

## Year Group Curriculum Planning Overview

Year Group: 2	Term: Spring 2022	Unit: our ever changing climate	Timescale: 12 Weeks	Values:		
Big Question: Does the climate ever change?			Core Text: Curious Questions and Answers about Weather (NF) Tree by Britta Teekentrup (Art Week)			
	Q1	Q2	Q3	Q4	Q5	Q6
<p><b>Steps to Understanding</b> Questions that help to focus in on answering the Big Question</p>	<p>What is the weather like in the UK?</p> <p style="color: red;">(2 Weeks)</p> <p>Geography Science DT – weather station</p>	<p>Are the seasons and the weather the same all around the world?</p> <p style="color: red;">(4 Weeks)</p> <p>Art Science</p>	<p>What is climate change?</p> <p style="color: red;">(1 Week)</p> <p>Geography Science History</p>	<p>How does climate change around the world affect the UK?</p> <p style="color: red;">(2 Weeks)</p> <p>Geography  History – what has happened over time to river levels? Global events beyond living memory</p>	<p>How does climate change affect the polar and equatorial regions?</p> <p style="color: red;">(2 Weeks)</p> <p>Music – link to African Tribal music (Yr 2 diaries)  Drama – news reports</p>	<p>How can we help solve climate change in our local area?</p> <p style="color: red;">(2 Weeks)</p>
<p><b>Core Knowledge</b> What do I want each child to know by the end of each step?</p>	<p>Be able to name the weather we experience in the UK</p> <p>Observe daily weather patterns and how weather patterns change</p> <p>Identify the changes in daily weather patterns</p> <p>Identify the changes in daily weather patterns in different regions – coastal, inland</p> <p>Make predictions about weather patterns</p>	<p>To name the seasons</p> <p>To explain the differences between the seasons</p> <p>The difference between seasonal and daily weather patterns (SEASONS AROUND THE WORLD)</p> <p>To describe typical weather conditions of a equatorial / polar regions</p> <p>To learn about how the seasonal weather in the equatorial regions are different to the UK</p>	<p>To understand what climate change is and where it originated from.</p>	<p>To understand how climate change affects the weather in the UK</p> <ul style="list-style-type: none"> <li>- Pollution</li> <li>- Floods</li> <li>- Storms</li> <li>- wind</li> </ul>	<p>To understand how climate change affects the weather in the polar and equatorial regions</p> <ul style="list-style-type: none"> <li>- desert / drought</li> <li>- melting ice caps</li> <li>- wild fire</li> <li>- rising sea levels</li> </ul>	<p>Local area project – recycling, water</p> <p>Energy saving campaign in school.</p>

		To learn about how the seasonal weather in the polar regions are different to the UK				
<b>Key Vocabulary</b>	UK Inland Coastal Rain Sunshine Wind Cloudy Overcast	Spring Summer Autumn Winter	North pole / Arctic South pole / Antarctic Equator Equatorial	Pollution Floods Storms wind	desert / drought melting ice caps wild fire rising sea levels	Reduce, recycle, reuse Campaign
<b>What are the difficulties and misconceptions?</b>	Children have not experienced the weather we are learning about Concept of floods, wild fires, ice caps, sea levels.					
<b>Prior Learning:</b>	Year 1 – Name the seasons and basic features.					
<b>Ignition:</b> How will you begin your unit?	Arrival of an endangered animal (penguin? Link to melting ice caps) – animal has a letter asking for help with climate change					
<b>Rationale:</b>	The aim of this module is to develop an understanding of our world and its ever changing climate. Pupils will learn about weather locally, nationally and globally and how humans impact the weather and the climate. This sequence of lesson plans will demonstrate geographical based sessions in order to better understand the changing world around us. There will be links to geography, history, DT, art and music.					
<b>Trips:</b>	? Science 'dome' # ask Kev for details – chn can virtually visit the poles and the equator. ?					

