

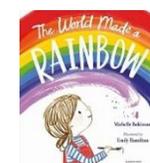
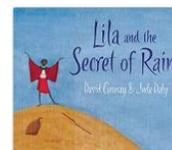
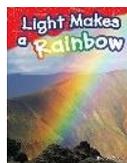
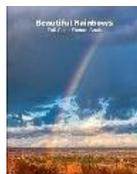
The Big Question: Where do rainbows come from?

Launch Assembly:

WOW Day:

Foley 5: Care and Kindness <i>Freedom</i> and Friendship	Foley 5: Individuality Responsibility	Foley 5: Community <i>Tolerance</i> and Trust	Foley 5: Resilience Strength and weakness	Foley 5: Growth <i>Respect</i> and Sustainability	Foley 5: Care and Kindness <i>Individual rights</i> and Peace
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Everything starts with a read!



Local What is the weather like now in Kinver?	National Weather in the UK	International Italian and Mexican weather
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History and Geography
National Curriculum Links:
Geography
 Identify seasonal and daily weather patterns in the United Kingdom. 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

History
 Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life

New learning:
Geography
 Children will learn about weather in the UK and learn about how rainbows are made. They will compare the weather in the UK to different countries (Italy, China and Mexico) within the world. Children will learn about the North and South Pole as well as the equator and how this affects the weather. Children will learn about the water cycle and how the weather plays an important part in this.

History
 Watch a television broadcast of the weather for today and compare it to a television broadcast from the past. Show children an old television and give a brief explanation about electrical items such as a VHS and cassette, explain that these were used to watch TV and there were only 4 channels and that cassettes and video tapes were used to listen to music and watch films etc.
 BBC Weather | Bill Giles 05/10/1989 | Michael Fish 03/11/1979 - YouTube

Key knowledge / facts:
 - There are 4 seasons: Autumn (September, October, November), Winter (December, January, February), Spring (March, April, May) and Summer (June, July, August)
 - In autumn: the temperature begins to fall, on deciduous trees the leave change colour and begin to fall to the ground,

Knowledge rich curriculum
Building on prior knowledge:
 The children will have been introduced to seasons and discussed the UK weather in EYFS.
 In autumn 2 the children will have learnt about Italy, China and Mexico so will have an idea of where they are found on a world map.

Skills required:
 Being able to name the types of weather we see in the UK.
 Understand how weather changes throughout the year (seasons)
 Observe and record the weather
 Make comparisons of the UK weather with other countries.

First hand experiences:
 Observe and record the weather
 Watch live streams of the weather in different countries.
 Research the weather by using the internet or watching a television broadcast

Key Language:
 Weather: hot, cold, changes, observation, sun, snow, thunder, wind, rain, gauge, windsock, wind vane
 seasons: spring, summer, autumn, winter, the UK
 equator, North Pole, South Pole

	<p>the days get shorter and night get longer, the weather becomes more mixed with more rain than in the previous season meaning we might wear longer sleeves and coats to go outside.</p> <p>- In winter: the temperature gets colder still and sometimes we can see ice or frost outside, deciduous trees have now lost all of their leaves and the branches are bare, winter has the shortest day and longest night, the weather could be cold, raining, icy or snowy, people will need to wear warmer clothes such as jumpers, gloves and scarves.</p> <p>- In spring: the temperature begins to rise again after the colder winter, leaves begin to appear back on deciduous trees and some trees begin to blossom, many new plants grow and baby chicks and lambs are born, the weather could be sunny but it could also be windy and rainy, people might wear clothes that are not as warm as winter clothes but might need an umbrella!</p> <p>- In summer: the temperature rises further and some days can be very hot, the days get longer and nights get shorter, we have more sunny days and people might enjoy going outside for activities such as picnics, playing in the park or going to the seaside, people might wear short sleeved t-shirts, hats and sunglasses.</p>	
<p>Music</p> <p>National Curriculum Links:</p> <ul style="list-style-type: none"> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and un-tuned instruments musically - Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>New learning:</p> <p>The children will learn and perform a range of songs on theme of weather.</p> <p>Create a rain dance with music</p> <p>Research and create a musical instrument – Rain stick</p> <p>Key knowledge / facts:</p> <p>Recognise and control changes in volume – loud/quiet, tempo – fast/slow, pitch – high/low and dynamics when singing.</p> <p>Music can make us feel different and evoke emotions in us.</p> <p>We can add movement to music.</p> <p>Music and instruments have historical and geographical significance</p> <p>Key Language:</p> <p>Volume – loud/quiet</p> <p>Tempo – fast/slow</p> <p>Pitch – high/low</p> <p>Dynamics – how loud or quiet should the music be played</p> <p>Rain stick, rain dance</p>	<p>Knowledge rich curriculum / Building on prior knowledge:</p> <p>The children have learnt to sing songs on the topics of ‘Ourselves’ and ‘Food’. They have begun to sing broadly in tune. They have begun to become aware of volume, tempo and pitch when singing and when listening to music. They have offered some suggestions on how the music makes them feel. They have begun to think about the historical significance of some songs and rhymes.</p> <p>Skills required:</p> <p>Sing songs in tune</p> <p>Understand how to make voices change in volume, tempo and pitch.</p> <p>First hand experiences:</p> <p>Songs on the theme of ‘Weather’ I can sing a rainbow – learn this with Makaton signs</p> <p>I hear Thunder</p> <p>Pitter-patter raindrops</p> <p>The Rainbow Colours Song</p> <p>Rain sticks – experience and make own</p> <p>Videos and information on the history and geographical significance of the rain stick.</p> <p>Rain Dance – history and geographical significance</p> <p>Create own rain dances</p>

