**Dal y Gwynt - Eye of the Storm**

| **Theme Name: Weather and Climate** | | |
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| **AOLE** | **Strand** | **Suggested learning experiences:** |
|  | **Weather vs Climate** | * What's the difference between weather and climate? * How do we measure them? * What are the effects of them? * [FloodHub resources](https://thefloodhub.co.uk/ks2-climate-lesson-1/) |
| Science and Technology  Humanities  LLC  humanities  numeracy: data handling | **Identifying and Observing the weather**  **Measuring the weather** | * There are so many different words to describe the weather. Identify as many different weather words as you can, sort and categorise them and make class books of vocabulary or put on display to enrich your creative writing * Look at different weather symbols and their meanings * <https://www.bbc.co.uk/weather> * Use BBC to research different weather symbols e.g different clouds and their meaning. Children could create their own poster with the symbols and their explanations. * Become a ‘weather watcher’   [Home - BBC Weather Watchers](https://www.bbc.co.uk/weatherwatchers/)  Send your photos in and your class could be on the tv with Derek!   * Record the weather over a period of time - children will compile data on weather conditions over time and create a timeline that shows the patterns they can identify (e.g., hot days, rainy weeks). They can then write a summary that reflects on how these patterns affect daily life in their community. * Create their own weather forecast video - write their own script and use symbols they’ve learnt about with the data they’ve collected to film their forecast. * Welsh 2nd language: this is always a good opportunity to practice more precise weather terminology as well as past and future tenses.   How do you measure the weather?   * [How to make a weather station](https://www.youtube.com/watch?v=WO7f1mXuWe4)   [Make a Weather Station | National Geographic Kids](https://kids.nationalgeographic.com/science/article/make-a-weather-station)  Devise a sheet to record your measurements  decide when you are going to measure and how often  You can use microbits to make a weather station:  [Make a micro:bit weather station](https://microbit.org/news/2020-07-06/make-a-microbit-weather-station/)   * Collect data on weather patterns over a period of time * Enter the data into a spreadsheet |
| **Numeracy** | **Analysing and interpreting weather** | * If you have used Excel, use formulae to add up the total of the rainfall that you have recorded * which is the max/ min temperature /wind speed that you have recorded? * **Graphing:** good opportunities to practice drawing graphs, ensuring that the children know when to use a line or a bar chart, and experiment with scales   [Swansea climate: Average Temperature by month, Swansea water temperature](https://en.climate-data.org/europe/united-kingdom/wales/swansea-91/#climate-graph)   * This is a good graph to generate discussion about:   \*Which graph is most appropriate? (line for 2 lots of data, bar for data and text)  \*How to read a graph which has 2 lots of information on it  \*how to interpret the graph  \*which questions to ask  \*how to structure the answers  \*how to work out the scales   * Graphing can also be done on Excel, experiment with the different types of graph to find the most appropriate. * generate questions and answers from the graphs * Studying various weather forecasts from around the world. Children could compare Wales to different countries and analyse the data. * Analysing climate graphs and data from various forecasts ([BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zbtj4xs/revision/4)) * Create their own App using Scratch or similar software. They could include temperature readings and weather forecasts. |
| **humanities**  **numeracy** | Weather workshop | * Nature Days run by Dawn Thomas do an amazing workshop on Oxwich Bay. Dawn will show pupils where our weather comes from, investigate different types of clouds, wind direction and strength and collect data to show the micro climates in different parts of Oxwich. * [Nature Days | Facebook](https://www.facebook.com/groups/1560995390790865/) |