### Medium Term Planning

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
1 3.1.22	Year 1 – Name the seasons and basic features.  4 <sup>th</sup> Jan = Inset day???	Does the climate ever change?	What is the weather like in the UK?  (2 Weeks) Geography, Science, DT – weather station		Be able to name the weather we experience in the UK Observe daily weather patterns and how weather patterns change Identify the changes in daily weather patterns Identify the changes in daily weather patterns in different regions – coastal, inland Make predictions about weather patterns	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
Afternoon 1 – Inset?  Afternoon 2 - 1) Discuss the meaning of key vocabulary 2) Identify differences between seasonal and daily weather patterns in the UK. 3) observe and describe daily weather patterns		Afternoon 2 – a penguin / orangutan arrives in the classroom with a letter explaining that he needs help to save his home because of climate change. Discuss key vocab with chn – look listen notes.  Begin to discuss the weather in the UK- what do chn already know about the weather. Sort words to describe the UK weather during a given month.  Children will consider differences between the seasonal weather and daily weather in the UK, then plan how to record the daily weather patterns – build a weather station Exit ticket – chn make predictions about what they think the weather will do over the next month.	Toy penguin / orangutan with letter about climate change Key vocab flashcards Word mats Weather symbol flashcards  Display – weather for the day?  Items to make a weather station – 1 per class <a href="https://www.metoffice.gov.uk/weather/learn-about/met-office-for-schools/other-content/other-resources/weather-station/index">https://www.metoffice.gov.uk/weather/learn-about/met-office-for-schools/other-content/other-resources/weather-station/index</a>  Explain this: Climate – <a href="https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-climate/zjdtbtk">https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-climate/zjdtbtk</a>	UK Inland Coastal Rain Sunshine Wind Cloudy Overcast		Exit ticket – chn make predictions about what they think the weather will do over the next month.

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
2 10.1.22	Year 1 – Name the seasons and basic features.	Does the climate ever change?	What is the weather like in the UK?  (2 Weeks) Geography, Science, DT – weather station		Be able to name the weather we experience in the UK Observe daily weather patterns and how weather patterns change Identify the changes in daily weather patterns Identify the changes in daily weather patterns in different regions – coastal, inland Make predictions about weather patterns	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
<p>Afternoon 1</p> <ul style="list-style-type: none"> <li>Name the 4 countries of the UK and know where Dudley is located.</li> <li>describe how the weather may be different in coastal and inland areas of the UK</li> </ul> <p>(observe and describe daily weather patterns)</p> <p>Afternoon 2 – identify ways in which we can learn about and predict the weather</p> <p>(observe and describe daily weather patterns)</p> <p><b>ADAPT LESSONS DUE TO AS NED ASSEMBLY WED @ 2PM</b></p>		<p>Afternoon 1 – look at a map of the UK. Establish where Dudley is. In books – label a map of the UK with Dudley, coastal and inland areas.</p> <p>Look at simple pictograms of weather data for different regions of the UK. Learn ways in which weather differs between coastal and inland areas</p> <p>In books – HA/HMA – write comparison paragraph LMA/LA - Copy of map, stick symbols in correct place? Hold a sentence – inland the weather is xxxx. At the coast, the weather is xxxx. Collect data from weather station – add to working wall</p> <p>Afternoon 2 – starter activity – clothes sorting – what shall I wear when? How do I know what the weather is going to be like? Will it be the same at the coast-&gt; How do we know what to wear when? Watch an example of a weather forecast. Think about how a weather forecast helps us, In book – Hafsa – match the clothes to the weather, look, listen note LA – add weather symbols to map in book- CT/TA to write look listen notes of chin explaining their forecast for coastal and inland areas.</p>	<p>UK Map – 4 countries labelled in different colours, sea highlighted Weather from UK pictograms</p> <p>Weather forecast videos – use bbc weather online forecasts</p> <p>Sheet to collect weather station data</p> <p>Clothes sorting activity + weather flashcards.</p> <p>Weather symbol flashcards (for books)</p> <p>Zoomed in map of the West Midlands / a coastal area for chn to add weather symbols to.</p> <p>Weather &amp; Climate <a href="https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7dkhbk">https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7dkhbk</a></p>	<p>UK Inland Coastal Rain Sunshine Wind Cloudy Overcast</p>	<p>Paragraph comparing weather – use of conjunctions.</p>	<p>Look, listen notes</p>

	<p>MA – add weather symbols to map in book – 3 different times across the day? Zoom in on Dudley</p> <p>HA – add weather symbols to a map in a book – 3 different times across the day? Split into coastal and inland areas?</p> <p>Collect data from weather station – add to working wall</p>				
--	---	--	--	--	--

