



Weekly Topic Tasks



for Year 1

W/C 29th June 2020

Remember, there is now additional **White Rose** maths work available as well.

Monday	<p>This week we are going to be studying the weather. We are going to prepare all the equipment you need so that next week you can become weather watchers. People who study the weather are called meteorologists.</p> <p>We are going to start by watching the wind. Watch the video clip below. ‘What is Wind?’ Ask children to recall all the things that the wind blew. Make a list of them. Read the list together with the words ‘Wind is’ at the beginning of each item (e.g. ‘Wind is... the windmill turning.’). <i>Do you like or dislike the wind? What else can the wind blow? In the clip, you saw the wind blowing some leaves that had fallen on the ground. Have you ever seen the wind blowing leaves? What time of year was that? (Autumn.) Do you think the wind blows only in autumn? What is the weather like in spring, summer and winter? Scientists use tools to help them study the wind. These tools allow scientist to collect data and make observations about the wind. These observations are important, as it is sometimes possible to predict weather patterns like dust storms, rain or snow. Now you will make your own wind observations and record your findings.</i> Find as many things as you can that might move easily in the wind. Examples -ribbons/ scarves, plastic bags, bubbles and various shop-bought windmills. Observe closely what is happening to each object. Which moved the most and why? Record what happened with each object. <i>Draw a picture of your object and write down your observations.</i></p> <p><i>How could we measure wind direction and speed more accurately? (You could use compass points to measure the wind direction accurately.)</i> Take suggestions on how to measure wind strength. Then look at The Beaufort Scale. Appendix 1 Use the scale to read what the wind was like today. What other ways could you measure the wind?</p>
Tuesday	<p>Watch clip below https://www.youtube.com/watch?v=SqbTrbxWT1o</p> <p>Today you are going to make an instrument to measure the wind. You will be finding out what direction it is blowing and how strong it is.</p> <p>You will need:</p> <ul style="list-style-type: none">A paper plate (or a piece of strong card.)Some string (or strong thread)A hole punch (or something sharp to make a hole)Some tissue paper (or cut up newspaper or magazines) <p>Follow the instructions to make your wind streamer Appendix 2</p> <p>Once this is finished, with an adult find out where the different directions are. Which way is facing North, South West and East? There is a free compass app you can download on a phone. If you are unable to this, think about where the sun rises and sets. The sun always rises in the East and sets in the West. This will give you a rough indication.</p> <p>Place your instrument in the garden or outside the building and watch what happens. Which way is the wind blowing? Using the Beaufort scale, how strong would you describe it?</p> <p>Take some photos of your wind streamer. Keep it safe. You will need it again next week.</p>
Wednesday	<p>Go outside and watch the clouds in the sky. <i>What do you notice about the clouds? How do they move? Can you see any colours? Do you see any shapes in the clouds? Do all clouds look the same?</i> (Children should notice that clouds look different from one another, and perhaps note that some clouds resemble familiar objects such as cars or animals.)</p> <p><i>Imagine reaching up high into the sky and touching a cloud. What would it feel like? What do you think they are made from?</i></p>