<p>Art / DT National Curriculum Links:</p> <ul style="list-style-type: none"> - to use a range of materials creatively to design and make products - become proficient in drawing, painting, sculpture and other art, craft and design techniques <p>DT</p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<p>New learning: ART and DT Printing – Children will design and make a fabric mat/small table cloth. Children will learn about the technique of printing. Children will create a printing block in order to create a repeated pattern on fabric. They will use a square of thick card to create the printing block and some string and card to cut shapes and stick string patterns on the block with a view to printing with it. They will use the colours of the rainbow to print their patterns using their own printing block. Children can focus on colour mixing to reproduce the colours of the rainbow for this piece of art.</p> <p>Key knowledge / Facts:</p> <ul style="list-style-type: none"> • What is meant by printing • How a printing block works • How to create a successful printing block – practise using existing ones, analyse which work best and why • Create own printing blocks • Design pattern – will you rotate your printing block each time to create your pattern or will you keep it the same each time? Experiment on paper • Colours to use for your final pattern – experiment on paper first • Create final piece and analyse successes <p>Key Language: Print, printing block, relief, pattern, attach, rotate, repeating pattern, design</p>	<p>Knowledge rich curriculum Building on prior knowledge: In EYFS the children have experienced printing e.g. by creating autumn leaf prints, 3d shape prints, hand print caterpillar paintings, tree calendar pictures and finger-painted robin Christmas cards. They have experienced fruit and vegetable printing earlier in Year one.</p> <p>Skills required:</p> <ul style="list-style-type: none"> • How to create a printing block • How to use the printing block and paints to produce the best prints • Design a repeating pattern for your mat. <p>First hand experiences:</p> <ul style="list-style-type: none"> • Use a range of pre-made printing blocks for the children to investigate the best types of blocks and the best way to apply the paint • Experiment using different coloured paint in the designs • Use this knowledge to create own printing block • Create ‘mock up’s’ of own design on paper. Create plans. • Create accurate prints on the actual fabric. • Talk about how the prints were made and choices made for the design • Evaluate the final product
<p>Science National Curriculum Links:</p> <p>Seasonal Changes</p> <ul style="list-style-type: none"> - observe changes across the 4 seasons - Observe and describe weather associated with the seasons and how day length varies. <p>Working Scientifically</p> <ul style="list-style-type: none"> - observing closely, using simple equipment - performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to questions - Gathering and recording data to help in answering questions. 	<p>New learning: Children will learn to name and identify the four seasons. They will learn about the key differences between the four seasons, including weather, temperature, length of daylight/darkness and which months of the year are associated with which seasons. (Identifying and classifying)_They will explore the different weather associated with each season and observe the weather we are experiencing in the season we are in now. They will perform simple tests to answer questions such as: ‘Does the wind always blow the same way?’ ‘How much rain has fallen this week?’ ‘What is the temperature at different times of the day today?’ (Gathering and recording data to help answer questions, using observations to suggest answers to questions)_Children will use their knowledge of seasonal weather and temperatures to identify and sort appropriate clothes that could be worn in different seasons. (Identifying and classifying)_Children will investigate when and why rainbows appear and conduct some simple tests to find out</p>	<p>Knowledge rich curriculum Building on prior knowledge: In EYFS children have observed and discussed some important processes and changes in the natural world, including the seasons and weather.</p> <p>Children have dressed appropriately for the weather to access their outdoor provision and experienced what it is like to be outside in different weather and in different seasons of the year.</p> <p>Skills required:</p> <ul style="list-style-type: none"> • Naming and identifying the 4 seasons and months of the year • Making observations of weather and weather patterns • Identifying and classifying different clothes for different seasons as appropriate