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
3 17.1.22	<p>Year 1 – Name the seasons and basic features.</p> <p>Year 2 – UK weather and weather patterns</p>	Does the climate ever change?	<p>Are the seasons and the weather the same all around the world?</p> <p>(4 Weeks) Art, Science</p>		<p>To name the seasons</p> <p>To explain the differences between the seasons</p> <p>The difference between seasonal and daily weather patterns</p> <p>(SEASONS AROUND THE WORLD)</p>	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
<p>Afternoon 1 – identify and describe the differences between the seasons in the UK</p> <p>Identify the polar and equatorial regions</p> <p>(observe and describe daily weather patterns)</p> <p>Afternoon 2 –</p> <p>WALT 1 - identify and locate the equatorial and polar regions</p> <p>WALT 2 – be able to describe the basic differences between polar and equatorial regions</p> <p>(observe and describe daily weather patterns)</p>		<p>Afternoon 1 – recap the names of the 4 seasons. Identify when they are during the year and what the differences in the weather are during each season.</p> <p>In books – what the weather is like in the UK during each season.</p> <p>LA – split page into 4, draw key weather features of each season. Add key words.</p> <p>MA – Write a sentence per season picture prompts given</p> <p>HA – write a short paragraph using comparative voacb.</p> <p>Afternoon 2 –</p> <p>Part 1 - In preparation for next week – identify where the poles and the equator are on a world map.</p> <p>LA – to have equator marked and initial sounds already on map to label</p> <p>MA – label equator and polar regions, equator drawn on map</p>	<p>Seasons flashcards</p> <p>Months of the year flashcards</p> <p>Weather symbols flashcards</p> <p>Explain this: The Seasons - <a href="https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-the-seasons/zk8thbk">https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-the-seasons/zk8thbk</a></p> <p>World map (use one from knowledge organiser)</p> <p>LA – labels to add to map</p> <p>Rulers</p> <p>What shall I pack? Clothing sorting activity</p> <p>Video links:</p> <p>Explain this: The world –</p>	<p>Spring</p> <p>Summer</p> <p>Autumn</p> <p>Winter</p>	<p>LA – split page into 4, draw key weather features of each season. Add key words.</p> <p>MA – Write a sentence per season</p> <p>HA – write a short paragraph using comparative voacb.</p>	<p>Look, listen notes</p> <p>Exit tickets</p>

	<p>HA – label equator and polar regions, draw equator on map with adult support.          ***put up copy of world map on working wall to add to during the rest of the term***          Part 2 – Pretend we are going on holiday to one of these regions, what would we pack for each region, what animals would we see? Sorting activities.          All chn to write brief description of each region in books.          Collect data from weather station – add to working wall</p>	<p><a href="https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-the-world/zk6t39">https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-the-world/zk6t39</a></p> <p>Polar regions -  <a href="https://www.youtube.com/watch?v=SxwKa5cR3w4">https://www.youtube.com/watch?v=SxwKa5cR3w4</a>  <a href="https://www.bbc.co.uk/programmes/b00mf17n/clips">https://www.bbc.co.uk/programmes/b00mf17n/clips</a>  <a href="https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/z3sr4wx">https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/z3sr4wx</a></p> <p>Go Jettors – Antarctica -  <a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-go-jettors-continent-of-antarctica/zj9c382">https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-go-jettors-continent-of-antarctica/zj9c382</a></p> <p>Equatorial regions –  <a href="https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/zxdsvcw">https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/zxdsvcw</a>  <a href="https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/zsqnfg8">https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/zsqnfg8</a>  <a href="http://geography.parkfieldprimary.com/climate-types/equatorial-regions">http://geography.parkfieldprimary.com/climate-types/equatorial-regions</a></p>			
--	--	---	--	--	--

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
4 24.1.22	Year 1 – Name the seasons and basic features.  Year 2 – UK weather and weather patterns	Does the climate ever change?	Are the seasons and the weather the same all around the world?  (4 Weeks) Art, Science		To name the seasons To explain the differences between the seasons The difference between seasonal and daily weather patterns (SEASONS AROUND THE WORLD)	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket




