

Weather in my world unit overview

		SCIENCE OUTCOMES	LITERACY OUTCOMES	LESSON SUMMARY	ASSESSMENT OPPORTUNITIES
		Students will be able to	Students will be able to	Students	
ENGAGE	Lesson 1 Wondering about the weather	represent their current understanding as they <ul style="list-style-type: none"> • observe characteristics of weather • identify some characteristics of weather • recall characteristics of weather and record as drawings. 	<ul style="list-style-type: none"> • contribute to discussion about weather • recount their personal experiences of weather • record ideas in a science journal. 	<ul style="list-style-type: none"> • experience the weather outside the classroom • represent their ideas about weather through drawing • share ideas and questions about weather. 	Diagnostic assessment Represent ideas about weather through drawing and writing Through discussion, share ideas and questions about weather

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EXPLORE	<p>Lesson 2 Watching the weather</p> <p>Session 1 Drawing weather symbols</p> <p>Session 2 Weather symbol detectives</p> <p>Session 3 Weather watchers (an ongoing experience)</p>	<ul style="list-style-type: none"> identify some characteristics of weather identify symbols used to represent characteristics of the weather observe and record characteristics of the weather. 	<ul style="list-style-type: none"> recognise symbols and words used to describe the weather view newspaper and television weather reports and make links with their personal experience recount their personal experience of weather identify the broad purposes and features of a table retrieve information from a weather recording table created as a class share in writing a summary of the day's weather. 	<p>Session 1 Drawing weather symbols</p> <ul style="list-style-type: none"> discuss how symbols are used to communicate information create symbols that represent characteristics of the weather. <p>'Symbols in my world' (Resource sheet 1)</p> <p>Session 2 Weather symbol detectives</p> <ul style="list-style-type: none"> explore symbols used in newspaper and television weather information reports discuss why people want to know about the weather. <p>Session 3 Weather watchers (an ongoing experience)</p> <ul style="list-style-type: none"> participate in ongoing observation, recording and discussion of daily weather conditions. <p>'Weather symbols used by the Bureau of Meteorology' (Resource sheet 2)</p> <p>'Weather watch' (Resource sheet 3)</p>	<p>Formative assessment</p> <p>Science journal entries</p> <p>'Weather watch' (Resource sheet 3)</p>

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EXPLORE	Lesson 3 Eye to the sky	<ul style="list-style-type: none"> • use a frame to observe the sky • identify clouds as a feature of the sky • describe how much of the sky is covered by cloud. 	<ul style="list-style-type: none"> • use appropriate language to describe the amount of cloud cover • participate in discussion to recount observations and experience relating to cloud cover and weather characteristics • retrieve information from a table. 	<ul style="list-style-type: none"> • discuss their experiences of observing and recording the weather • make observations of the sky • discuss language used to describe the amount of cloud cover • represent observations of cloud cover and label appropriately. 'Eye to the sky' (Resource sheet 4)	Formative assessment Science journal entries

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EXPLORE	<p>Lesson 4 What's the weather like today?</p> <p>Session 1 How does it feel?</p> <p>Session 2 A temperature tool</p>	<ul style="list-style-type: none"> identify that temperature is a distinctive characteristic of the weather use a scale to describe temperature conditions identify that thermometers can be used to measure temperature. 	<ul style="list-style-type: none"> use talk to report on observations and reflect on their experience of temperature physically represent their understanding on a simple temperature scale follow instructions to make a temperature tool use a simple temperature scale to describe temperature. 	<p>Session 1 How does it feel?</p> <ul style="list-style-type: none"> discuss their experiences of observing and recording the weather recall language about temperature describe how the air feels investigate temperature. <p>Session 2 A temperature tool</p> <ul style="list-style-type: none"> observe and experience the weather while outside explore the term 'temperature' make a descriptive temperature scale that uses words and colours. <p>'Our temperature tool' (Resource sheet 5)</p>	<p>Formative assessment</p> <p>'Our temperature tool' (Resource sheet 5)</p>

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EXPLAIN	Lesson 5 My weather book <ul style="list-style-type: none"> • identify that weather has distinctive characteristics (cloud cover, temperature, wind and rain) • identify that weather changes over time • review and summarise records of weather observations. 	<ul style="list-style-type: none"> • identify that weather has distinctive characteristics (cloud cover, temperature, wind and rain) • identify that weather changes over time • review and summarise records of weather observations. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • review the 'Weather watch' class table, word wall and class science journal • discuss observations of weather • represent observations of weather and identify clothes and activities suitable for various weather conditions. 'Weather and me' (Resource sheet 6)	Formative assessment Represent weather symbols, words, clothing and activities 'Weather and me' (Resource sheet 6)
	Lesson 6 Investigating the wind Session 1 Moving materials Session 2 Using wind meters	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 1 Moving materials <ul style="list-style-type: none"> • discuss ideas and experiences of wind • investigate moving different materials with wind. Session 2 Using wind meters <ul style="list-style-type: none"> • use a selection of materials to investigate wind around the school. 'Moving materials' (Resource sheet 7)	Summative assessment 'Moving materials' (Resource sheet 7) investigation record

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EVALUATE	Lesson 7 Weather reporters	<ul style="list-style-type: none"> describe characteristics of the weather such as cloud cover, temperature, wind and rain identify that weather changes identify clothes and activities that suit various weather conditions. 	<ul style="list-style-type: none"> use language to clarify their understanding and reflect on their experience of weather with support, plan and present a weather report. 	<ul style="list-style-type: none"> 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. 'Weather report planner' (Resource sheet 8)	Summative assessment Plan and present a weather report 'Weather report planner' (Resource sheet 8)