

Texts: There are many weather-related books you can share with your child at home to build your child's vocabulary.



Key vocabulary that your child will be learning this term:

economy, barter, harvest, river, pharaoh, civil unrest, Fustat, famine, tomb, struggle, delta, River Nile, drought, afterlife, invasion, myth, complimentary colour, intensity, variety, landscape, seascape, solids, liquids, gases, particle, biome, tundra, desert, rainforest, temperate, grassland, climate, habitat, climate zones, vegetation belt, tropical, boreal, soundwaves.

Explore what these words mean and collect other linked words.

Overall Outcome

You are invited to a museum style exhibition on **Friday 27th November 2020** during the day from 10am.

British (Human) Values & Global links

This inquiry question links to British (human) value of Individual liberty – taking controlled risks. It also links to the global goals 15- life on land.



How does weather affect humans?

This is the key question your child will be exploring this term.



Transformative diverse individuals to find out about

John Dalton, Gabriel Fahrenheit, Anders Celsius, Dr. Steve Lyons, Emily Sutton,

Values, relationships education and religious education.

Your child will be learning all about what makes them the same and what makes them different to others. They will learn about personal tastes and individual talents. This is linked to our school vision of everyone having a unique light.

They will be taught:

About risk taking and making sensible choices.

Content: What your child will be learning this term.	How you can help your child at home.	Coherence: How this project links to prior learning and future learning.	Community: links to local expertise and resources? Visits
<p>History Ancient Egyptian civilisation weakened because of drought leading to unrest amongst Egyptian citizens - this unrest and internal struggle led to invasion/ collapse of Ancient Egyptian civilisation.</p> <p>Art Create a piece of artwork that depicts weather influenced by Turner.</p> <p>Geography The difference between a biome and a climate zone Key aspects/features of climate zones, biomes and vegetation belts. How the water cycle affects a biome. The climate of Egypt</p> <p>Science How soundwaves travel and the best material to soundproof (e.g. block out the noise of thunder) The properties of a substance depend on what its particles are like, how they move and how they are arranged Particles behave differently in solids, liquids and gases.</p> <p>Design and technology. Design and make a bridge to withstand strong winds.</p> <p>Music Compose and record a soundscape to represent their weather painting</p> <p>Computing</p> <p>Languages weather vocabulary, expressing preferences for different weather, using previously taught vocabulary; J'aime/Je n'aime pas</p>	<p>As parents you can help with your child's learning by supporting them to conduct their own research, by asking them questions about what they have been learning and discussing the project as it unfolds.</p> <p>The more talking and discussing you engage in at home, the more your child will develop their fluency and deepen their understanding of the concepts. You could also:</p> <ul style="list-style-type: none"> • Make your own weather station to measure the weather (BBC bitesize) • Keep a weather diary • Find out about a meteorologist and other weather related STEM careers • Create a PowerPoint/project to teach other people about a type of wild weather. 	<p>Connections to previous learning: Your child will have learnt about: The impact of too much/too little water and the water cycle in Year 3.</p> <p>Connections to future learning: In Year 5/6 your child will learn about: How volcanos and earthquakes can affect humans. How humans affect the planet. Climate change.</p>	<p>Year 4 visit to Clifton suspension bridge in May.</p> <p>Visit from a STEM ambassador. (COVID may prevent this)</p>

