What do you need to know to be a weather expert?

Year 2 Spring 2023

Linked Texts: Lila and the Secret of the Rain, Lucy and the Cloud, If all the World Were....,

Linked People: David Attenborough

Trips and visits

Intent: Children will use their locational knowledge of the UK to explore the weather and seasons of the UK. They will take part in field work and find out about how weather effects jobs in Cornwall and beyond. They will explore sources to find out about weather phenomena that has impacted a place near to where they live.

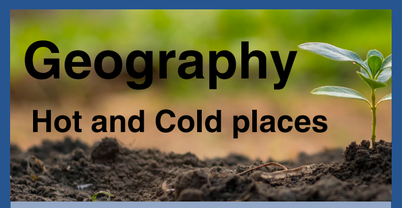
Skills and Knowledge
Identify seasonal and daily weather patterns in the United Kingdom and the
Use geographic vocabulary
Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage.
Use simple fieldwork and observational skills to study Geography

Sticky Knowledge:
I know that weather is a description of what the conditions are like in a particular place. For example, it could be: hot or cold. wet or dry. windy or calm.
In the UK we have four different seasons (a time of year with a particular type of weather). I can name these.
I can describe the key changes in the seasons.
I can pick a job and explain how the weather effects this job.
I can talk about a weather event in Cornwall that has happened recently and how this effected the community.

Vocabulary: months, seasons weather, weather pattern, temperature, wind, rain, sun, sleet, snow, hail, rain gauge, weather forecast, weather phenomena, climate

Subject composite: Children to use a green screen to record a weather forcast which would include recommendations for certain jobs, clothing. Some children may choose to report on weather events studied.

Impact: By exploring weather events that have impact places near them children will develop their sense of place and belonging. Children will have a clear understanding of the weather and seasons and will be able to talk about how these impact jobs and daily life.



Intent: Children build upon their locational knowledge of the world's continents and oceans and explore the worlds climate zones. They compare the place they live to a range of places around the world. They begin to understand the impact climate has on living things.

Skills and knowledge
Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.
Use geographical vocabulary
Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage.

Sticky knowledge:
The Equator is an invisible line that runs around the centre of the Earth.
The North and South Poles are the places furthest from the equator and are the coldest places on the Planet.
A place is usually hot if it is near the Equator.
Rainforests are often close to the Equator and they are hot with lots of rain.
Hot deserts are quite near the equator and are very dry.
How hot and cold a place is affects which plants and animals can survive there.

Vocabulary: weather, temperature, Arctic, Antarctica, North Pole, South Pole, Equator, World, hot desert, rainforest, iceberg, sand dunes, environment, adapt, hibernate, suitable, unsuitable, habitat

Subject composite: Children to create a school campaign inspired by there learning. It could be supporting re planting of forests, climate change, endangered animals etc.
Impact: Children develop a sense of awe and wonder of the world in all its diversity. They can explain why places have different climates and can describe different places around the world. They are inspired to visit different places as they grow up.

Intent: Children will explore a range of plants. They will sort and group plants and recap on their previous knowledge of local plants and trees. They will explore the conditions plants need to grow and will take part in an investigation.

Skills and knowledge:
Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
Observe closely, using simple equipment.
Ask simple questions and recognise that they can be answered in different ways.
Performing simple tests
Gather and record data to help in answering questions.

Sticky knowledge:
Plants are living things that need water and light to grow healthily.
Flowering plants have roots, a stem, leaves and petals.
If plants do not have water and light, they may become weak and will not grow properly.

Vocabulary: plant, flower, fruit, vegetable, herb, blossom, stem, leaf, trunk, branch, seed, sunlight, independent variable, dependent variable, controlled variable, compost, living, dead

Subject composite: Children will observe plants they have in their classroom and have grown.

Impact: Children will develop their scientific working skills through enquiry and investigation. They will have a developing knowledge of plants and the conditions they need to grow and have a foundation for the work on plants in year 3.

Intent: Children build on their knowledge of types of animals to explore habitats and food chains.

Skills and knowledge:
Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.
Identify and name a variety of plants and animals in their habitats including microhabitats.
Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
Explore and compare the differences between things that are living, dead and things that have never been alive.
Gather and record data to help in answering questions.
Use observations and ideas to suggest answers to questions.
Work scientifically by identifying and classifying.
Observe closely using simple equipment.

Sticky knowledge:
A habitat is where a plant or animal lives.
A habitat provides everything a plant or animal needs to survive.
I can name some of the habitats found on planet earth and my local environment e.g. ocean, woodland, desert,
A microhabitat is a very small habitat. Insects, snails, worms and spiders all live and survive in microhabitats.
A food chain shows how different living things reply on each other. A food chain normally starts with plants.

Vocabulary: mammal, bird, deciduous tree, evergreen tree, habitat, carnivore, omnivore, herbivore, arctic plants, hibernate, reptile, cactus, desert, rainfall, ocean, fish, mammal, seagrass, woodland, fern, bird, moss, microhabitat, spider, snail, insect, diet, living, dead, never alive

Subject composite: Children to explore a range of habitats and microhabitats. They make their own microhabitats during wild tribe and explore food chains.

Impact: Children build on their knowledge of types of animals to explore habitats and food chains.

Intent: Children are introduced to watercolour. Through an open and exploratory approach, children not only discover what watercolour can do, how it acts and how they can "control" it, but also how the watercolour itself can help reveal the "story" of the painting.

Skills and knowledge:
To use painting to develop and share ideas, experience and imagination
Develop a wide range of techniques in using colour, line, shape, form and space
Explore the range of artists, craft makers and designers, describing the differences and similaries between different practices and disciplines and making links to their own work.

Sticky knowledge:
I can name and use primary colours, and begin to understand how colours mix to make secondary colours.
I know that watercolour paint can make different marks and effects dependent on how much water I use and how I add the water.
I know I can use my feelings and imagination to guide the marks I make on a page.
I can talk about my colour choices and give reasons for my decisions.
I can talk about my work and how I created it and what my favourite parts are.

Vocabulary: Watercolour, Brush Wash Wet on dry Wet on wet Mark making Primary colours, secondary colours, Colour mixing Fluid, Imagination, Imagine, Happy Accident, Explore, Discover, See, Develop Scale Reflect, Share, Discuss

Subject composite: Children to create abstract water colour pieces inspired by the different weather we experience in the UK.

Impact: Children will have a developed understanding on how watercolour can be used. They will see themselves as artists that can express their feelings and imagination through art. They will have a developed understanding of colour mixing.

Intent: To design, make and evaluate a vehicle for a given terrain/ climate zone.

Skills, and Knowledge:
Design a functional product with a purpose for themselves and others.
Draw and label pictures of their design ideas.
Discuss their ideas and explain their choices.
Name the tools they are using and know how to use them safely.
Use given tools to cut, shape, join and finish products. Explore different materials and components to find appropriate ways of joining materials.
Create models with wheels and axels.
Explore, investigate and use existing products.
Say whether or not their product does the job it is supposed to.

Sticky Knowledge:
A mechanism is a part that makes something work. Wheels are circular objects that roll on the ground, helping vehicles and other objects to easily move. Axels are rods that help wheels to rotate.
Wheels and axels are mechanisms that make something move.

Key Vocabulary: masking tape, PVA glue, Pritt stick, scissors, saw, tear, mechanism, wheels, axels, axel holder, dowel, chassis, design, make, evaluate, materials, join, tools, shape, saw

Subject Composite: Children to design, make and evaluate an ice cream van.

Impact: Children will see themselves as an engineer and have the confidence to design, make and evaluate a product.