



Inspire

CURRICULUM

Unit: Blown Away
Term: Spring 1
Year: 2



Unit Overview

Throughout this Unit, pupils will be exploring the world around them with a particular focus on weather and the different weather patterns. They will explore climates around the world, including the study of an equatorial area and an area close to the Arctic, through map work and role-play. They will pack a group suitcase with suitable items to visit their destination.

Pupils will also observe weather patterns in their own environment through the creation of weather capturing equipment that they design, e.g. a wind measurement could be a stick with a ribbon on. Discussion of how they could measure different winds using this piece of equipment.

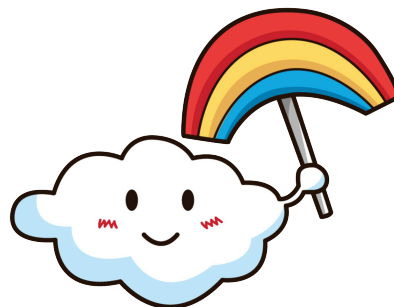
Pupils will study weather through the wind poetry of Rossetti as well as a traditional Akan story 'The Wind and the Sun,' developing their vocabulary and understanding of story structure.

They will also focus their attention on the formation of clouds and how these change with different weather patterns, through the exploration of clouds both in their local environment, in photographs from the internet and in art through John Constable's cloud studies.

Their growing understanding of the role of wind in our weather will be applied through the designing and making of kites and the evaluation of their design and flying capabilities in different weather conditions.

In keeping with the theme of this Unit, pupils will be able to bring their learning together through a banner of kites produced by the teacher at the start of the Unit with the learning intentions and the outcomes for the project. This banner will also provide a focal point that will incorporate a working wall where pupils' artwork, poetry and scientific studies will be displayed.

The Unit will be brought together by a kite festival where pupils, parents and carers will be able to celebrate the pupils' learning and which will provide an opportunity for the pupils to discuss, explain and explore their understanding of their place in a local and global setting as well as display their cloud art work, poetry and science investigations.



Blown Away

In this Unit, pupils will have the opportunity to explore the world around them, particularly in relation to weather patterns both locally and globally.

Through this Unit, pupils will gain an understanding of the natural world, comparing hot and cold regions of the world as well as viewing their own environment through their study of wind and clouds.

Pupils will have the opportunity to develop the scientific skills of gathering and recording data and to make comparisons. They will use simple fieldwork to observe and record the geography of their local environment and will use their understanding of their world and the environments of others to design and make products that are fit for purpose.

Throughout the Unit, the learning will be complemented through close observation of Constable's cloud studies; exploring the history and use of kites as well as creating their own and to develop their pleasure of reading, through the poetry of Rossetti.



Links to Outdoors

- Pupils should be given the opportunity of going outside to look at clouds and kite flying



National and International links

- Online links to schools around the world linked to geography



Links to the world of work

This Unit should allow various references to be made to the work of:

- local media weather forecasters,
- farmers
- fishermen
- other jobs whose livelihood is affected by the weather, e.g. coastguard officer



Links to learning and life skills

- Knowing and managing feelings
- Creating new ideas and solutions



Summaries

Art and Design

- Cloud painting: study of the work of Constable and Luke Howard
- Comparison of art with photos of clouds and their own data collection
- Develop their own cloud art works using mixed media collage
- Make and decorate a kite to fly

Science

- Collecting data on local weather
- What kind of weather will we have today? Pupils will collect weather data twice a day for a week. They will focus on wind, cloud cover, rain and sunshine.
- Ask simple questions: is it raining or dry? How much of the sky is covered? Is it only windy when it rains? Would we collect a different set of data at a different time of the year? Collate and compare data over a week. Use simple comparative language, e.g. faster, slower, dryer,

English

- Poetry: Rossetti poetry linked to weather
- Fiction: 'The Sun and the Wind' a traditional Akan story
- Non-fiction texts about weather, comparison of hot and cold climates of the world; non-fiction books on kites; introduction to non-fiction books and their structure
- Composition: modelled weather poetry; instruction writing (how to make a kite), incorporate features of Standard English
- Modelled poem
- Adapted narrative
- Instructions
- Reports

Applied Maths

- Counting on and back in steps of 1, 2, 5 and 10 from various start numbers
- Repeated addition can be represented using the multiplication symbol. For example, record four lots of five fingers as $5 + 5 + 5 + 5$ and use the multiplication sentence 5×4 to record this
- Find one quarter, one third or one half of shapes, lengths, quantities and groups of objects by folding, sharing or dividing. They use their understanding that to find $\frac{1}{4}$ you can halve and halve again
- Recognise that each part of the shape on either side of the fold line is one half and that the whole shape is made up of two identical halves