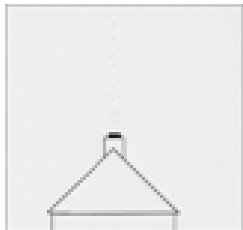












	<p><i>Now we are going to do a little test. It may give you more clues as to what clouds are made from! Go inside and find a mirror. Breathe on it. What can you see? (Children should notice that the mirror gets fog on it and then little water droplets form – if it is difficult to see, ask them to wipe the mirror and feel that it is damp.) Outside, you told me that all clouds look different. Even though they look different they are made of the same thing. Has the test given you any clues? What do you think clouds are made from? (Clouds are made from tiny droplets of water.)</i></p> <p><i>Why do you think it rains? Watch the clip below.</i> https://www.bbc.co.uk/programmes/p0114mlh</p> <p><i>Is it important to know how much rain falls? Why? (One answer could be that farmers need to know how much rain has fallen, so they know what to plant and when to plant it; another is that people who live near rivers may be affected as rivers can flood.) How could you find out how much rain has fallen? You can measure the rain using a rain gauge.</i></p> <p>Today you are going to make a rain gauge to see how much rain falls each day. You are collecting data just like real scientists. Explain that a rain gauge is a funnel with measurements on the side. <i>Why does it have measurements? (To show exactly how much rain has fallen.)</i></p> <p>Follow the instructions in Appendix 3. To make your rain gauge. Remember to ask a grown up to help with cutting the plastic. Take some photos of it. Keep it safe, as you will need it next week.</p> <p>Use Appendix 4 to look at the rainfall around the world and discuss with you grown up.</p>
<p>Thursday</p>	<p>Watch the clip of the candle burning. https://www.youtube.com/watch?v=6KHKlkkNz0c</p> <p><i>The sun is similar to a candle. What do you think a candle and the sun have in common?</i> Look at the photographs of the Sun- Appendix 5 <i>What do you know about the Sun?</i> Write down your thoughts. <i>Can you give any words to describe temperature?</i> (For example, hot, cold, warm.)</p> <p><i>What is the Equator? How does the Equator affect climate? The Equator is an invisible line that geographers have drawn around the middle of the Earth. The closer countries are to the Equator, the hotter and drier they are likely to be. As countries get further away from the Equator, north or south, they get colder.</i> Look at Google Earth, add the 'Weather' layer and look at countries and their temperatures. <i>Can you find a country that has a hot temperature? Now find one that has a cold temperature.</i></p> <p><i>How can you measure temperature accurately? (Using a thermometer.)</i> Look at a real thermometer. <i>Have you ever seen a thermometer before? A doctor may have used one to measure your temperature when you were ill.</i> Watch the video clip https://www.youtube.com/watch?v=K2CH1cUkMgs</p> <p><i>How does a thermometer work? (It measures how hot or cold something is.) How is the temperature measured? (In degrees: each mark is 1 degree celcius.) Is the temperature the same in the shade and in the sunshine? (The temperature reading is higher in the sunshine.)</i> Go to different places around your home with your thermometer. Stay for a couple of minutes. <i>Is the temperature the same in each room? Which location was the hottest? Which was the coldest? Can you think why?</i></p> <p><i>Many years ago, before clocks had been invented, people would use the sun to tell the time of day. Watch this clip below.</i> https://www.youtube.com/watch?v=1SN1BOpLZAs</p> <p>You can make your own sundial to watch and record how the sun is moving throughout the day. All you need is a paper plate and a pencil, stick or plastic straw. Appendix 6</p>

	<p>Find the centre of your plate and stick your object through it. Find a sunny spot outside. Attach it to the ground. Every hour, on the hour, go out and mark the line where the shadow is and the time. Watch how it moves throughout the day as the sun moves.</p>
Friday	<p>Well now you have learnt about the wind, rain and sun, you are almost ready for next week's weather reporting.</p> <p>Watch the clip below https://www.bbc.co.uk/bitesize/clips/z9g87ty</p> <p>We would like you to record the weather Monday to Friday next week using a weather chart that you will prepare today. The weather chart will have the days of the week down the side and different things that you are going to measure across the top. Unlike the children in the clip, you will use the wind streamer to see what direction the wind is blowing and how strong</p> <p>Appendix 7</p>

Appendix 1

KS1 Topic Title: **Weather Experts** Block B: Meteorologists Session 5



<h3>The Beaufort Scale</h3>		0: Calm air, no wind 
1: Light air, smoke drifts 	2: Light breeze; wind felt on face 	3: Gentle breeze; leaves move 
4: Moderate breeze; branches move 	5: Fresh breeze; small trees sway 	6: Strong breeze; wires whistle 
7: Moderate gale; whole trees sway 	8: Fresh gale; twigs break off 	9: Strong gale; slates are blown off roofs 
10: Storm; trees uprooted 	11: Storm; widespread damage 	12: Hurricane; disastrous! 



