

# The Abbey Hill CURRICULUM

How  
powerful is  
the weather?

*Achieving our dreams together*



# How powerful is the weather?

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## Key Idea:



The weather is full of wonders that change with each season! There are four seasons—spring, summer, autumn, and winter—and each one has its own surprises. Summer brings warmth, while winter brings the cold, but the sun is always ready to shine. Even animals get in on the action, with some snoozing through winter in a cozy hibernation. And who doesn't love spotting a rainbow after a shower of rain? Let's explore how weather makes our world so exciting!

## We will:



Make our very own digital weather forecasts, just like on TV!

## Core Text:



Seasons  
Hannah Pang



## Core Knowledge



1. There are four seasons: spring, summer, autumn, and winter.
2. Summer is the warmest season, and winter is the coldest.
3. Rain helps plants grow and fills rivers and lakes.
4. The sun gives us light and warmth
5. Wind can move clouds, trees, and even kites!
6. Some animals sleep through the winter – this is called hibernation.
7. Rainbows appear when sunlight shines through raindrops.

## Disciplinary Knowledge



### Being a Geographer:

Know about seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (Savannah and Antarctica).

Know and use basic geographical vocabulary to refer to key physical features: sea, ocean, seasons and weather.

Know the geography of the school and its grounds through simple fieldwork and observational skills.





## ☁️ Lesson 1: What is weather?

<b>Learning Intention</b>	<b>To know and describe different types of weather and seasons in the UK.</b>
Disciplinary Knowledge (Skills)	Know daily and seasonal weather patterns in the UK.
Key Knowledge Focus	1. There are four seasons: spring, summer, autumn, and winter.
	2. Summer is the warmest season, and winter is the coldest.
What the Teacher Does	Show photos of different weather and seasons; lead a discussion about pupils' favourite weather. Ask what they do in each season (e.g., build snowmen in winter, sports day in summer). Use story or song about seasons.
What the Pupils Do	Talk about their favourite weather; identify seasons from photos; share what they do in each season.
Evidence	Draw a picture or write a simple sentence about their favourite season or weather.
Adaptation	Dual Coding (use images + spoken language); Relational Approaches (connecting to pupils' experiences).

## ☁️ Lesson 2: Should rain, rain go away?








<b>Learning Intention</b>	<b>To celebrate the positive effects of rain and understand why it is important.</b>
Disciplinary Knowledge (Skills)	Know daily and seasonal weather patterns in the UK.
Key Knowledge Focus	3. Rain helps plants grow and fills rivers and lakes.
What the Teacher Does	Show bright, positive photos and videos of rain nourishing plants, filling lakes, and creating puddles or rainbows. Read a short poem or story praising rain. Facilitate discussion, prompting pupils with questions: "What do you like about rain?" "How does rain help plants and animals?" Model enthusiastic responses and key vocabulary. Provide materials (paper, magazines, markers) for collage creation.
What the Pupils Do	Talk about times they enjoyed rain (jumping in puddles, rainbows). Share ideas in a class discussion. Choose or draw pictures and write simple positive words or sentences about rain for the collage. Work together to assemble a colourful, positive rain collage for the classroom.
Evidence	Class collage or display celebrating rain, composed of pupils' drawings and quotes.














## Lesson 5: How do people and animals stay safe in bad weather?

 Learning Intention	To know how people and animals protect themselves in winter and bad weather.
 Disciplinary Knowledge (Skills)	Use basic geographical vocabulary; observe the local environment.
 Key Knowledge Focus	6. Some animals sleep through the winter – this is called hibernation.
 What the Teacher Does	Read a short non-fiction text or story about hibernation. Show videos/images of animals hibernating and people staying warm in winter. Model making a “How we stay safe in winter” poster.
 What the Pupils Do	Talk about how they stay warm in winter (coats, gloves, heating). Match animals to their winter behaviour (hibernate or stay active). Make posters showing ways humans and animals cope with winter.
 Evidence	Pupil-made poster showing winter safety or hibernation ideas, with drawings and labels.
 Adaptation	Resources and Aids (word banks, sentence starters); Chunking (animal vs human strategies).

## Lesson 6: Can we be weather presenters?

 Learning Intention	To create and perform a simple weather forecast using geographical vocabulary.
 Disciplinary Knowledge (Skills)	Use and apply basic geographical vocabulary and understanding of weather patterns.
 Key Knowledge Focus	7. Rainbows appear when sunlight shines through raindrops.
 What the Teacher Does	Recap all previous learning. Show an example child-friendly weather forecast. Model a simple script with actions and gestures. Provide simple maps, symbols, and weather word cards for children to use. Support groups in planning and rehearsing.
 What the Pupils Do	In small groups, plan and rehearse their own short weather report. Use props, drawings, or digital tools. Perform or record for the class.
 Evidence	Video recording, photo, or transcript of the group’s weather presentation.
 Adaptation	Environments (role play, movement, and performance); Dual Coding (visual symbols + words).

