

**Questions.**

Week 1: Why is the weather different around the world?

Week 2: How can weather affect your daily routine?

Week 3: How do people and animals adapt to the weather?

Week 4: Where in the world has the most extreme weather?

Week 5: How do weather forecasters know what the weather will be like tomorrow?

[Week 6: Can you prepare a weather report?](#)

**Enrichment**

Watch: Cloudy With a Chance of Meatballs

Gurdwara visit [UNCRCArticle 14](#)

Wind tossed salad: <http://www.phunkyfoods.co.uk/recipe/wind-tossed-salad/>  
Global weather forecasts.

**Science:**

- Identify and describe the functions of different parts of flowering plants
- Explore the requirements of plants for light and growth and how they can vary from plant to plant
- Investigate the way in which water is transported within plants (celery) investigation
- Explore the part that flowers play in the life cycle of flowering plants

**Texts:** How the Weather Works, The Weather Monster.

**Film:** Cloudy With a Chance of Meatballs

**Writing outcomes:**

**Fiction:** Personal Response Poetry Description

**Non Fiction:** Information Advert Instructions

**Assessment Foci**

**Science:** Reporting on findings from enquires.

Explore the requirements of plants for life and growth.

**Geography:** Begin to use atlases, globes, maps and plans at a range of scales.

**PE:** use running, jumping, throwing and catching in isolation; demonstrate improvement

**Music:** Ongoing performing, singing and instrumental assessments

**R.E:** Describe how a believer uses their sacred text in their life

**DT:** They recognise what they have done well as their work progresses.

Evaluate on their design ideas.

**Foundation Skills**

**PE:** use running, jumping, throwing and catching in isolation play competitive games, modified where appropriate. [UNCRCArticle 31](#)

**DT:** Evaluate on their design ideas, identifying the ways they could make improvements to their products. They recognise what they have done well as their work progresses and suggest things they could do better in the future. [UNCRCArticle 12](#)

**Geography:** name and locate geographical regions and their identifying human and physical characteristics • name and locate key topographical features (including hills, mountains, coasts and rivers) • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

**PSHE/ British Values:** Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements. Developing good relationships and respecting the differences between people. Consolidate understanding of differences and similarities between people. [UNCRCArticles 2, 12 14 & 30](#)

**MFL:** Weather To describe the weather in French

**RE:** Reflect on what it means to belong to a faith community. Respond to the challenges of commitment in their own lives. Identify how commitment to a religion is shown. Discuss their own religious beliefs—if any. [UNCRCArticle 13 & 14](#)

**Music:** Start to learn the recorder. Develop singing and composition skills. [UNCRCArticles: 3, 28, 29, 31 are covered across all areas of school life.](#)

**Maths** Fractions: Re-visit. Geometry 2D shapes: Draw 2-D shapes and make 3-D shapes using modelling materials. Recognise 3-D shapes in different orientations and describe them. Identify right angles, recognise two angles make half –turn, three make three quarters and four a complete turn.

**Computing: We are bug fixers**

Debug programs; use logical reasoning and work with variables, solving problems.