How to Make a Wind Streamer

You will need:

- a paper plate
- wire or string
- sticky tape
- scissors
- a hole punch
- tissue paper



1. Cut a circular hole in the top of the paper plate.
2. Cut different colours of tissue paper into long strips.
3. Use sticky tape to fix the strips to the inside of the plate.
4. Feed wire or string into 2 punched holes at the top of the plate.
5. Hang and enjoy!

How To Make a Rain Gauge



1. You will need:

- an old plastic bottle
- scissors
- a ruler
- scrap paper
- a pen
- sticky tape.



2. With scissors, cut around the body of the bottle 5cm from the top. Turn the top of the bottle upside down and place it inside the body of the bottle.



3. Use the ruler to mark the measurements of 20 cm on the piece of paper.



4. Stick the measurements onto the bottle using sticky tape.



5. Fill the bottle with water up to the 0 cm mark (you may also want to put a few stones inside to weigh it down).

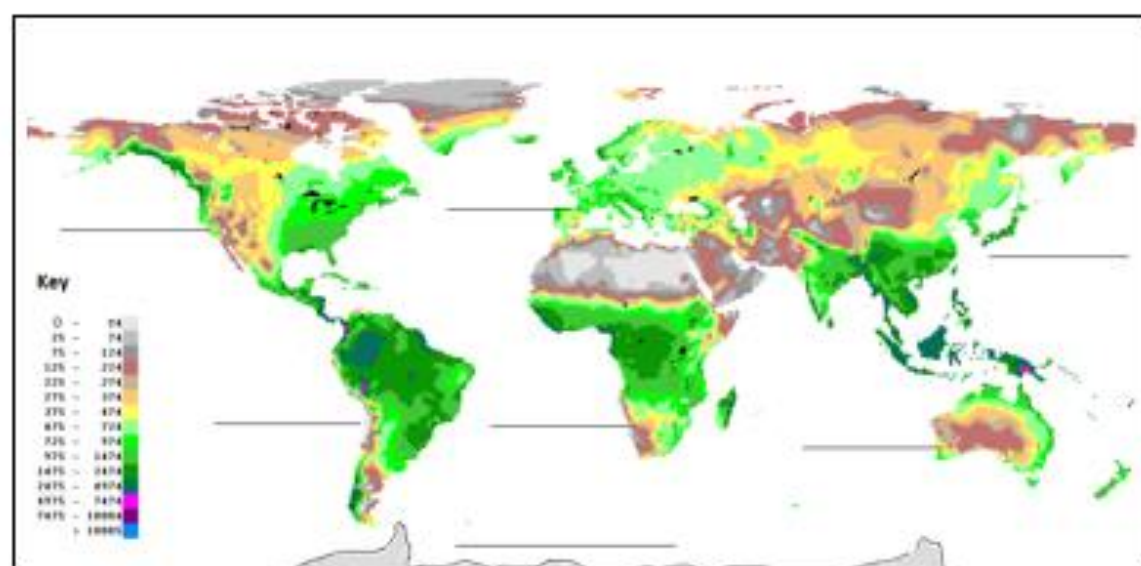


6. Wait for the rain!!

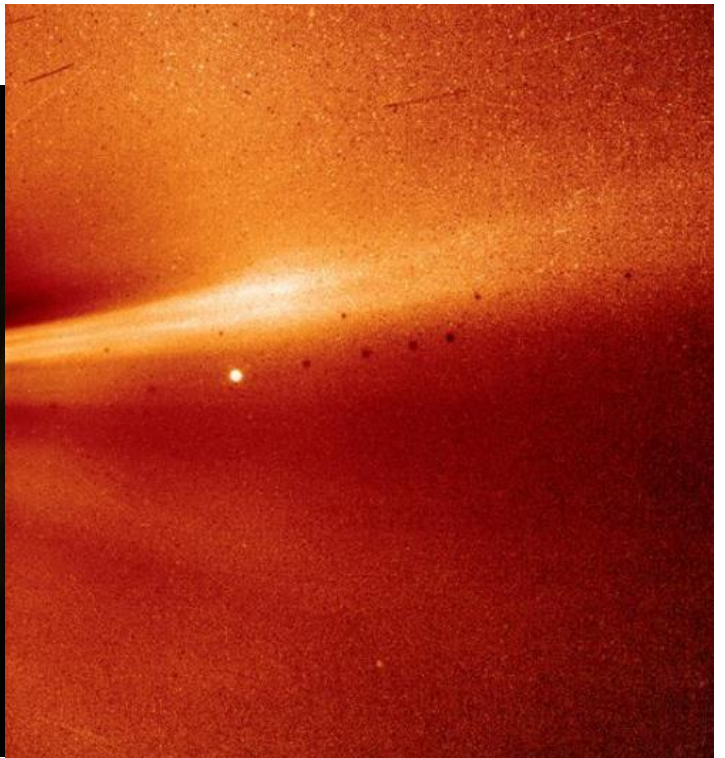
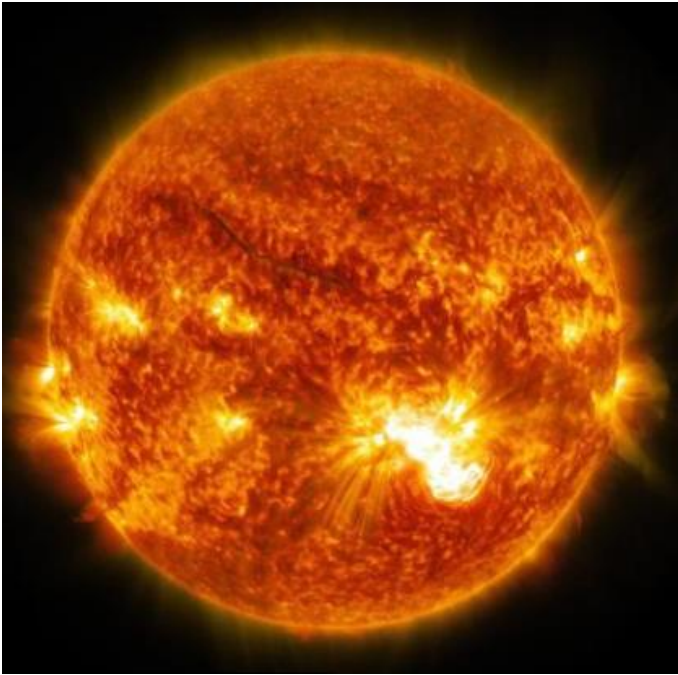


Appendix 4

World's Annual Rainfall



Appendix 5






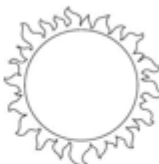

<https://www.nationalgeographic.com/science/space/solar-system/the-sun/>

Appendix 6



Weather chart example

Note that `chn` can use labels or draw pictures; the example shows both.

	Wind direction 	Wind strength 	Rainfall (cm) 	Sunshine 	Temperature 
Monday	<i>north</i>	<i>light breeze</i>	<i>none</i>	<i>very sunny</i>	<i>hot</i>
Tuesday	<i>east</i>	<i>moderate breeze</i>	<i>3 cm</i>	<i>not sunny</i>	<i>cold</i>
Wednesday	<i>north</i>	<i>no wind</i>	<i>none</i>	<i>sunny</i>	<i>warm</i>
Thursday	<i>south</i>	<i>light breeze</i>	<i>5 cm</i>	<i>not sunny</i>	<i>cold</i>
Friday	<i>south</i>	<i>light breeze</i>	<i>2 cm</i>	<i>not sunny</i>	<i>cold</i>

Weather Table

[illegible]

