Weather in my world – Early Stage 1

	Term	1	2	3	4	Weeks	1	2	3	4	5	6	7	8	9	10	11	
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Earth and Space Strand

Outcome	Lesson Sequence – Overview	Resources	Word Wall
 STe-6ES-S identifies how daily and seasonal changes in the environment affect humans and other living things > observe characteristics of weather > identify some characteristics of weather > recall characteristics of weather and record them as drawings. 	 Lesson 1 Wondering about weather – Lesson focus p11 To capture students' interest and find out what they think they know about how daily and seasonal changes in our environment, including the weather, affect daily life. To elicit students' questions about the weather and seasons. Students: experience the weather outside the classroom represent their ideas about weather through drawing share ideas and questions about weather. 	 class science journal word wall frame (eg, cut from ice-cream container lid, cardboard) student science journal 	air changes clothes clouds cloudy cold cool day
 STe-1WS-S observes, questions and collects data to communicate ideas contribute to discussions about weather recount their personal experiences of weather record ideas in a science journal. 			dry freezing hail hot journal night observe

STe-6ES-S identifies how daily	Lesson 2	Session 1 class science journal 	rain
and seasonal changes in the	 Watching the weather – Lesson focus p15 To provide students with hands-on, shared experiences of symbols used to 	word wall	report
environment affect	communicate weather conditions.	 'Symbols in my world' (Resource sheet 1) 	science
humans and other living things	• To commence an ongoing weather watch observation and recording experience.	optional: photographs of	Science
inving tillings		symbols used in everyday life	sky
 identify some characteristics of 	Session 1 Drawing weather symbols <u>Students:</u>	 optional: you might like to use weather sound clips for this 	snow
weather	discuss how symbols are used to communicate information	activity (see the Primary	
 identify symbols used to represent 	 creates symbols that represent characteristics of weather. 	Connections website)	sun
characteristics of weather		optional: computer and appropriate software for	symbols
 observe and record 		students to draw symbols	temperature
characteristics of weather.		 student science journal 4 small pieces of paper 	•
		(approximately 8 cm x 8 cm)	thermometer
STe-1WS-S		Session 2	warm
observes, questions and collects data to	Session 2 Weather symbol detectives Students: Mawang Yalbilii	01/77	weather
communicate ideas	explore symbols used in newspaper and television weather information reports	 class science journal 	weather
 recognise symbols 	 discuss why people want to know about the weather. 	word wallnewspaper	wet
and words used to describe weather		set of newspaper weather	wind
view newspaper and		map symbolsrecording of a television	
television weather reports and make		weather	
links with their		report*	
personal experiencerecount their		 audiovisual equipment (eg, television, DVD player) 	
personal experience of weather		 student science journal 	
identify the broad		 newspaper weather report (provided by you) 	
purposes and features of a table		 scissors 	
 retrieve information 		• glue	
from a weather		optional: computer/s with internet access to view online	

	l	
 recording table created as a class share in writing a summary of the day's weather. 		weather information at: <u>www.bom.gov.au</u> <u>www.abc.net.au/news/weather</u>
day 5 weather.	Session 3 Weather watchers (an ongoing experience)	Session 3
		class science journal
	Students:	word wall
	• participate in ongoing observation, recording and discussion of daily weather conditions.	'Weather symbols used by the Bureau of Meteorology' (Decourse sheet 2)
		 (Resource sheet 2) <i>optional:</i> weather symbols
		(The Primary Connections website has a larger range of
		symbols you can use)
		• 1 enlarged copy of 'Weather
		watch' (Resource sheet 3) or similar (see 'Preparation')
STe-6ES-S	Lesson 3	class science journal
identifies how daily		• word wall
and seasonal	Eye to the sky – Lesson focus p27	'Weather watch' class table
changes in the environment affect	To provide students with hands-on, shared experiences of observing and describing	• C 'Eye to the sky' (Resource
humans and other	clouds.	 sheet 4) optional: photographs of the
living things		sky
 use a frame to observe the sky 	Students:	factual texts about the
 identify clouds as a 	discuss their experiences of observing and recording the weather	weather (see the Primary
feature of the sky	make observations of the sky	Connections website for
describe how much of the sky is covered	discuss language used to describe the amount of cloud cover	suggestions)student science journal
by cloud.	• represent observations of cloud cover and label appropriately.	 frame (from Lesson 1)
STe-1WS-S		
observes, questions		
and collects data to		
communicate ideas		
use appropriate		
language to describe		

I		
the amount of cloud		
cover		
participate in a		
discussion to		
recount observations		
and experiences		
relating to cloud		
cover and weather		
characteristics		
retrieve information		
from a table.		
STe-6ES-S		Session 1
identifies how daily	Lesson 4	
and seasonal	What's the weather like today?- Lesson focus p33	class science journal
changes in the		
0	 To provide students with hands-on, shared experiences of temperature. 	word wall
environment affect		 'Weather watch' class table
humans and other	Session 1 How does it feel?	• 1 source of warm or hot air
living things	Students:	(eg, a hair dryer, a blow
identify that	discuss their experiences of observing and recording the weather	heater)
temperature is a	recall language about temperature	 1 source of cold air (eg, a
distinctive		freezer, a refrigerator, an air
characteristic of the	 describe how the air feels investigate temperature. 	Conditioner, a fan)
weather		4 A3 sheets of paper
 use a scale to describe 		self-adhesive notes or strips
		of paper
temperature conditions		
 identify that 		optional: bucket of ice cubes
thermometers can		 1 fan (made from paper or
be used to measure		card) or piece of paper
temperature.	Session 2 A temperature tool	
		Session 2
STe-1WS-S	Students:	
observes, questions	observe and experience the weather while outside	class science journal
and collects data to	• explore the term 'temperature'	word wall
communicate ideas	 make a descriptive temperature scale that uses words and colours. 	Weather watch' class table
 use talk to report on 		 string or chalk to mark
observations and		physical temperature scale
reflect on their		 4 A4 sheets of card

