Weather

Green tasks could be completed in school or at home

Purple tasks demonstrate IDL

This Weather IDL has been developed with a blended learning approach in mind. Learning ideas and activities have been considered as to whether they could be sent home. This is not prescriptive and professional judgement should be used to best support the learners in your class.

It is also not intended to be linear. Each block of learning can run alongside others.

Suggested Blocks of Learning	Suggested In School Activities	Suggested At Home Activities	CfE Experiences and Outcomes
Weather in the Media	**Introduction to topic through weather science in the media and how science affects our everyday lives.** (SCN 1-20a) What happens when there is too much of the one kind of weather? Class discussion.		Sciences I have contributed to discussions of current scientific news items to help develop my awareness of science. SCN 1-20a
	Collect stories from the media related to weather which are local, national, and international. Talk about how those weather conditions affect everyday life. When does a type of weather go from expected, to dangerous? Where do storms get their names?		Sciences I have contributed to discussions of current scientific news items to

	Here are some examples to start you off… Helicopter Rescue Hosepipe Ban Deepest Snowfall		help develop my awareness of science. SCN 1-20a **Reading** Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. LIT 1-14a
Weather Report	This is intended to recap prior learning from Early Level. Class discussion or individual enquiry. What kinds of weather are there? (SOC 1-12a)		People and Place By using a range of instruments, I can measure and record the weather and discuss how weather affects my life. SOC 1-12a
	Using the animations in the link below, observe and identify evidence of changing weather conditions and record factors evident in various weather types. Weather Factors Teacher Support Materials (SOC1-12a)		
	Writing a Weather Report		People and Place By using a range of instruments, I can

	Weather data can be found on AccuWeather. Children can read the information and use it to make their own predictions for a weather forecast. (LIT 1-14a) Plan and write a weather report. Lesson Plan idea- has a writing frame included in the lesson plan. Lesson Plan idea- has good questions in part 2 for the children to think about as they write. This addresses the benchmark of giving reasoned opinions on how weather affects life. Lesson plan idea (LIT 1-26a, 1-28a, 1-29a, SOC 1-12a)	measure and record the weather and discuss how weather affects my life. SOC 1-12a Reading Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. LIT 1-14a Writing By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. LIT 1-26a Writing I can convey information, describe events or processes, share my opinions or

		persuade my reader in different ways. LIT 1-28a/1-29a
	Presenting a Weather Report Learn about how a weather forecast is made Plan the different pieces of information that your weather forecast will need to include and decide whether these will be shared with text, by voice or by illustrations. Select software that will allow you to present, record and share your weather report. Children could create the character of a 'weather forecaster' looking at voice, movement, and expression. Consider how you are dressed, what it is in your background, any props you might need, lighting, sound levels… Consider using the following apps to bring your forecast to life MyTalkingPet ChatterPix iMovie PowToon VideoScribe CuePrompter.com	Listening and Talking When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. LIT 1-09a I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required. LIT 1-10a Digital Literacy I can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different

	Finally, edit your film to include any text and illustrations needed for your forecast, and check that you are happy with the final edit before sharing with others! (LIT 1-09a, LIT 1-10a, TCH 1-01a, EXA 1-12a, 1-13a)		contexts. TCH 1-01a Drama I enjoy creating, choosing and accepting roles, using movement, expression and voice. EXA 1-12a Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through drama. EXA 1-13a
	Peer Evaluation of Weather Reports Learners share their opinions and feedback on their classmates' weather forecast. Consider presentation style, scientific vocabulary, use of maps, humour etc. (LIT 1-09a)		Listening and Talking When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. LIT 1-09a
	Introduction to different ways of measuring weather.		People and Place