<p>Afternoon 1 – identify and describe the differences between the seasons in equatorial regions</p> <p>Afternoon 2 – identify and describe the differences between the seasons in equatorial regions</p>	<p>Afternoon 1 – Use world map to recap where we are, polar regions, equatorial regions. Watch video clips about the weather in equatorial regions. Pull out key vocabulary, create word mats Use world map (zoom in on equatorial regions) – add weather symbols and write sentences about the weather during different times of the year – remember to make sure chn mention that there are only 2 seasons All chn – draw a picture of the weather in 2 different seasons HA/HMA – write paragraph underneath about the weather in different seasons. LMA – support to draw a table and write sentences in correct place in table. LA – Table given, key vocab given to sort. Then challenge with hold a sentence.</p> <p>Collect data from weather station – add to working wall</p> <p>Afternoon 2 <b>We're off on holiday to an equatorial region! Woohoo!</b></p> <ol style="list-style-type: none"> <li>1. Use atlases to locate Singapore – add to world map on working wall.</li> <li>2. Read fact files / watch videos / look at photos to pull out key vocab about Singapore.</li> <li>3. Chn to write a postcard home to their parents saying what the weather is like/ what they have seen etc - Chn <b>write in lines on book, then create a 'flap' for them to draw the picture on their postcard.</b></li> </ol> <p>Collect data from weather station – add to working wall</p>	<p>Living in different climates – <a href="https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-your-world-north-of-england-north-australia/zjrtscw">https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-your-world-north-of-england-north-australia/zjrtscw</a></p> <p>Equatorial regions – <a href="https://www.bbc.co.uk/bitesize/topics/zx882hv/article/s/zxdsvcw">https://www.bbc.co.uk/bitesize/topics/zx882hv/article/s/zxdsvcw</a> <a href="https://www.bbc.co.uk/bitesize/topics/zx882hv/article/s/zsqnfg8">https://www.bbc.co.uk/bitesize/topics/zx882hv/article/s/zsqnfg8</a> <a href="http://geography.parkfieldprimary.com/climate-types/equatorial-regions">http://geography.parkfieldprimary.com/climate-types/equatorial-regions</a></p> <p>Singapore info – <a href="https://www.kids-world-travel-guide.com/singapore-facts.html">https://www.kids-world-travel-guide.com/singapore-facts.html</a> <a href="https://kids.nationalgeographic.com/geography/countries/article/singapore">https://kids.nationalgeographic.com/geography/countries/article/singapore</a></p> <p>Flaps for books</p>	<p>Spring Summer Autumn Winter</p>	<p>All chn – draw a picture of the weather in 2 different seasons HA/HMA – write paragraph underneath about the weather in different seasons. LMA – support to draw a table and write sentences in correct place in table. LA – Table given, key vocab given to sort. Then challenge with hold a sentence.</p> <p>Write a postcard</p>	<p>Look, listen notes Exit tickets</p>
---	---	--	--	--	--

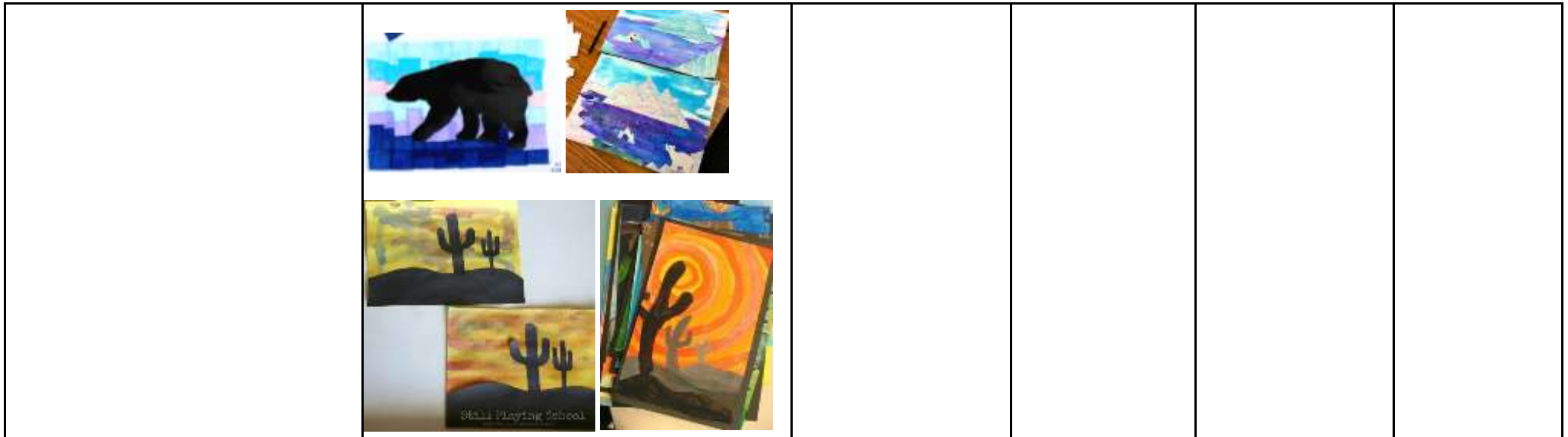
Week	Prior Knowledge	Big Question	Little Question	What do I want them to know by the end of the week? Core Knowledge
------	-----------------	--------------	-----------------	--

