Topic Home learning – Autumn 2 Week 3

Learning: Geography	To describe the effects of different weather conditions.

Have ready: Resources for exploring the following types of weather:
Rain: shallow pots or trays; magnifying glasses, sticks, tools for mark making on the sticks (e.g. pens, paint, tape etc.).
Snow: pipettes, paintbrushes, paint, water, pots to hold the water and the paints.
Sun: chalk, Water painting, paint brushes of various sizes, water, pots to hold the water.
Wind: ribbons or scraps of fabric, sticks, bubble wands, bubble mixture, a container to hold the bubble mixture.
Activity: Exploring the weather - Create opportunities to explore the different types of weather through independent play and exploration:
Rain:
Collecting rainwater: Place shallow pots or trays outside while it is raining, in different places (near buildings, under trees, etc). Allow the children to watch and observe as they collect rainwater. Encourage the children to think about the colour of the water, what else may land inside (for example, if the pot is placed under a tree), which pot collected the most and why.
Measuring puddle depth: Model how to use a stick to measure and record puddle depth. Encourage the children to see if they can find puddles of different depths. Discuss how you could record this on the stick, allowing the children to make and follow their own suggestions. Encourage the children to think about why some puddles may be deeper than others.
Snow:
Exploring the snow: During or after a snowfall, go outside and allow the children to explore the feeling, sight and sound of snow underfoot and in their hands. Model, using vocabulary linked to the senses, to describe the snow's characteristics and what you are experiencing.
Rainbow snow: Use pipettes and paintbrushes to drop, flick and paint various colours of watered-down paint onto the snow. Allow the children to explore this independently and observe as they notice what happens as the paint comes into contact with the snow.
Sun:
Shadows: Take the children outside on a sunny day and draw their attention to their shadows. Allow them to experiment with making different shapes with their bodies and chasing each other's shadows. Provide chalk and model how to trace an outline around someone's shadow. Observe the children as they work together to create their own shadow drawings with chalk. Re-visit the shadow outlines later in the day and watch as the shadows have moved when children stand in the same position. Discuss how the sun's position changes the way the shadows appear.
Water painting: Provide paintbrushes of various sizes, along with pots of water. Allow the children to independently explore mark making on the ground using the water and brushes. Observe and support them as they make marks and watch as the sun evaporates them. Do the children notice a difference when they mark make in the shade?

Wind:
Ribbon dancing: Create a station using scraps of ribbon and sticks. The children can attach the ribbons to their sticks, leaving long lengths hanging down so that they will move in the wind (you may want to consider doing this part of the activity indoors if it is very windy). Allow the children to take their ribbons outside and watch the ribbons blow and flap as they dance with them. Encourage the children to find

somewhere to place their sticks (upright in the soil or sand will work well) and watch as the ribbons move. Do the children notice that the direction and intensity of the wind affect the movement of the ribbons?

Blowing bubbles: Go outside on a windy day and provide the children with bubble wands and mixture. Allow the children the opportunity to explore how the wind affects their ability to blow the bubbles. Do the children notice that the direction and intensity of the wind affect the movement of the bubbles?

Key Questions	**Vocabulary**
I wonder how…? How could we explore…? What if…? What do you notice…? What happens if…? What happens when…?	weather adjectives (e.g. soft, hard, wet, bright, dark, freezing, etc.) weather words (e.g. sun, rain, snow, hot, dry, cold, wet, etc.)

Learning outcomes:

Understanding the world: Explore the natural world around them; describe what they see, hear and feel whilst outside; understand the effect of changing seasons on the natural world around them.

Characteristics of effective learning: Playing and exploring, active learning and creating and thinking critically**.**