Measuring Weather: Temperature and Rainfall	Class discussion about how weather can be measured. Ask children to work with a partner or as a whole class to think of different ways to measure aspects of the weather. Record the ideas they suggest. Introduce children to the different equipment for measuring weather – could be done by type of weather, or by increasing complexity of equipment. Measuring the Weather PPT (SOC 1-12a, MNU 1-11a)		By using a range of instruments, I can measure and record the weather and discuss how weather affects my life. SOC 1-12a Measurement I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units. MNU 1-11a
	Practise reading scales on different equipment. **Temperature** Experience using thermometers etc available in school and being able to correctly read the scales and using the appropriate units. Weather for Me - temperature Measuring Temperature at School (MNU 1-11a, SOC 1-12a)		Measurement I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units. MNU 1-11a People and Place By using a range of instruments, I can measure and record the weather and discuss

			how weather affects my life. SOC 1-12a
	Rainfall. Weather for Me - precipitation **Make a Rain Gauge** **Make a Rain Gauge 2** (MNU 1-11a, SOC 1-12a)		Measurement I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units. MNU 1-11a People and Place By using a range of instruments, I can measure and record the weather and discuss how weather affects my life. SOC 1-12a
	Please note: the activities on reading thermometers and making a rain gauge should be completed before this activity. **Recording Weather Data** Temperature and rainfall data to be collected by children for a set period. It might be that temperature is recorded at school by the children in class and rainfall data collected at home using their own rain gauges.		Measurement I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using

	The children could either have their own spreadsheet for collecting their own data or a shared Excel sheet/Google Sheet could be used in Teams or Google Classroom with children adding their own data in a designated column. Pre-made individual master spreadsheets can be found here: http://www.weatherforschools.me.uk/html/contents_files.html (MNU 1-11a, MNU 1-20b, SOC 1-12a, TCH 1-01a, Science Skills)	appropriate instruments and units. MNU 1-11a Information Handling I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others' criteria. MNU 1-20b People and Place By using a range of instruments, I can measure and record the weather and discuss how weather affects my life. SOC 1-12a Digital Literacy I can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts. TCH 1-01a Science Skills

		Presenting Scientific Findings
	Interrogating Weather Data At the bottom of the webpage http://www.weatherforschools.me.uk/html/contents_files.html there are spreadsheets with weather information for every month for the past few years. These can be used to create learning activities differentiated to suit your class. e.g. reading the data from line graphs, tables and bar graphs, answering questions about the data, looking for patterns in the data (science skills), comparing data from different seasons or from the same month in different years, creating their own questions using the data, make predictions about what the weather could be later in the year, etc. (MNU 1-20a, Science Skills, SOC 1-12a)	Information Handling I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains. MNU 1-20a Science Skills Analyses, interprets and evaluates scientific Findings People and Place By using a range of instruments, I can measure and record the weather and discuss how weather affects my life. SOC 1-12a
	Using the Data If you used the spreadsheet provided on http://www.weatherforschools.me.uk/html/contents_files.html, it is already set up to draw a temperature line graph and a rainfall bar graph, as part of the sheet.	Information Handling I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains.

	Children could create their own paper versions of these or could learn how to create a bar chart/line graph in Excel collating the class info. The individual data from all the children should be collated onto one sheet for interrogation for the next lesson. It might be that you choose to do this yourself. Children should be encouraged to look for patterns in the data, answer questions about the data they have collected and create their own questions. (MNU 1-20a, MTH 1-21a, Science Skills, SOC 1-12a, TCH 1-01a)	MNU 1-20a Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. MTH 1-21a Science Skills Analyses, interprets and evaluates scientific Findings People and Place By using a range of instruments, I can measure and record the weather and discuss how weather affects my life. SOC 1-12a Digital Literacy I can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts. TCH 1-01a

Measuring Weather: Clouds	**Investigating Clouds** Clouds with Kawser (Cloud programme starts at 8.17) Investigate the different cloud types. Use a cloud frame/cloud cover mirror to measure the amount of cloud cover in Oktas. Link to use of fractions – the frame links to the use of eighths, quarters and halves. Cloud types for Kids- (Cloud frame picture halfway down page) Cloud info Cloud Cover Mirror (SOC1-12a, MTH 1-07c)	People and Place By using a range of instruments, I can measure and record the weather and discuss how weather affects my life. SOC 1-12a Fractions, Decimals and percentages. Through taking part in practical activities including use of pictorial representations, I can demonstrate my understanding of simple fractions which are equivalent. MTH 1-07c
Measuring Weather: Wind	**Measuring Wind** Use compass points to identify the direction the wind is coming from. Use the instructions below to create a tool which will help measure the direction of the wind. NB the direction the wind is coming from is opposite to the way the streamers are blowing. This could also be done with bubbles at home. How to make a wind streamer Use the language of compass points to discuss wind direction. Draw a chalk circle on the ground and use a compass (the compass could be on a	Angles, Symmetry and Transformation I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning. MTH 1-17a People and Place