5 31.1.22	Year 1 – Name the seasons and basic features.  Year 2 – UK weather and weather patterns	Does the climate ever change?	Are the seasons and the weather the same all around the world?  (4 Weeks) Art, Science	To name the seasons To explain the differences between the seasons The difference between seasonal and daily weather patterns (SEASONS AROUND THE WORLD)		
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
<p>Afternoon 1 – identify and describe the differences between the weather and seasons in the polar regions</p> <p>Afternoon 2 - to compare ways in which weather during each season in equatorial and polar regions differs from the weather in the UK.</p>		<p>Afternoon 1 – Watch a series of clips about the weather during different seasons in the polar regions, Suggested polar region – Tromso, Norway – including that they experience periods of constant darkness / daylight. LA – draw pictures comparing the 2, add key words, hold a sentence. MA / HA – write a diary entry about a typical day in a polar region (can include winter activities)</p> <p>Collect data from weather station – add to working wall</p> <p>Afternoon 2 - look at photos of weather in different seasons in the UK, polar regions and equatorial regions. Where would you rather live? Why? HA &amp; MA Chn to write a comparison piece in books about the weather in different seasons in the UK, polar regions and equatorial regions. LA – page split into 3, draw picture of weather in each region, write 1 sentence about each underneath. Hafsa – key words. Look, listen notes to record chn's thoughts about which one they would like to live in. Collect data from weather station – add to working wall</p>	<p>Diary WAGOLL Word Mats <a href="https://www.youtube.com/watch?v=m1JaLj799is">https://www.youtube.com/watch?v=m1JaLj799is</a> <a href="https://kids.kiddle.co/Troms%C3%B8">https://kids.kiddle.co/Troms%C3%B8</a> <a href="https://www.twinkl.co.uk/teaching-wiki/norway">https://www.twinkl.co.uk/teaching-wiki/norway</a> <a href="https://www.youtube.com/watch?v=izYiDDt6d8s">https://www.youtube.com/watch?v=izYiDDt6d8s</a></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-your-world-shetland-igaluit-remote-islands/zn8fbdm">https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-your-world-shetland-igaluit-remote-islands/zn8fbdm</a></p> <p>Photos of weather in different regions around the world Word mats</p>	<p>Spring Summer Autumn Winter</p>	<p>Diary writing LA – key words using phonics</p>	<p>Look, listen notes Exit tickets</p>


Week	Prior Knowledge	Big Question	Little Question	What do I want them to know by the end of the week? Core Knowledge
------	-----------------	--------------	-----------------	--



6 7222	Year 1 – Name the seasons and basic features.  Year 2 – UK weather and weather patterns, seasonal changes in weather around the world.	Does the climate ever change?	Are the seasons and the weather the same all around the world?  (4 Weeks) Art, Science		To describe typical weather conditions of a equatorial / polar regions To learn about how the seasonal weather in the equatorial regions are different to the UK To learn about how the seasonal weather in the polar regions are different to the UK		
<b>WALTs</b> (Linked to national Curriculum Objectives and skills)		<b>Differentiated Activity</b> GD/ EAL/ SEN/Behaviour		<b>Resources</b>	<b>Vocab</b>	<b>Cross curricular writing</b>	<b>AFL</b> End of week quiz Exit Ticket
<p>Afternoon 1 – to use art to show what has been understood about weather patterns in the UK</p> <p>Afternoon 2 - to use art to show what has been understood about weather patterns in polar and equatorial regions.</p>		<p>Afternoon 1 – Read Tree by Britta Teekentrup (Art Week) – create art work reflecting the changing seasons in the UK. Example ideas:</p>    <p>Afternoon 2 - to use art to show what has been understood about weather patterns in the UK, polar and equatorial regions.</p>		<p>Sketch books Art pencils Paint Bubble wrap? Black paper for silhouettes</p>	<p>North pole / Arctic South pole / Antarctic Equator Equatorial</p>		<p>Look listen notes</p>



Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
7 14.2.22	Year 1 – Name the seasons and basic features.  Year 2 – UK weather and weather patterns, seasonal changes in weather around the world.	Does the climate ever change?	What is climate change?  (1 Weeks) Geography, History		To describe typical weather conditions of a equatorial / polar regions To learn about how the seasonal weather in the equatorial regions are different to the UK To learn about how the seasonal weather in the polar regions are different to the UK	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
Afternoon 1 – understand what climate change is  Afternoon 2 – understand what the industrial revolution was and its impact on climate change.		Afternoon 1 – Explain what Climate changes is, what triggered it In books <ul style="list-style-type: none"> <li>- Vocab check sheet – HA/HMA write own definition of climate change. LMA/LA – multiple choice.</li> <li>- draw pic in books that looks something like this but simplified for the kids:</li> </ul>	Climate change vocab check slip  Example of pic modelling climate change  Our planet website - <a href="https://www.ourplanet.com/en/">https://www.ourplanet.com/en/</a>	North pole / Arctic South pole / Antarctic Equator Equatorial		Look, listen notes Exit tickets

