

Focus plan for Communication, language and literacy

(Goals for thinking) Activity - Making a weather chart

Date -

Learning intention

To begin to use language to state intentions and work out how to achieve these, including the use of symbols.

Resources

Large board, Paper, pencils, pens, felt tips, a selection of fastenings - velcro, blu-tak, sellotape, sticky pads etc. Books about weather, including meteorological symbols. Video of a weather forecast.

How the activity will be carried out

In whole group time talk about how we know what the weather is going to be like, hopefully someone will hit on tv forecasts. Play them your video, talk about what they have seen, and explaining things they might not understand. Later, in small groups explore the books together, discuss the symbols and talk about symbols they might use. Encourage the children to make as many (or few!) symbols as they choose - you may need to scribe the weather represented for them. Later, or another day, together you can decide how to organise your board, whether to just show today's weather, or the whole week's, fix the symbols most practicably etc. This can then be used throughout the topic (and beyond!) on a daily basis to observe and discuss the weather and also can form part of a Weather Centre role play area, unless the children wish to make another.

Questions to ask/Language to use

'If you are doing something special tomorrow, how do you know what the weather might be like? How do you know if you need an umbrella or suncream?' - or similar
Weather, wet, dry, windy, cloudy, showery, sunny, warm, hot, cold, icy, frosty, foggy, snow, symbols, map, chart, stick, record, temperature, weather forecast

Differentiation (Birth to Three)

Concentrate on basic types of weather - wet, dry, hot, cold. Include others if the children are ready. Encourage them to draw a picture so that in future days they can select the appropriate one.

Extension

Ask the children if they know how information is gathered about weather conditions - you may find it useful to have gathered pictures, acquired artefacts etc to illustrate such things as barometric pressure, wind speed and direction, precipitation etc. If you can arrange a visit by a weather person or to a weather station, so much the better! This will link to later activities such as making windsocks.

Evaluation