	phone) to mark on the N, S, E, W. Use the wind streamer or bubbles to identify the direction of the wind. The following clips extend the learning about wind. What is wind clip from weatherforschools.co.uk Ways to measure wind from weatherforschools.co.uk The Beaufort Scale from weatherforschools.co.uk (MTH 1-17a, SOC 1-12a)		By using a range of instruments, I can measure and record the weather and discuss how weather affects my life. SOC 1-12a
		Make observations about the wind every day for a week. Collate the data about wind direction and strength, recording appropriately. (SOC 1-12a, MTH 1-21a)	People and Place By using a range of instruments, I can measure and record the weather and discuss how weather affects my life. SOC 1-12a Information Technology Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. MTH 1-21a
Weatherproof Materials	Weatherproof! Testing the properties of different materials when impacted by different types of weather.		Properties and Use of Substances

	Rain Your learners are going to create an umbrella to keep a creature dry. This can be introduced through a story, photograph, or recent experiences of rainy weather. See this video for inspiration. https://www.youtube.com/watch?v=kauDngXyh3Y	At home, your learners will design their own experiment testing the waterproof ability of different materials. Provide the resources required for the experiment, including labelled materials. Consider giving all learners the same three materials, along with an additional mystery material to feed back on. Learners should sort the materials into natural and human-made (synthetic). This can be practised in	Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges. SCN 1-15a

	In school, the learners share their results and look at how experiments like this are done in the real world. https://www.youtube.com/watch?v=04ReeR49j_0 https://www.youtube.com/watch?v=KNvLcB7J8j4 https://www.youtube.com/watch?v=1DByNml8hNA	school before the materials are sent home. Children record their results.	
	Wind Revisit the popular parachute experiment but comparing the performance of different materials as the chute. The material that is the most effective at trapping the air and slowing the descent of the parachute, is the most wind resistant. https://www.education.com/science-fair/article/how-do-materials-affect-air-resistance/		Properties and Use of Substances Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges. SCN 1-15a

	Ice and Snow Explore the conditions that make ice melt faster https://www.youtube.com/watch?v=ibfTxcl9u0Y Why not set up an experiment with four ice cubes. One as your control, one with salt, one with sugar, and one with sand. Once you have your results discuss how sand, salt, and sugar work together in the grit that is put on icy roads. The salt helps dissolve the ice, the sugar (usually molasses) helps it to stick to the roads, and the sand helps to increase friction so that vehicles are less likely to slide! **Sun** Use the power of the sun to heat different types of food in a homemade solar oven. Which foods were changes by the heat from the sun, and which stayed the same? How to make a Solar Oven		
Plants.	What Does a Plant Actually Need? Learn about the needs of a plant		Energy Sources and Sustainability I can help to design experiments to find out what plants need in order to grow and

<table>
<tr><td rowspan="4"></td><td colspan="2">Plant your own sunflower seed and watch it grow. Measure its height each day, is it leaning in a particular direction? Why?</td><td rowspan="4">develop. I can observe and record my findings and from what I have learned I can grow healthy plants in school.
SCN 1-03a</td></tr>
<tr><td></td><td>Once you can confidently name the conditions that plants need to grow, list some of the plants that are seen growing in each of the four seasons in Scotland.

Why do those plants grow in those months, and not in the others?
What are the weather conditions like?
How many hours of daylight are there?
How warm is the air?</td></tr>
<tr><td>Plants begin their life as a seed or a bulb. You can find more information on the germination of a seed here https://www.coolkidfacts.com/germination-for-kids/</td><td></td></tr>
<tr><td colspan="2">Carry out a series of experiments to explore seed germination in different conditions.
https://www.stem.org.uk/resources/community/collection/13299/year-2-plants</td></tr>
</table>

