Pilgrim Federation Curriculum Coverage Ideas and Resources for the Learning Theme: Weather

EYFS	
Continuous provision will be in place throughout the learning theme based on PLODS (Possible Lines Of Development)	
Art & Design	**Computing**
Creating with Materials ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Use a range of materials to represent and express – representing weather. Develop techniques in pattern, shape and style – studying techniques for painting and sculpting weather. How have artists depicted weather – storms, rainbows…? Look at weather https://www.tate.org.uk/art/weather-and-art	Technology out of school – forecasting the weather – instruments for this. Writing algorithms. Develop, create, predict, debug and amend simple programmes – use programmes – when will it rain?

Design & Technology	Geography
All parts of D& T in making weather instruments and users of weather e.g. windmills – design, make, evaluate, amend. Make mud bricks. Wattle and daub. Shelters.	**People Culture and Communities ELG** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. Identify seasonal and daily weather patterns in the United Kingdom. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Name the oceans and Seas around the world https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/zvy2xbk Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map; and use and construct basic symbols in a key. Many landscape features are forged by weather and climate change. What's the weather like in Brazil? https://teachers.thenational.academy/lessons/what-is-the-weather-like-in-brazil-6mr3gt?from_query=weather Extreme Weather in the UK https://www.rgs.org/schools/teaching-resources/extreme-weather/

History	Music
Past and Present ELG Children at the expected level of development will: Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling. Significant historical events, people and places in their own locality. – Stories of storms and freak weather – local uses of weather e.g. Windmills Farming	**See also Charanga Schemes of work** **Being Imaginative and Expressive ELG** Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. Use their voices expressively and creatively by singing Songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds. Using the inter-related dimensions of music. Weather related music e.g. raindrop prelude by Chopin, making sounds of weather. Make a rain shaker (link to DT) Create music to represent different types of weather. E.g use percussive instruments to replicate the sound of wind, rain, thunder…

Physical Education	Science
See also RealPE Schemes of work. **Gross Motor Skills ELG** Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Moving, running, jumping, balancing – Basic skills to represent weather. Perform dance based on weather elements. Inspiration from 'Singing in the Rain'	**The Natural World ELG** Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Water-proofing How do animals keep…? Dry Warm Cool Animal that lives in the cold. Animal that lives in the desert.

	Animal that lives in a place prone to flooding. Animal that lives in Africa where the weather can change – drought (idea of migration). What do we know about the weather? https://teachers.thenational.academy/lessons/what-do-we-know-about-the-weather-6ct30c?from_query=seasons Also links to seasons

English	Maths
https://www.booksfortopics.com/weather Fiction: *Froggy Day - Heather Pindar & Barbara Bakos* Lila and the Secret of Rain - David Conway & Jude Daly *Little Cloud - Anne Booth & Sarah Massini* Storm - Sam Usher Elmer and the Rainbow - David McKee *Sector 7 - David Wiesner (Wordless picture book)* *Snowflakes - Cerrie Burnell & Laura Ellen Anderson* Non-fiction: *Lift-the-Flap Questions and Answers About Weather - Katie Daynes & Marie-Eve Tremblay* *Project Weather - Philip Steele* Poetry: It was a Dark and Stormy Night The More it Snows – A.A. Milne Who has seen the wind – Christina Rossetti *The Wind Blew - Pat Hutchins* The Weather Girls – AKI Out and About: A First Book of Poems - Shirley Hughes Song: Raindrops keep falling on my head It's raining, it's pouring… I hear thunder…	Link to Science & DT - Making a rain gauge. Measure in units and non-standard units. Data handling – tables, charts, pictograms.

Courageous Advocacy	Developing Spirituality
Think about how adverse weather affects different place in the world and what we can do to support people who have been adversely affect by: drought, flooding, hurricanes, tornadoes, monsoons, etc.	Think about where weather comes from. Think about the story of Noah's Ark. Seeing the awe and wondering in weather phenomena such as rainbows and leaves/grasses blowing in the wind. The intricacy in a snowflake, frost on a spider's web. Be thankful fr God's creations and the beauty that surrounds us.
Other Ideas	
Visit a TV station to see how they present the weather. Role play reading the weather forecast. Outdoor learning – seeing the physical signs of weather. Wind farm – Sheringham Shoal. CBeebies Go Jetters	