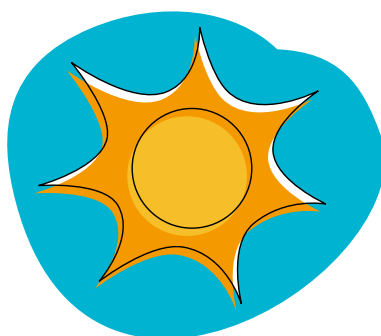
Brainstorm why we need weather forecasts - who may depend on them and why?

Observe and discuss local weather conditions. Devise symbols to represent them, for example, sunny, rainy, cloudy. Collect weather data and record using ICT software such as 'Counting Pictures', 'Pick A Picture', or 'Starting Graph' (choose an appropriate format to represent outcomes).

View and discuss extracts from the local and national weather forecasts. Take on the role of a weather presenter and present a local weather forecast. Record using video or ICT software such as 'Slideshow'.

Find out about different sayings or beliefs about predicting the weather ('red sky at night, shepherd's delight'). Is this a reliable form of weather forecasting?

Find out about customs, relating to the weather, in other countries. Interview older members of the community on their memories of weather in the past.





## focus

Children explore, observe and appreciate the weather outside their window. They compare and contrast their experiences with those of people from other countries and find out about the impact of extreme weather conditions.

## Physical Education

- respond creatively to music
- communicate mood, feelings and ideas through dance
- movement sequences

## The Arts

## Personal Development and Mutual Understanding

## The World Around Us

## Hail, Rain or Snow

### Suggested Learning Intentions

- Be able to move in a controlled manner, at different speeds and directions, using different levels and strengths.
- Be able to respond appropriately to a range of stimuli and accompaniments.
- Be able to create, practise, remember and perform simple movement sequences.
- Develop their movements individually and in pairs.
- Be able to talk about their movements and the movements of others.
- Recognise what makes a good performance.
- Be able to perform tasks safely.

### Suggested Activities

*It is recommended that activities within The World Around Us and Personal Development and Mutual Understanding sections are covered before beginning the Physical Education activities detailed below.*

Use the theme of 'Travelling' and 'Body Shape' as a stimulus for developing and practising a range of movements associated with the weather.

Discuss action words to describe movements in a storm (tossed, swirled, drifted, rolled, tipped, glided, tumbled, lifted, swept). How could these words be translated into movements? Use appropriate storm-like music as stimuli, for example, from 'Music Express' by Maureen Hanke.

Run/skip/hop lightly in different directions away from your magic spot and imagine being blown lightly back again. Add a turn on the way back.

With one or two hands on your head, as if holding onto your hat, run this way and that, as if being blown by a stronger wind. Pause for a moment and then be blown off in another direction. The wind blows your hat off – chase after it. Combine four movements/actions to form a short sequence.

The wind becomes even stronger; it pushes you in gusts forwards and backwards. It blows you over - you roll over sideways and jump back up before the wind blows hard again. Try beginning from different starting positions. Create, practise and repeat a short sequence to music.

### Thunder and Lightning

Explore jagged and spiky body shapes at different levels - high, low and medium. On the spot, make strong twisting, turning movements. Travel strongly through the spaces, on the drumbeat, leap into the air, land safely on two feet in a jagged, spiky body shape, then turning, lower yourself down onto the floor and roll away sideways ready to be picked up again by the wind. Repeat several times.

Join with a partner to create a storm dance to music. Working together, decide on which movements from the thunder and lightning sequences are your favourites and create a short dance linking four of these actions together. Experiment with different ideas and pathways. Repeat and practise the sequence. Ensure the sequence has a clear beginning, middle and end.

Listen actively to each other and share your opinions. Take turns, share and co-operate when developing the dance sequences. Make ideas real by experimenting with different actions.

While one half of the class performs their movement sequences, the other half observe and comment on the performances. Change over and repeat.

As a cool down, move through the spaces with scarves to demonstrate the calm after the storm. Use the scarves to exaggerate gentle, swirling arm movements.



# Contribution to the Development of Skills

Throughout the areas within this ICL there are opportunities to provide experiences which help to develop the skills of Communication, Using Mathematics, Using ICT and Thinking Skills and Personal Capabilities.

## Communication

- Listen carefully and respond relevantly in the context of the activity.
- Begin to produce ideas and clarify thoughts through listening to and sharing experiences.
- Talk about the form of writing to be used.
- Use simple structure.
- Carry out a self-chosen or directed task with some independence.
- Talk about what they have learned through their reading and what else they might like to find out.
- Begin to generate ideas by brainstorming.
- Engage in imaginative activity.
- Respond to and begin to use 'who', 'what', 'where', 'when', 'why' and 'how' questions.
- Use a developing vocabulary to talk about and express thoughts, feelings and experiences.

## Using Mathematics

- Explore different ways of sorting.
- Select and use, with help, appropriate forms of mathematical representation to present findings.
- Show recognition of different types of movements using ICT.
- Explore movement and direction and demonstrate an understanding of angle as a measurement of turn, in a range of ways including the use of ICT.
- Talk about the information that needs to be gathered.
- Gather information relevant to a topic and record results in a variety of ways, including the use of ICT.

## Using ICT

- Compose and edit text on-screen to communicate and develop ideas.
- Select and use appropriate images or sounds, adding text and/or own voiceover.
- Access, select and use information from a given digital source.
- Collect and enter data, present it in a graphical form, making observations;
- Carry out and edit a series of instructions using digital devices or environments.