	Create and present a science report on your experiment to share your method and results with others.		
	Use this link to download a simple writing frame to create a science report to present to others https://www.tes.com/teaching-resource/science-experiment-planning-sheet-ks1-6151463		
What Happens to Water?		What Happens to Water? Most of the weather in Scotland involves water! Here, you can learn about the states of matter of water. https://www.youtube.com/watch?v=tuE1LePDZ4Y Watch Robbie's first experiment into how water changes state. https://www.youtube.com/watch?v=qRqYyLTsa5M He does not tell us what temperature the water turned into	Processes of the Planet By investigating how water can change from one form to another, I can relate my findings to everyday experiences. SCN 1-05a

		ice, or how hot the water had to be to turn into gas.	
	Watch this film on the freezing and boiling points of water https://www.bbc.co.uk/bitesize/clips/zg2jmp3 There are some activity ideas in the 'Classroom Ideas' tab but it is essential that if these are carried out as home learning, adult supervision is available to prevent injury! A safer way to test water evaporating when it heats, is to draw a chalk line around the edge of a puddle outside on a sunny day. What happens to the water? Where does it go? Try to spot examples of water changing state in your everyday life!		
Powerful Weather	Our Scottish weather is a source of energy. Energy from sunshine and wind can be used as power can your learners think of any examples?		Energy sources and sustainability I am aware of different types of energy around me and can show their importance to everyday life and my survival. SCN 1-04a
	For an introduction to how the sun produces energy, and instructions on how to create your own solar updraft tower to turn sunlight into energy look at this link https://www.youtube.com/watch?v=0Qmgdz9E47s		

	And explore how wind is created and harnessed here https://www.youtube.com/watch?v=niZ_cvu9Fts Why do you think that using the energy that comes from our weather is a good idea?		
Seasons	A collection of films, activities and games that explore what seasons are and why we have day and night. https://www.bbc.co.uk/bitesize/topics/zkvv4wx Why not record the shape of the moon in the night sky every night for a month? What do you notice? What is your favourite season? Why?		Space By safely observing and recording the sun and moon at various times, I can describe their patterns of movement and changes over time. I can relate these to the length of a day, a month and a year. SCN 1-06a
Science in the Workplace	Weather Careers Challenge Explore hobbies and sports that are only done in certain weather conditions.		Topical Science I have contributed to discussions of current scientific news items to help develop my

			awareness of science. SCN 1-20a Careers Education
	List as many different careers that work with or depend on the weather.		
		<u>Exploring the different pathways that lead to weather-based careers</u> <u>My World of Work – My Interests</u> *free registration required <u>https://www.myworldofwork.co.uk/ican/account/my-interests</u> Choose from various options on screen to gain an overview of your interests and learning style. How do you rate different kinds of learning? Which are your favourites? How do they lend themselves to different career pathways?	
	<u>Exploring the different pathways that lead to weather-based careers</u> Can you name the different pathways you can take after leaving secondary school? Do you know		

	about college, university, apprenticeships, work experience?		
	Researching (or interviewing someone with) a weather-based career, identifying the knowledge and skills required Various Ways to Engage with Weather-based Careers https://imascientist.org.uk/ - register your class to have online discussions with a variety of scientists before voting for your favourite. The winning scientist at the end of the week wins £500 to share their research with learners! https://www.rhet.org.uk/ - what about careers in the agricultural and rural sectors? https://rnli.org/youth-education - what about those who volunteer? The weather creates and affects the work of the RNLI. https://www.youtube.com/watch?v=z5CRARKPD1w – a video about what it is like to work for The Met Office		
		This is just to start you off! Interview relatives and neighbours from a distance to find out if the weather affects their job. Can you think of any jobs that have more work when weather is poor? How can you share your findings?	
	My World of Work – Animal Me *free registration required		

	https://www.myworldofwork.co.uk/ican/account/animal-me Choose statements on screen to describe your personality and receive feedback on the types of careers that you might be most suited to, as well as your strengths and areas of development.		
	Create a graph demonstrating the variety of animal personalities in your class/group. Could this be used to help plan group projects? Are you better working with people who have the same animal personality as you, or with a mixture?		
	Why Science? Can you think of the different skills a scientist would need to be good at their jobs? Listen to Liz talking about her job as a scientist. Can you list any skills that she has to be good at in her job? https://www.youtube.com/watch?v=ohf8-Mo8iyY Here is an article that practitioners can use for reference		