	<p>more. (Performing simple tests, observing closely using simple equipment)</p> <p>Key knowledge / facts:</p> <ul style="list-style-type: none"> - There are 4 seasons: Autumn (September, October, November), Winter (December, January, February), Spring (March, April, May) and Summer (June, July, August) - In autumn: the temperature begins to fall, on deciduous trees the leaves change colour and begin to fall to the ground, the days get shorter and night get longer, the weather becomes more mixed with more rain than in the previous season meaning we might wear longer sleeves and coats to go outside. - In winter: the temperature gets colder still and sometimes we can see ice or frost outside, deciduous trees have now lost all of their leaves and the branches are bare, winter has the shortest day and longest night, the weather could be cold, raining, icy or snowy, people will need to wear warmer clothes such as jumpers, gloves and scarves. - In spring: the temperature begins to rise again after the colder winter, leaves begin to appear back on deciduous trees and some trees begin to blossom, many new plants grow and baby chicks and lambs are born, the weather could be sunny but it could also be windy and rainy, people might wear clothes that are not as warm as winter clothes but might need an umbrella! - In summer: the temperature rises further and some days can be very hot, the days get longer and nights get shorter, we have more sunny days and people might enjoy going outside for activities such as picnics, playing in the park or going to the seaside, people might wear short sleeved t-shirts, hats and sunglasses. - A rainbow is created when light shines through water (rain) and this is why we can see a rainbow when it is raining but the sun is not blocked by the clouds. 	<ul style="list-style-type: none"> • Performing simple tests to see how rainbows are created <p>First hand experiences:</p> <ul style="list-style-type: none"> • Making a weather station in order to collect data about the wind (direction), rain (amount) and temperature. • Grouping and sorting different items of clothing for different seasons, discussing their reasoning. • Investigating how rainbows are made and see if they can make a rainbow appear using light and water. • Going on a 'spring walk' to look for and find the signs of spring. • Creating a tetraptych (a picture made from 4 parts) of a deciduous tree in each of the four seasons and recording the changes that happens in the tree during each season) <p>Key Language: Seasons: autumn, changes, day length, seasons, spring, summer, winter Months: January, February, March, April, May, June, July, August, September, October, November, December Weather: overcast, rain, snow, sun, sunny, temperature, weather, wind Working scientifically: chart, describe, group, observe, record, sort, table</p>
<p>Computing National Curriculum Links:</p> <ul style="list-style-type: none"> - use technology purposefully to create, organise, store, manipulate and retrieve digital content - recognise common uses of information technology beyond school 	<p>New learning: Grouping Data</p> <p>Children will begin this learning sequence by finding out that objects have many different labels that can be used to sort them into groups. They will name different objects and begin to experiment with placing them into different groups. They will also learn that some objects can belong to more than one group. Children will continue to learn about grouping objects. They will count the objects in their groups and learn that</p>	<p>Knowledge rich curriculum Building on prior knowledge:</p> <p>In EYFS, children have learnt about grouping, sorting and counting physical objects at a simple level. Children have had opportunities to use language to describe objects. Children have compared objects and simple groups of objects.</p> <p>Skills required:</p> <ul style="list-style-type: none"> • Describe an object's properties (attributes) accurately

computers require humans to input data (they cannot count the objects for us). Children will identify properties (or attributes) of different objects in order to group them (for example by colour or by size). They will demonstrate their ability to group objects with similar properties and begin to understand the reason that we need to give labels to images on a computer. We will learn to classify objects that have similar properties and learn to explain how our objects have been grouped. Children will begin to group a number of objects in different ways and demonstrate their ability to count these different groups. Next, children will begin to independently choose how they want to group different objects by properties. They will begin to compare and describe groups of objects, then they will record the number or objects in each group. Finally, children will describe how to group objects to answer questions. They will compare their groups by thinking about how they are similar or different and they will record what they find.

Key knowledge / facts:

- Objects can be sorted into groups based on their properties (attributes), for example, size or colour
- Groups need to be labelled so others understand the group
- Computers are not intelligent enough to label and count our objects and groups and so rely on humans to input this data
- We can classify objects into more than one group
- We can use our data to answer questions by comparing similarities and differences

- Counting objects with accurate one to one correspondence
- Sorting physical objects into groups based on attributes and label groups
- Use the mouse to click and drag digital objects in order to sort them into groups
- Use groups in order to compare similarities and differences in order to answer questions

First hand experiences:

- Use physical objects to touch and observe when describing properties (attributes)
- Use the computer to sort and group digital images
- Input data such as labels and totals of groups
- Independently sort and classify objects according to their own criteria
- Use their groups to compare and answer questions

Key Language:

Using the computer: click, cursor, double click, drag, mouse, log on/log, open, password, save, switch, username

Gathering data: attributes, classify, compare, count, data, group, identify, input, label, objects, properties, questions, sort, total