## Thinking Skills and Personal Capabilities

### **Managing Information:**

Asking deeper and wider questions to clarify the task, to plan and to set goals. Having a sense of audience and purpose. Developing methods for collating and recording information and monitoring progress on a task.

### **Thinking, Problem-Solving and Decision-Making:**

Identifying patterns and relationships. Explaining and justifying methods, opinions and conclusions. Making and testing predictions. Linking possible causes and effects. Discriminating between fact and opinion. Understanding more than one point of view. Examining options and weighing up pros and cons. Trying alternative solutions and approaches.

### **Being Creative:**

Experimenting in playful ways. Seeking out problems and challenging the routine method. Seeing opportunities in mistakes and failures. Building on own and others' ideas and experiences, using all the senses. Experimenting with different designs, actions and outcomes. Valuing other people's ideas.

### **Working with Others:**

Becoming independent. Understanding and responding to feedback. Taking responsibility for tasks and roles in groups. Working to reach agreements and beginning to manage disagreements.

### **Self Management:**

Becoming self-directed by working on their own. Working towards personal targets. Evaluating what they are learning and comparing their approaches with others. Identifying how their learning might be the same/ different in different contexts.

# Suggested Resources

Digital Resources	
ICT Software	Suggested Websites
Become a World Explorer – Dorling Kindersley	Abstract And In Colour <a href="http://www.abstractandincolor.com">www.abstractandincolor.com</a>
Blackcat Logo	Care In The Sun <a href="http://www.careinthesun.org">www.careinthesun.org</a>
Counting Pictures – Blackcat	Climate Change – Environment Canada <a href="http://www.ec.gc.ca/climate">www.ec.gc.ca/climate</a>
Information Workshop- Blackcat	Friends of the Earth <a href="http://www.foe.co.uk">www.foe.co.uk</a>
My World for Windows – Dial Solutions	Met Office <a href="http://www.met-office.gov.uk/education">www.met-office.gov.uk/education</a>
Numberbox 2 – Blackcat	Music Express <a href="http://www.acblack.com/musicexpress">www.acblack.com/musicexpress</a>
Oxford Infant Atlas –Sherston	Progress in the Arts <a href="http://www.nicurriculum.org.uk/microsite/the_arts/">www.nicurriculum.org.uk/microsite/the_arts/</a>
Paw Prints – Blackcat	Wired for Health – Information on Sun Safety <a href="http://www.wiredforhealth.gov.uk">www.wiredforhealth.gov.uk</a>
Pick a picture – Blackcat	
Slideshow – Blackcat	
Starting Graph – Research Machines	
Through My Window – Anglia	
Trudy’s Time and Place House – Iona/Edmark	
Traditional Resources	
Books/ Teaching Materials	Audio/Visual (Media Texts)
<b>A Balloon for Grandad</b> Nigel Gray and Jane Ray (Picture Lions:1990) ISBN: 0006634915	<b>Seascapes at Sainte Marie</b> by Vincent Van Gogh
<b>Care In The Sun</b> EHSSB resource pack for schools	<b>The Storm: Symphony No 6 (Pastoral)</b> Beethoven
<b>Living. Learning. Together.</b> (CCEA:2007)	<b>Music Express, Foundation Stage</b> , A&C Black Tracks 23 (Storm) and 24 (Stormy sky dance)
<b>Kenya (We Come From...)</b> Wambu Kairi (Raintree:2000) ISBN: 0817255125	<b>The Ride of the Valkyries</b> Wagner
<b>Making and Decorating Your Own Paper</b> Kathy Blake (Sterling Publishing:1994) ASIN: B000SF7DZC	
<b>Music at Key Stage 2</b> (CCEA:1999) ISBN: 1-85885-194-7	

Traditional Resources continued	
Books/ Teaching Materials	Audio/Visual (Media Texts)
<p><b>Paper making</b> Jules Heller (Watson-Guptill:1978) ASIN: B0016DBRUC</p> <p><b>Papier Mache</b> Peter Rush (Farrar Straus and Giroux:1980) ISBN: 0374516111</p> <p><b>Planning for Progress in Art &amp; Design</b> (CCEA:2000)</p> <p><b>Three Dimensional Papercraft</b> Hilary Cairns (Search Press:1988) ISBN: 0855326212</p> <p><b>Thunder Cake</b> Patricia Polacco (Paperstar:1997) ISBN: 0698115813</p> <p><b>Weather Around You: Geography starts here</b> Angela Royston (Hodder Wayland:2001) ISBN: 0750234865</p>	
Organisations	
Useful Contacts	Places to Visit
<p>Ulster Cancer Foundation 42 Eglantine Avenue Belfast 028 9066 3281 Sun Safe Advice and Resource Packs</p>	<p>Ulster Museum Botanic Gardens Belfast BT9 6TS Tel: 028 9038 3030 <a href="http://www.magni.org.uk">www.magni.org.uk</a></p>

*Please note that the above resources are those that have been recommended by teachers who have contributed to the development of this ICL. At the time of printing, the suggested websites were live.*



**COUNCIL FOR THE CURRICULUM EXAMINATIONS AND ASSESSMENT**

29 Clarendon Road, Clarendon Dock, Belfast BT1 3BG

☎ +44 (0)28 9026 1200

☎ +44 (0)28 9026 1234

☎ +44 (0)28 9024 2063

✉ info@ccea.org.uk

🌐 www.ccea.org.uk