	https://www.asbmb.org/asbmb-today/careers/080117/10-real-world-skills-scientists-bring-to-workplace		
		Go through the list of skills and test them against other careers, hobbies, responsibilities etc that people might have/do. Are they important for those jobs too? Learning about science can help you in all jobs, not just working as a scientist	
Technologies in Weather	Download this resource to explore how weather forecasting has changed over time. There is also a film demonstrating what weather forecasting used to look like. https://www.tes.com/teaching-resource/weather-forecasts-weather-reports-11010771	Change over time Red Sky in the Morning Collect any weather folklore and sayings which help to predict what the weather might be like. How accurate do you think they were? Choose one and test it!	Awareness of Technological Developments I can explore the latest technologies and consider the ways in which they have developed. TCH 1-05a Impact, contribution and relationship of technologies on business, economy, politics and environment. I understand how technologies help provide for our needs

	Discuss why being able to predict the weather has always been important to humans. TCH 1-05a, 1-07a		and wants, and how they can affect the environment in which we live. TCH 1-07a I can take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. TCH 1-06a Design & Construct models I can design and construct models and explain my solutions. TCH 1-09a Exploring Use of Materials I can recognise a variety of materials and suggest an appropriate material for a specific use. TCH 1-10a Representing ideas, concepts and products through a variety of graphic media
	Is there a Greener Way? Scientists are always looking for the most effective way to gather weather information. They try to find the best materials for the job, create better designs and try to keep their costs down. Now scientists must also try to choose tools and materials that are less likely to harm the environment. Scientists in Australia are looking for a more environmentally friendly way to measure weather since discovering that their weather balloons are polluting beaches. https://www.abc.net.au/news/2019-08-23/what-happens-to-weather-balloons-after-they-stop-collecting-data/11399536		

	Do you think that protecting the beaches is more important than being able to predict the weather? Are there better materials that the weather balloons could be made of? Are there any other ways of measuring the weather that you have learned about that might do a better job without damaging the environment? TCH 1-06a		I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts. TCH 1-11a Application of Engineering I explore and discover engineering disciplines and can create solutions. TCH 1-12a
	<u>Grand Designs</u> Learners will use what they have already discovered about weather and the properties of different materials to design and build a model shelter which is both wind and waterproof and could be used in your school playground. 1. Draw out a variety of solutions 2. Select favourite design 3. Consider which materials should be used for the construction of the model, as well as the weather-proof shell. 4. Build the model using the plan 5. Test the model using water (spray bottle) and wind (hairdryer on low, cool setting) 6. Adapt the design of the model to make it even better 7. Record any changes to the model on the original design. TCH 1-09a, 1-10a , 1-11a. 1-12a		

	Learners should share their models and their design process with others through photographs/film footage, written descriptions etc.		
Other areas of curriculum: Expressive Arts	Music with the weather Discussion of sounds that would be heard during rain. Discuss the different sounds heard depending on the heaviness of the rain or what the rain is landing on. Select and experiment with a range of instruments/sound makers/vocal noises to replicate the different sounds of the rain. Use these to compose a rain soundscape with your class. Demonstrate the use of symbols to show the sequence of the sounds so that everyone can be performed as a class. EXA 1-17a		Music I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics. EXA 1-17a Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. EXA 1-18a
		Children can then create their own soundscape to replicate a thunderstorm. They should use symbols to record where each	

		sound happens or overlaps in the sequence. EXA 1-17a	
	This can be performed, either in class or filmed and shared. EXA 1-17a		
	Listen to the compositions created by the other children and respond with feedback on which instruments/sound makers/vocal noises are most suitable/effective/realistic/emotive etc. for the creation of a musical thunderstorm, giving reasons for their choices. Opportunities to revisit their own composition to add in new ideas. Opportunities to amalgamate two or more of the compositions to make a class thunderstorm soundscape EXA 1-18a		
	Dancing with the weather See link below for a series of linked dance lessons. https://www.tes.com/teaching-resource/weather-dance-termly-plan-for-year-3-6299104		Dance Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance. EXA 1-09a
	Art with the Weather See links below for a variety of art and craft ideas related to the weather. https://www.pinterest.co.uk/patty_palmer2/weather-art-project-for-kids/ https://www.pinterest.co.uk/estherong/craft-weather/ https://www.pinterest.ca/happyhooligans/weather-crafts/		Art and Design I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a

