

# Session plan: four seasons

## Session overview

Introduction to measuring the weather and using the weather kit. Explore different types of weather across the seasons and what that means in practical terms. Produce weather reports.

Depending on the context of the class, this session will take between one and two hours.

## Session opener

Play this starter video as students settle: <http://bit.ly/1xZ7bKX>

Objectives	Activities	Resources	Outcomes
<i>Preamble</i> How do we know what weather is going to be like?	Discussion: how do you find out about what the weather is like? Match weather symbols to what they mean.	"Weather symbols and terms"	Identify different sources for finding out about weather Understand what the term weather means and use appropriate terminology
<i>Main activity</i> Explore weather typically associated with different seasons and what the weather means to you.	Introduce the weather station and what it measures. How does it relate to each of the weather symbols? Look at typical weather data from Spring, Summer, Autumn and Winter. How does the seasons affect you? Look at the live weather data. Is our weather today typical?	Weather station instructables Website: compare live weather to typical seasonal weather: <a href="http://bit.ly/seasonexp">http://bit.ly/seasonexp</a> "Most likely to..."	Understand how weather varies between the four seasons and be able to communicate this orally and in another format
<i>Session close</i> Become a weather reporter.	Ask students to complete a weather report for weather they would expect to see for each of the four seasons.	"Create a forecast"	Construct a weather forecast using appropriate terminology and in an appropriate format Choose data from a range of sources to produce a forecast for a specific audience

## Discussion

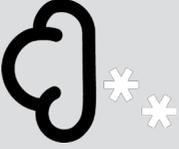
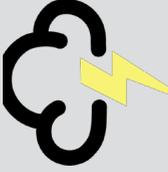
What is your favourite time of year and why? Does the weather affect anyone's choice?

On a world map, ask children to point out where they've been and what the weather was like. This could spark conversation around global seasons: not everywhere has four seasons and some parts of the world have it at different times of the year.

## Further learning

Weather monitors: assign each child or group a day to report on the day's weather to the class at the beginning of the day. They should look at the data on the Internet of School Things website as well as finding out what other people are saying online or on the TV. Who is the most accurate?

## Weather symbols and terms

temperature	
storms	
snow	
wind speed and direction	
sun	
rain showers	
sunny intervals	
heavy rain	
cloudy	

Most likely to...

snowy

cold

dry

chilly

hailing

sunny

rainy

mild

In which season(s)  
do you think it is  
most likely to be...?