	 <p>CT / TA use look, listen notes to record chn's understanding of climate change.</p> <p>Afternoon 2 –Mrs Munday has suggested a session on the Industrial revolution – compare before/after – what was the industrial revolution and how did it impact on the climate</p> <p>Recorded work –          HA – Draw before /after pic –then write comparison paragraph          MA – Draw before /after pic, write sentences underneath each one          LA - Draw before /after pic, write key vocab underneath each one</p> <p>Exit ticket / question posed at end of lesson- what was the impact of the industrial revolution on the climate? HA/HMA to write their own answers          LMA/LA – multiple choice question.</p>	<p>WWF resources (Saved on BH memory stick)</p> <p>What is climate change:  <a href="https://www.bbc.co.uk/bitesize/articles/z4g3f82">https://www.bbc.co.uk/bitesize/articles/z4g3f82</a></p> <p>Weather &amp; Climate  <a href="https://www.bbc.co.uk/bitesize/topics/z849g6f/articles/z7dkhbk">https://www.bbc.co.uk/bitesize/topics/z849g6f/articles/z7dkhbk</a></p> <p>Industrial Revolution PP (Adapt one used for lockdown home learning)</p> <p>Explain this: Industrialisation -  <a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks1-ks2-explain-this-industrialisation/zmmx6v4">https://www.bbc.co.uk/teach/class-clips-video/history-ks1-ks2-explain-this-industrialisation/zmmx6v4</a></p>			
--	---	---	--	--	--

## Half Term

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
8 28.2.22	Year 1 – Name the seasons and basic features.  Year 2 – UK weather and weather patterns, seasonal changes in weather around the world, the weather in polar and equatorial regions.	Does the climate ever change?	How does climate change around the world affect the UK?  (2 Weeks) Geography, History – what has happened over time to river levels? Global events beyond living memory		To understand how climate change affects the weather in the UK <ul style="list-style-type: none"> <li>- Pollution</li> <li>- Floods</li> <li>- Storms</li> <li>- wind</li> </ul>	
WALTs		Differentiated Activity	Resources	Vocab	Cross curricular writing	AFL

(Linked to national Curriculum Objectives and skills)	GD/ EAL/ SEN/Behaviour				End of week quiz Exit Ticket
<p>Afternoon 1 – understand how climate change affects the weather nationally</p> <p>Afternoon 2 – identify some of the effects of climate change (Flooding)</p>	<p>Afternoon 1 – Children are introduced to the idea that pollution / factories and changes in technology are causing the planet to warm up and change the climates around the world. Discuss what pollution is and where it comes from within the UK and the local area. Do a school /local area survey? Link to Maths???</p> <p>Afternoon 2 – Children recap what they learnt about climate change and its causes last lesson. FOCUS ON FLOODS TODAY 1<sup>st</sup> part of lesson = practical = what is flooding? - create little village in a tray and flood it – PP and activity from last year!! In books – What is flooding? Chn the answer in own words. Why does flooding happen?</p> <p>Suggested extension from FM – does flooding only happen in the UK? - Bangladesh?</p>	<p>Use links from last week's lessons. PlanBee lesson PP to adapt Clipboards Survey template Examples of surveys</p> <p>Trays Rocks Plastic houses, trees etc. Last year's pp (wk 4) – I wonder slide, <a href="https://www.youtube.com/watch?v=udRNUBHbEOo">https://www.youtube.com/watch?v=udRNUBHbEOo</a> <a href="https://www.youtube.com/watch?v=VGV_HJhbths">https://www.youtube.com/watch?v=VGV_HJhbths</a> Look listen notes, photos</p>	<p>Pollution Floods Storms wind</p>	<p>Explanation texts - what is pollution and why does it occur? – what is flooding and why does it happen?</p>	<p>Look, listen notes Exit tickets</p>

Week	Prior Knowledge	Big Question	Little Question	What do I want them to know by the end of the week? Core Knowledge		
9 7.3.22	<p>Year 1 – Name the seasons and basic features.</p> <p>Year 2 – UK weather and weather patterns, seasonal changes in weather around the world, the weather in polar and equatorial regions.</p>	Does the climate ever change?	<p>How does climate change around the world affect the UK?</p> <p>(2 Weeks) Geography, History – what has happened over time to river levels? Global events beyond living memory</p>	<p>To understand how climate change affects the weather in the UK</p> <ul style="list-style-type: none"> <li>- Pollution</li> <li>- Floods</li> <li>- Storms</li> <li>- wind</li> </ul>		
(Linked to national Curriculum Objectives and skills)	WALTs	Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket

<p>Afternoon 1 – identify some of the effects of climate change</p> <p>Afternoon 2 - identify some of the effects of climate change within the UK and understand how this links to the wider world.</p>	<p>Afternoon 1 – Children recap what they learnt about climate change and its causes last lesson. FOCUS ON STORMS TODAY</p> <p>Recorded work in books - Children to create a poster – what is a storm? (see if we can use laptops – model using publisher to make poster, mixed ability?)</p> <p>Afternoon 2 - link impacts on the UK to impacts on the world?</p> <p>Map work – UK – label map of UK with pics of flooding / rising sea levels in Wales</p> <p>Then move onto the World – pics of flooding/deforestation, wild fires etc, draw arrows to locations on maps. Flashcards – melting ice caps, wildfires, deforestation, drought.</p> <p>In books - chn to define each one (LA match pic to name)</p> <p>Exit ticket – Is climate change just happening in the UK</p>	<p>PM 1 – Twinkl PP on storm Emma (2018)</p> <p>Book laptops</p> <p>PM 2 – last year's pp (wk 2) and resources.</p> <p>UK map to label</p> <p>World map to label</p>	<p>Pollution</p> <p>Floods</p> <p>Storms</p> <p>wind</p>	<p>Explanation text – what is a storm?</p> <p>Non-Chronological report?</p>	
---	--	--	--	---	--

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
10 14.3.22	<p>Year 1 – Name the seasons and basic features.</p> <p>Year 2 – UK weather and weather patterns, seasonal changes in weather around the world, the weather in polar and equatorial regions.</p>	Does the climate ever change?	<p>How does climate change affect the polar and equatorial regions?</p> <p>(2 Weeks) Music – link to African Tribal music (Yr 2 diaries)</p> <p>Drama – news reports</p>		<p>To understand how climate change affects the weather in the polar and equatorial regions</p> <ul style="list-style-type: none"> <li>- desert / drought</li> <li>- melting ice caps</li> <li>- wild fire</li> <li>- rising sea levels</li> </ul>	
<p><b>WALTs</b> (Linked to national Curriculum Objectives and skills)</p>		<p><b>Differentiated Activity</b> GD/ EAL/ SEN/Behaviour</p>	<p><b>Resources</b></p>	<p><b>Vocab</b></p>	<p>Cross curricular writing</p>	<p>AFL End of week quiz Exit Ticket</p>
<p>Afternoon 1 – understand how climate change affects the weather globally</p> <p>Afternoon 2 – identify some of the effects of climate change in the polar regions (melting ice caps)</p>	<p>Afternoon 1 – recap the impact on climate change in the UK. Then look at the globe – what are the key impacts. In topic books – children a write what deforestation is, why it occurs and what its impact is (HA/HMA in form of non chron report using headings and subheadings)</p> <p>Art 2 - art work in sketch books – before and after deforestation.</p>	<p>Our planet website - <a href="https://www.ourplanet.com/en/">https://www.ourplanet.com/en/</a></p> <p>WWF resources (Saved on BH memory stick)</p>	<p>desert / drought</p> <p>melting ice caps</p> <p>wild fire</p> <p>rising sea levels</p>	<p>NCR</p> <p>Letter writing</p>	<p>Exit ticket -</p>	

	<p>Afternoon 2 – Refer back to our penguin that arrived at the start of term – what did his letter say? Focus on melting ice caps today – watch videos and create a child friendly definition of what rising sea levels and melting ice caps are. Children to reply to Percy Penguin's postcard answering his questions – what is climate change? What does a melting ice cap mean?</p> <p>HA/HMA – Letter writing LMA/LA – postcard.</p>	<p>What would the world be like without forests? (Amazon Rainforest)</p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zj8kdbm">https://www.bbc.co.uk/bitesize/articles/zj8kdbm</a></p> <p>Ice caps / rising sea levels links –</p> <p><a href="https://www.bbc.co.uk/bitesize/articles/z3494xs">https://www.bbc.co.uk/bitesize/articles/z3494xs</a></p> <p><a href="https://www.bbc.co.uk/newsround/54079477">https://www.bbc.co.uk/newsround/54079477</a></p>			
--	---	---	--	--	--