Other areas of the curriculum: Languages	French What is the Weather Like? Start each lesson with a class weather chart. Describe photos or pictures depicting different types of weather. Create weather inspired pictures or paintings and describe them in French. Match clothing to different types of weather. Match French months to the seasons in French, and the clothing that could be worn. Plan, write, practise, and perform a weather report in French to show to others. Draw the correct clothes for the weather on a blank template of a person. Link to a range of activities under the section 'Time and Weather http://www.primaryresources.co.uk/mfl/mfl_french.htm A video revising the pronunciation of weather phrases in French https://www.youtube.com/watch?v=G8iBwQUvY-E French weather song https://www.youtube.com/watch?v=eBvJVOuBPXI A variety of web-based weather activities http://www.nicurriculum.org.uk/microsite/pl/french/whatever_the_weather/	Listening and Talking I explore the patterns and sounds of language through songs and rhymes and show understanding verbally or non-verbally. MLAN 1-01a I am learning to take an active part in daily routines, responding to simple instructions which are accompanied by gesture and expression. MLAN 1-01b I enjoy listening to stories, songs, rhymes and poems in the language I am learning by joining in and responding to show my understanding. MLAN 1-05a I can participate in a range of collaborative activities. MLAN 1-05b Reading

		I can use my knowledge about language and pronunciation to ensure that others can understand me when I say familiar words and phrases. MLAN 1-07b I can recognise labels and environmental print. I am beginning to organise images and text. With support, I can sequence images and text to demonstrate my understanding. MLAN 1-08a I can work on my own or with others to demonstrate my understanding of words and phrases containing familiar language. MLAN 1-08b Writing With support, I am beginning to experiment with writing in the language I am learning. MLAN 1-13
	Gaelic (Learners)	Listening and Talking

	<u>What is the Weather Like?</u> Start each lesson with a class weather chart. Create weather matching games and bingo cards. Share weather songs and rhymes. Explore the gender of weather words and which pronoun should be used with them. Ask what the weather was like in the past tense. Create a bank of questions about weather. The link below will take you to a collection of resources, films and songs which will help teach and reinforce talking about weather in Gaelic. https://wakelet.com/wake/AIg5LtwCDB50NNLvbhL2f		I can use familiar words and phrases to give simple information. LGL 1-03a When joining in with story-telling, games, rhymes, songs and poems in Gaelic, I can use familiar words and simple phrases. LGL 1-05a
Learner Entitlements	<u>What are the Global Goals for Sustainable Development?</u>		Learning for Sustainability Rights of the Child

	https://worldslargestlesson.globalgoals.org/introduce-the-global-goals/ - access a variety of short animations and lesson plans using this link. You can find a helpful infographic of the Global Goals here https://www.rgs.org/schools/teaching-resources/the-sustainable-development-goals-infographic/	Once learners have a better understanding of what each of the Global Goals means, can they be grouped into goals which can be affected by weather, and those that are not? Do not forget to consider extreme weather conditions such as drought, hurricanes, and flooding.	
	What is the UN Convention on the Rights of the Child? Watch this short film on the Rights of the Child.		

	https://www.youtube.com/watch?v=COjVj9czgrY List as many rights mentioned in the film as you can.	Can any of these rights be affected by the weather? A link to some printable cards which have symbols for learners who have communication difficulties. https://www.childcomwales.org.uk/wp-content/uploads/2017/01/42-Articles-A4-cards-ENG.pdf	
	Spot the Difference Now that everyone is more familiar with the Global Goals and the Rights of the Child. Try grouping articles from the Rights of the Child with any Global Goals which are similar. Select the groups which are most affected by weather and think about		

	where in the world this might happen more often? Do any of them need to be addressed at your school or in your local community?	Look out for stories in the media, or from people that you know which demonstrate humans respecting a child's Rights or helping them work towards a Global Goal. Share these with your class. Here is an example to get you started! https://www.youtube.com/watch?v=5ZorkvufV2k	