

Topic	Weather
Class	Penguins
Year group	2
Term	Autumn

Topic overview

Weather



Areas of learning

History – learning how the weather has changed history by studying the Great Fire of London. Investigating why the fire spread so far and stayed alight for so long.

Geography – identifying daily weather patterns in the UK, participating in weather presentations and role-plays, gaining a better understanding of the weather through weather observations, gathering data and performing simple tests.

Literacy – reading and identifying the features of information texts. Writing an information text about the Fire of London.

Science – raising and answering questions that help us to identify and study plants and animals found in our school environment and observing how these habitats change throughout the year (reflecting on the weather conditions).

ICT – researching about the Fire of London, what houses and streets were like, discovering what the weather conditions were like during the fire and exploring interactive websites and games to learn about what life was like in seventeenth century London.

Art – researching silhouette pictures and then designing and making a silhouette pictures and a pastel fire picture. Studying the work of Sir Christopher Wren and using charcoal drawing and potato printing to develop artistic ideas inspired by St. Paul’s Cathedral.

DT – designing and making a fire engine and exploring and using mechanisms.

Music – creating descriptive sounds and word rhythms with raps and songs about the weather and creating a class composition.

PE – creating a weather dance.

Key skills

History – investigating the past through raising historical questions, using artefacts, pictures, stories and online sources to find out about the past, identifying some of the different ways the past has been represented, describing historical events, recognising that there are reasons why people in the past acted as they did and placing events in order on a timeline

Geography – using world maps and atlases to identify the United Kingdom and its countries, identifying seasonal and daily weather patterns in the United Kingdom and using basic geographical vocabulary to refer to key physical and human features.

Literacy - reading fluently, listening and responding critically to texts on paper and on screen, in order to access ideas and information. Talking clearly and confidently about their thoughts, opinions and ideas and listening carefully to others. Writing and presenting information about the Great Fire of London in a wide variety of forms and with awareness of different audiences and purposes.

Science – asking simple questions, observing closely using simple equipment, performing simple tests, identifying and classifying living things, using observations and ideas to suggest answers to questions and gathering and recording data.

Art – describing the work of notable artists and architects and using some of their ideas to create our own pieces. Creating and designing silhouette pictures and using tone, pattern, shape, form and line when making charcoal pictures, abstract art and clay models.

DT – cutting materials safely using tools provided, demonstrating a range of cutting, shaping and joining techniques, creating products using wheels and axles and making products, refining the design as work progresses.

Music – making and controlling sounds using voices and instruments, creating short musical patterns and rhythmic phrases and using symbols to represent a composition and to help with a performance.

PE - moving with careful control and coordination, linking actions to perform a sequence and choosing movements to communicate moods, feelings and ideas.

Enquiring and creative individuals		Responsible citizens	
Enquiring minds	Creativity	Responsibility	Values
<p>As people keen to enquire and find out we will... be raising our own questions about life in seventeenth century Britain and using a variety of sources (information books, picture and written sources, artefacts, the Internet and DVD clips) to research the answers to our questions.</p> <p>We will be reading information books to gain knowledge and facts about the weather.</p> <p>We will be observing, gathering data and performing simple tests to learn more about the weather.</p>	<p>As creative people we will... be designing and making fire engines (attaching wheels and axles to move our vehicle).</p> <p>We will be creating silhouette pictures, charcoal pictures, abstract art and clay models and creating weather dances in small groups.</p> <p>We will be making a UK weather chart and creating and filming our own weather forecasts.</p>	<p>As responsible learners and citizens we will... be taking responsibility for our own learning and progress by working on our individual targets.</p> <p>We will use ICT safely and follow the e-safety school rules.</p> <p>We will take care of tools and materials and use them responsibly and carefully.</p>	<p>As people who believe that values are important we will... be showing our 3 school values in our work and behaviour.</p> <p>We will be discussing how to look after and care for our school environment and the living things found in it. We will be reflecting on who shows service in the care of our school and how they show this value. We will reflect on the ways in which we can value and care for our school environment and who might be thankful for our care and kindness. We will appreciate other societies and cultures and their legacies.</p>