unpredictable

stormy

wet

windy

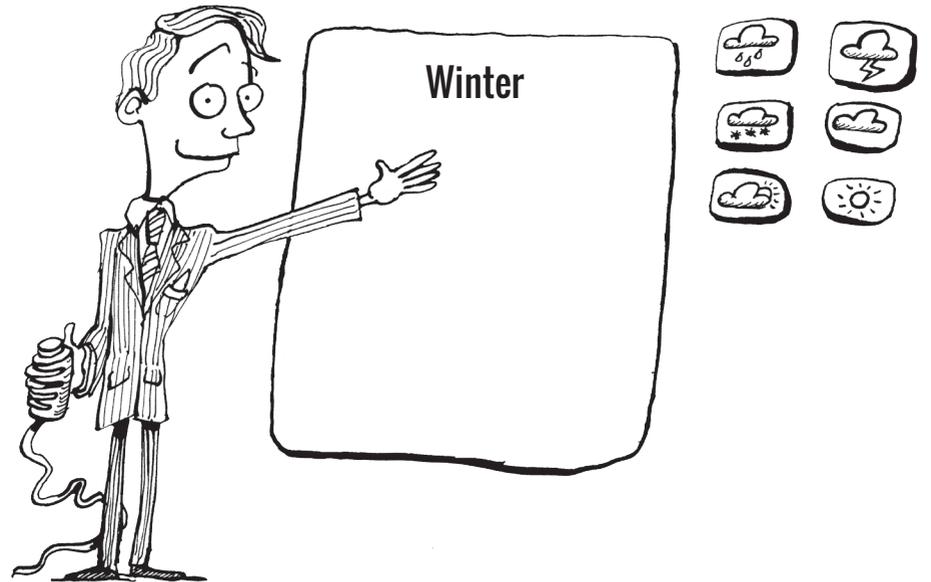
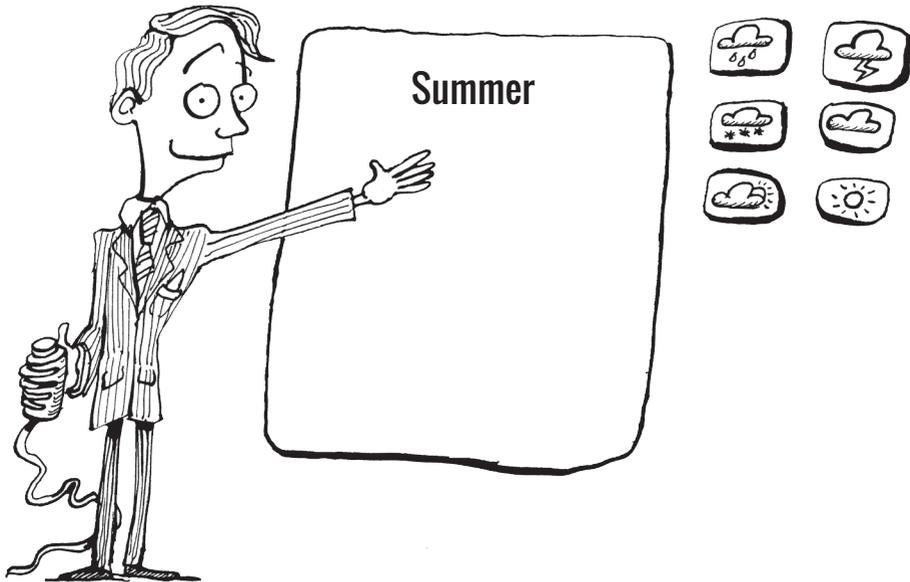
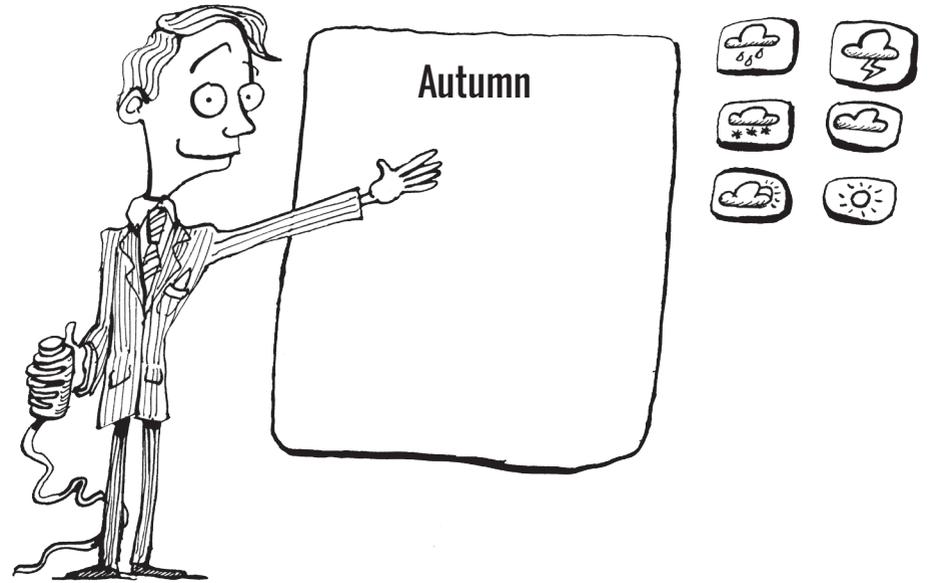
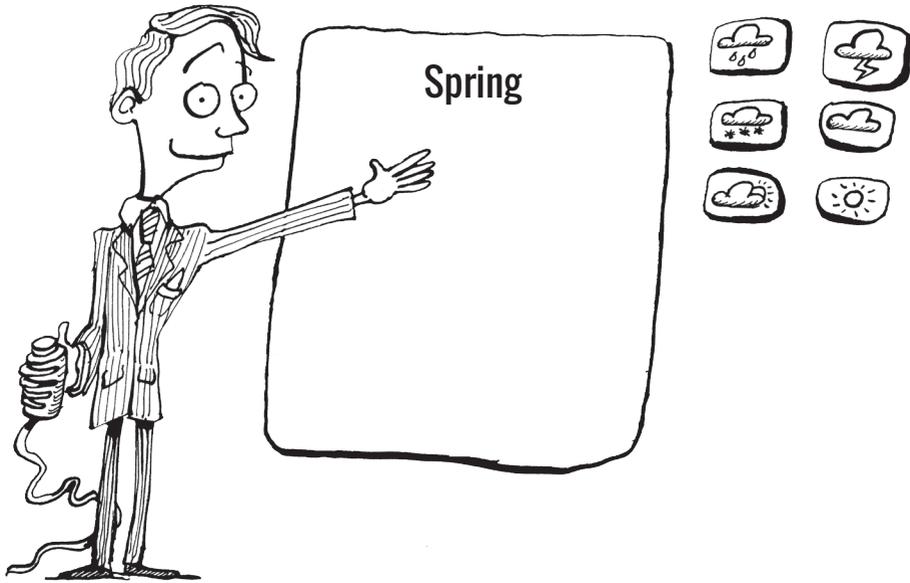
damp

warm

hot

icy

# Create a forecast



## KS2 Geography Curriculum links

### *Key aims*

All pupils should:

- > understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- > be competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- > communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### *Physical and Human Geography*

Students should:

- > use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
- > identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Pole.

*KS1 & 2 Programme of Study for Geography (2013)*

<http://bit.ly/1KyMQBn>

## KS2 Computing Curriculum links

### *Key aims:*

All pupils:

- > can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- > are responsible, competent, confident and creative users of information and communication technology.

### *Attainment targets*

Pupils should be taught to:

- > understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- > use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- > select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

*KS1 & 2 Programme of Study for Computing (2013)*

<http://bit.ly/1tW0lcF>