

Weather

Unit 3 Seasons

1. Whole class instruction

Objective: To introduce children to the idea that the weather comes in patterns.

1.1. Go to textbook page 14

“Do you know what we call changes to our weather through the year. We call them seasons...”

- ▶ Look at the pictures on pages 14-15. We know the big changes to the year as seasons. But how do we tell the seasons? In general, we rely on plants to show us that things are changing rather than our own senses.

1.2. Go to Creative Topics

“What features tell us that seasons are changing?”

- ▶ If you look at the chart of temperature on textbook page 15 you will see that it gradually gets warmer until July and then gets cooler back down to January each year.
- ▶ We also know that the weather may be warm one day then cold the next and then back to warm again.
- ▶ If we just looked at seasons from a chart we would not easily be able to separate the seasons.
- ▶ Plants tell us about seasons because many of them have built-in ‘thermometers’. They smooth out day to day changes and only react to a general change: bulbs start to grow as the soil warms, deciduous trees lose their leaves when the temperature cools below a certain level and so on.
- ▶ Now you know this, do you think seasons change all over Britain at the same time? To some parts of Britain have shorter or longer seasons than others?



Cross-curricular with maths: interpreting charts.

Curriculum Visions Creative Topics books: Spring, Summer, Autumn and Winter (Reading Room, Bookcase 3) are essential here to give a photo-based view of the seasons.

Try also photocopiable worksheet Places with Hot and Dry Seasons 6A, 6B; places with rainy seasons 10A

2a. Group exploration

2.1. Places with 2 seasons, textbook page 22

- ▶ Look at the charts on page 22. They show rainfall.
- ▶ In Britain it rains about the same amount every month, so rainfall is not a good way of separating seasons. Explore how tropical places (where temperature is about the same each month) can be divided into dry and wet seasons.

Find out how plants change with the amount of rain in seasons. Look at pages 10-19 of the Creative Topic book Savanna Life.



Cross-curricular with science habitats:
Safari Life Creative Topic, Reading Room, Bookcase 1.

2b. Literacy activity

- ▶ Read the Creative Topic book Wildfire. This tells what happens in a dry season. Try to write a summary of what happens and why.

Creative Topic book Wildfire Reading Room, Bookcase 12.

3. Plenary session

- ▶ Get children to say what they think they have learned and present it perhaps on the whiteboard or in their own books.

4. Further work/homework

- ▶ Although we don't have a rainy season, it always seems to flood more in winter. For advanced students: Look at the Water cycle and see what else is involved (rain is balanced by evaporation in summer, but in winter there is hardly any evaporation (because it is cold and so there is less energy around) so the water builds up in the soil and makes floods more likely).