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
II 21.3.22	<p>Year 1 – Name the seasons and basic features.</p> <p>Year 2 – UK weather and weather patterns, seasonal changes in weather around the world, the weather in polar and equatorial regions.</p>	Does the climate ever change?	<p>How does climate change affect the polar and equatorial regions?</p> <p>(2 Weeks) Music – link to African Tribal music (Yr 2 diaries), Drama – news reports</p>		<p>To understand how climate change affects the weather in the polar and equatorial regions</p> <ul style="list-style-type: none"> <li>- desert / drought</li> <li>- melting ice caps</li> <li>- wild fire</li> <li>- rising sea levels</li> </ul>	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
<p>Afternoon 1 – identify some of the effects of climate change in the equatorial regions (droughts and wildfires)</p> <p>Afternoon 2 - identify some of the effects of climate change in the equatorial regions (droughts and wildfires)</p>		<p>Afternoon 1 – Investigate drought and wildfires. What is the difference between a drought and a wildfire? Split class into groups – drama lesson – news report – half class to do a news report on wildfires, other half to create a report on drought.</p> <p>Afternoon 2 – link to African Tribal Music (on year 2 diaries). Chn to make traditional African musical instruments.</p>	<p>Australian wildfires:</p> <p><a href="https://www.bbc.co.uk/newsround/51005074">https://www.bbc.co.uk/newsround/51005074</a></p> <p>What is drought and how does it happen?</p>	<p>desert / drought melting ice caps wild fire rising sea levels</p>		

	Use instruments to create a piece of music reflecting the destruction of droughts and wild fires? (Ask GA for advice!)	<a href="https://www.bbc.co.uk/newsround/14325352">https://www.bbc.co.uk/newsround/14325352</a> <a href="https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-wonders-of-nature-elephants-looking-for-water/zdnhg4j">https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-wonders-of-nature-elephants-looking-for-water/zdnhg4j</a> Our planet website - <a href="https://www.ourplanet.com/en/">https://www.ourplanet.com/en/</a> WWF resources (Saved on BH memory stick)			
--	--	--	--	--	--

Week	Prior Knowledge	Big Question	Little Question	What do I want them to know by the end of the week? Core Knowledge		
12 28.3.22	Year 1 – Name the seasons and basic features.  Year 2 – UK weather and weather patterns, seasonal changes in weather around the world, the weather in polar and equatorial regions.	Does the climate ever change?	How can we help solve climate change in our local area?  (2 Weeks)	Local area project – recycling, water Energy saving campaign in school.		
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
Afternoon 1 – To investigate some alternative energy sources.  Afternoon 2 – NO lesson – KS1 Interfaith afternoon (Organised by AS)		Afternoon 1 – look at significant individuals who are fighting climate change – David Attenborough, Greta Thunberg, Prince Charles – how are they spreading the word and fighting climate change?  In books – chn to choose 1 of our key individuals to write a short paragraph about. (HA – 2 people)	Our planet website - <a href="https://www.ourplanet.com/en/">https://www.ourplanet.com/en/</a>  WWF resources (Saved on BH memory stick)	Reduce, recycle, reuse Campaign Carbon Footprint	Short biographies.	

	<p>Part 2 - Read book – Old enough to save the planet – what have chn around the world done to tackle climate change?</p> <p>Begin to look at the ways that we can reduce 'pollution' being created at school – reduce, recycle, reuses. to the children and gather their thoughts on what we could do in school to reduce our carbon footprint – mindmap in groups on sugar paper to add to working wall.</p> <p>Afternoon 2 – 30.3.22 KS1 interfaith afternoon (organised by AS)</p>	<p><a href="https://www.bbc.co.uk/teach/live-lessons/bitesize-the-regenerators-climate-change-live-lesson/zjpt6g8">https://www.bbc.co.uk/teach/live-lessons/bitesize-the-regenerators-climate-change-live-lesson/zjpt6g8</a></p>			
--	--	--	--	--	--

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
<p>13 4.4.22</p>	<p>Year 1 – Name the seasons and basic features.</p> <p>Year 2 – UK weather and weather patterns, seasonal changes in weather around the world, the weather in polar and equatorial regions.</p>	<p>Does the climate ever change?</p>	<p>How can we help solve climate change in our local area?</p> <p>(2 Weeks)</p>		<p>Local area project – recycling, water Energy saving campaign in school.</p>	
<p><b>WALTs</b> (Linked to national Curriculum Objectives and skills)</p>		<p><b>Differentiated Activity</b> GD/ EAL/ SEN/Behaviour</p>	<p><b>Resources</b></p>	<p><b>Vocab</b></p>	<p><b>Cross curricular writing</b></p>	<p><b>AFL</b> End of week quiz Exit Ticket</p>
<p>Afternoon 1 – To investigate how we can reduce our school's carbon footprint</p> <p>Afternoon 2 - To investigate how we can reduce our school's carbon footprint</p>		<p>Afternoon 1 – Child driven learning – based upon what the children want to campaign about in school – suggested ideas – recycling, turning lights off...</p> <p>Afternoon 2 - Child driven learning – based upon what the children want to campaign about in school – suggested ideas – recycling, turning lights off...</p>		<p>Reduce, recycle, reuse Campaign</p>		<p>Answer the big question – Does the climate ever change?</p>