 experience of temperature ther understanding on a simple temperature scale temperature. Identifies how daily and seasonal after temperature temperature to the temperature scale temperature. STe-6ES-S identifies how daily and seasonal temperature temperature to influence to the temperature scale to descrabe temperature. Ste-6ES-S identifies how daily and seasonal temperature to influence to the temperature temperature. Ste-6ES-S identifies how daily and seasonal temperature to influence temperature. Ste-6ES-S identifies how daily and seasonal temperature to influence temperature. Ste-6ES-S identifies how daily and seasonal temperature to influence temperature. Ste-6ES-S identifies how daily and seasonal changes in the support students to represent and explain their understanding of weather and seasonal content seasons, to identify suitable (others and activities for various weather and seasonal content seasons, to identify suitable (others and activities for various weather and seasonal content seasons, to identify suitable (others and activities suitable for various weather and seasonal content seasons, to identify suitable (others and activities suitable for various weather and seasonal content seasons, to identify suitable (others and activities suitable for various weather and seasonal content seasons, to identify suitable word wall and class science journal in the subscription weather and identity clothes and activities suitable for various weather (see the Primary Connections website for suggestions in the conditions, and to introduce current scientific views. Sudents: review and Weather watch: class table, word wall and class science journal in the conditions weather conditions. review inter Weather watch: class table, word wall and class sc			
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living things > identify that weather has distinctive characteristics (cloud cover, temperature, wind and rain) > identify that weather changes over time changes over time > review and summarise records of weather conditions. > identify that weather conditions. > identify clothes and activities suitable for various website for suggestions > a book (eg, made from several copies of Weather and me' (Resource sheet 6) or similar) per student > identify that weather changes over time > review and summarise records of weather observations. > represent observations of weather and identify clothes and activities suitable for various weather conditions. > optional: copies of weather symbols per student STE-1WS-S observes, questions and collects data to > summarise records of weather to conditions of weather symbols per student			
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observes, questions and collects data to			
and collects data to	STe-1WS-S		
and collects data to	observes, questions		
communicate ideas			
	communicate ideas		

 clarify their understanding and reflect on their experience of observing and recording the weather construct and retell meanings from a weather recording table write and illustrate simple descriptions of weather characteristics. STe-6ES-S identifies how daily and seasonal changes in the environment affect humans and other living things identify wind strength as an important characteristic of weather observe the effect of wind on different materials use a wind meter to observe the strength of the wind. STe-1WS-S observes, questions and collects data to communicate ideas 	Lesson 6 Investigating the wind – Lesson focus p47 • To support students to plan and conduct an investigation of wind strength. Session 1 Moving materials Students: • discuss ideas and experiences of wind • investigate moving different materials with wind.	 Session 1 class science journal word wall team roles chart team skills chart 'Weather watch' class table range of differently weighted materials (eg, lightweight materials that do not tear easily (thin card, calico, plastic from plastic bags) and heavyweight (heavy card, balsa wood, linoleum) cut to the same size, eg, 8 cm x 15 cm) each team member's science journal role wristbands or badges for Manager and Speaker hand-held fan (eg, made from thin pleated cardboard) per team 	
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 record and report on an investigation of the wind use language to make distinctions, speculate and question follow directions to complete a simple investigation about the effect of wind on different materials. 	Session 2 Using wind meters Students: • use a selection of materials to investigate wind around the school.	 1 copy of 'Moving materials' (Resource sheet 7) per team Session 2 class science journal word wall team roles chart team skills chart range of differently weighted materials that do not tear easily (eg, light weight (thin card, calico, plastic from plastic bag) and heavy weight (heavy card, balsa wood, vinyl floor tiles) cut to the same size, eg, 8 cm x 15 cm) <i>optional:</i> digital camera to record wind meters at different locations
	Mawang Yalbili	floor tiles) cut to the same size, eg, 8 cm x 15 cm) optional: digital camera to record wind meters at
		 each team member's science journal role wristbands or badges for Manager and Speaker completed table 'Moving materials' (Resource sheet 7) from Session 1 coat-hanger or length of bamboo tape

 STe-6ES-S identifies how daily and seasonal changes in the environment affect humans and other living things describe characteristics of weather, such as cloud cover, temperature, wind and rain identify that weather changes identify clothes and activities that suit various weather conditions. 	 Lesson 7 Weather reporters - Lesson focus p57 To provide opportunities for students to represent what they know about how daily and seasonal changes in our environment, including the weather, affect daily life, and to reflect on their learning during the unit. <u>Students:</u> review the unit by using the science journal, word wall, 'Weather watch' class table and other resources developed during the unit plan and present a weather report reflect on their learning during the unit. 	 class science journal word wall 'Weather watch' class table 1 enlarged copy of 'Weather report planner' (Resource sheet 8) <i>optional:</i> digital and/or video camera to record weather reports for each team: 1 copy of 'Weather report planner' (Resource sheet 8) or similar <i>optional:</i> copies of weather symbols
 STe-1WS-S observes, questions and collects data to communicate ideas > use language to clarify their understanding and reflect on their experience of weather > with support, plan and present a weather report 	Mawang Yalbili	1 <i>yC</i>