| **humanities** | Extreme Weather | * You could research extreme weathers from all over the world and learn about their characteristics (e.g tornado) * Compare extreme UK weather to somewhere else in the world (i.e Bangladesh) where both have impacted. Children could explore the physical and social impacts * Exploring the UK’s climate and weather and what effects they have on our environment e.g. flooding, droughts and heatwaves and also their effect on people. ([BBC Bitesize](https://www.bbc.co.uk/bitesize/articles/zn9q7yc#zr77m39))  Extreme Weather Infographics - You could use online graphic design tools like Canva, where children could create an infographic summarising key information about a specific type of extreme weather (e.g., tornados, floods, droughts). They will highlight its causes, physical effects, and social impacts on affected countries. You could then share their infographics in a ‘gallery’ format around the classroom.  * Use online tools e.g Google MyMaps to create an interactive map showing extreme weather occurrences around the world. You could research different countries affected by extreme weather and mark these events on the map. |
|  | Weather stereotypes | * The aim here is to eradicate the stereotypes of Welsh weather e.g. ‘It always rains in Wales’ or to investigate why Wales has more rain than the South of England. * **Weather Detectives:** Investigate actual weather data for Wales across seasons. Compare with stereotypical beliefs ("It always rains in Wales") and present findings through graphs or news reports. * **Weather Around the World:** Compare climate data from Wales with places like southern Spain, Norway, Dubai, or Australia. Are the stereotypes accurate? * [Climate Data](https://en.climate-data.org/) * **Climate Graphs Challenge:** Analyse rainfall and temperature data sets from Wales and a few other countries. Create bar charts, line graphs, and interpret trends. Are the stereotypes accurate? * **Probability of Rain?:** Explore the meaning of percentages and probability using real weather forecasts. Is there a 70% chance of rain every day? |
| **Creative** | Weather in the Arts | * Compare how different artists depict weather. Paint contrasting scenes of weather. You could include real data to further enhance the learning (paint contrasting scenes of Welsh weather using real data — one rainy day, one sunny) * How do different artists show the weather in their artwork? ([artuk](https://artuk.org/learn/learning-resources/watching-the-weather)) * **Kyffin Williams' Landscapes:** showcasing Welsh landscapes and how his choice of weather patterns change the scenery. * **Catrin Williams**  **Michelle Scragg - bold colour choices**  * **David Marchant** * **Claude Monet:** His Impressionist landscapes often explored the changing effects of light on water, clouds, and the natural world. He painted scenes with fog, rain, snow, and storms, capturing the transient quality of light and atmosphere.  **David Hockney's The Weather Series -** [link](https://www.myartbroker.com/artist-david-hockney/10-facts/10-facts-about-hockney-the-weather-series)   * How can you convey the weather through music? We can listen and analyse Vivaldi’s 4 seasons and listen to how the instrumentation influences the mood / weather. * What instruments / sounds can be used to represent the weather? * Can the children create their own musical sequence representing different weather? * **The Port Talbot Banksy:** what is this picture saying, what “trick” is Banksy playing on the viewer. * Can you design a picture that plays on the climate crisis, pollution or the weather?   (a copy of the picture is in the resource folder)   * **Go and paint in the weather!** Painting in the rain is very satisfying and produces unexpected results. Try different media and see what happens. * Dance: make a playlist of weather songs, soooo many to choose from.   Discuss: why is this so popular? How can we equate the weather to how we feel inside? (link to the weather of the mind unit)  Choose one or make a medley to base your dance to.  generate a huge list of emotions, discuss  Practice showing emotions through your face and then whole body shapes, work individually and then in pairs or small groups to show one particular feeling  when devising your moves think about the emotions involved  perform and enjoy.  [How to dance with emotions](https://www.youtube.com/watch?v=Js932pMYFMI) (this guy has amazing style)  [Dance Your Feelings with Erika Malone](https://www.youtube.com/watch?v=U53-K0iLsmA)  [Mood Walk - Learn Emotions | Activities For Kids | Dance Along | GoNoodle](https://www.youtube.com/watch?v=8k32x-_aYI4) |
| **LLC**  **Humanities** | Old Wives' Tales About Weather | * You could explore traditional sayings or beliefs used to predict the weather(these are often without scientific basis - but some have surprising accuracy!). Could you investigate with the children how accurate they are? * **Red sky at night, shepherd’s delight. Red sky in the morning, shepherd’s warning.** * **A halo around the moon means rain or snow is coming.**  **If the cows are sitting down it’s going to rain**  * **Pine Cones:** Pine cones open in dry weather and close in damp weather. |
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