Music

- Exploring music of the weather, songs about sunshine, storms and snow
- Listening to music about wind and creating an instrument that only the wind plays
- An original instrument to be mounted outside and played by the wind

Computing

- Pupils will practise recording and entering data into a data handling package
- They will use the data to create simple bar or column charts
- Pupils will learn to use the Autosum feature
- Pupils will make observations and predictions about the weather using their data

Geography

- Identifying seasonal and daily weather patterns; understanding the terms 'weather' and 'climate'. Identifying our own weather by linking to science topic above
- Comparing hot and cold areas of the world. Use a globe to predict where in the world it might be hot and cold. Use a world weather chart to find temperatures of the world and stick these on a map of the world. Weather websites can provide daily temperatures for a number of places around the world. Identify the Equator, North and South Pole. Discuss the difference between weather (like the data we have been collecting) and climate
- What is it like to live near the North Pole or on the Equator?
- Pupils will explore two areas; Pekanbaru, Indonesia and Baffin Island, Canada. What types of weather do these areas experience? How do they compare to our weather and climate?

Resources

Art and Design

- Luke Howard's paintings brief biography and cloud names <http://www.rmets.org/weather-and-climate/observing/luke-howard-and-cloud-names>
- **John Constable's** brief biography & cloud paintings <http://www.john-constable.org/the-complete-works.html>
Stonehenge, 1835, Cloud Study 1821 (2), Cloud study, horizon of trees, Flatford Mill 1817, Cloud Study, 1821, Study of Cirrus Clouds, Harwich, The Low Lighthouse and Beacon Hill, c.1820, Cloud Study, Study of Clouds.
- Working wall: display of Constable pictures; who he was, when he was painting
- Strong paper (off-white sugar paper is suitable) or board sheets for painting
- Large wash brushes
- Poster or water colour paints in 2 blues, white and black
- Colour theory for teacher if needed- http://en.wikipedia.org/wiki/Tints_and_shades
- Small pieces of sponge for dabbing paint
- Range of brushes
- Scissors
- Poster or water colour paints in 2 different blues, white and black
- A range of materials to mix with paint to thicken it, e.g. PVA glue, carrageen -based wallpaper paste
- A range of collage materials for representing clouds: cotton wool, polyester wadding, kapok, natural or synthetic sponge
- Pupils' pictures linked to poems from English sessions on clouds
- Sled kite instructions PDF on - <http://reeddesign.co.uk/kites/kitemaking/>
- Different colour bin-bags at least 800mm x 450mm pre-cut into the sled kite shape. 1 kite between 2 children is recommended
- 2 sticks per kite (split bamboo garden stakes are ideal) 450mm long.
- String for each kite cut to the length for a bridle (2.4m) and for the main lines-(about 7-10m each will work)
- Sellotape
- Colour plastic bags to cut up and tape onto kites as decorations or tails

Music

- Recording of one or two of the following compositions:
 - 'Clouds' by Philip Glass from 'Koyaanisqatsi'
 - 'From the Clouds' by Jack Johnson
 - 'Clouds' Django Reinhardt
- Recordings and images of ancient and modern Aeolian harps
- 'The Giant's Garden' Ann Bryant, Pub Faber (Teaching KS1 Music) and SINGUP
- 'Aeolus Round' by C Judge
- 'When the Wind Blows' by Laka D (SINGUP)
- 'In All Kinds of Weather' by A and C BLACK

Geography

- Globe
- Map of world
- Launch PowerPoint presentation of a range of cloud types and clouds taken from above
- Photographs of clouds
- Cotton wool, shaving foam, material
- Web site of temperatures around the world
- Photographs of Pekanbaru and Baffin Island
- Two suitcases (the older and more battered the better), articles for the cases (see lesson)
- Working wall: pictures of Pekanbaru and Baffin Island, identified on world map, UK identified pictures of the environment of both

Blown Away

English

- Rosetti poems 'If All Were Rain and Never Sun.' 'Wind Why Do You Never Rest?' 'Who Has Seen the Wind?'
- 'The Sun and the Wind'; a traditional Akan story
- Non-fiction texts on weather and hot and cold climates
- Reading corner: additional texts linked to clouds, weather, climate, hot and cold countries/areas of the world
- Working wall to present pupils' own poems

Computing

- Weather Data from science lesson
- Data handling package such as Excel or 2 Calculate

Applied Maths

- Weather symbol charts

Science

- Materials to create weather equipment

