

# WEATHER AND SEASONS

KENMORE PARK ANANGU SCHOOL INTEGRATED UNIT

SCIENCE | PITJANTJATJARA | ENGLISH | MATHS | HASS | ART | TECHNOLOGY

## TERM 3 2021

NAME: \_\_\_\_\_





# LEARNING INTENTIONS

Weather and seasons are an important part of everyday life. Anangu educators have indicated that they want the students to better understand weather and seasons, the constant changing and the impact it has on the land. During this unit students will investigate and make observations about weather using both traditional knowledge and western science.

## ACHIEVEMENT STANDARD

*Foundation:* By the end of this unit the students will be able to describe the properties and behaviour of familiar objects. They can share and reflect on observations, and ask and respond to questions about familiar events.

*Year 1 and 2:* By the end of this unit the students will describe objects and events that they encounter in their everyday lives. They will be able to respond to questions, and participate in guided investigations of everyday phenomena. Students should follow instructions to record and sort their observations and share them with others.

## CURRICULUM CONTENT DESCRIPTORS COVERED DURING EXPLICIT TEACHING

- *F* Daily and seasonal changes in our environment affect everyday life (ACSSU004).
- *Y1* Observable changes occur in the sky and landscape (ACSSU019).
- *F/Y1* Science involves observing, asking questions about, and describing changes in, objects and events (ACSHF013).

DATE:

# WHAT DO I ALREADY KNOW ABOUT WEATHER AND THE SEASONS?

*Activity 1: Introduction to seasons – class brainstorm and discussion*

*Think about:*

*What are some different types of weather?*

*Do you know the names of any seasons?*

*What is the weather like during each season?*

*What are the plants and animals doing during each season?*

*What is good to hunt in each season?*

*What do people do during the different seasons?*

*What kind of clothes do people wear in each season?*

*When does the sky get dark earlier?*

*What stories do you know about weather and the seasons?*

TEACHER COMMENT:

PHOTO OF CLASS BRAINSTORM:

Draw some of the things you already know about Pitjantjatjara weather and seasons in the boxes.

DATE:

KULI

NYINNGA

PIRIYAKUTU

Draw some of the things you already know about English weather and seasons in the boxes.

DATE:

SUMMER

AUTUMN

WINTER

SPRING

# MAKE A SUN CATCHER MOBILE ABOUT A SEASON

DATE:

## Materials needed:

Cellophane

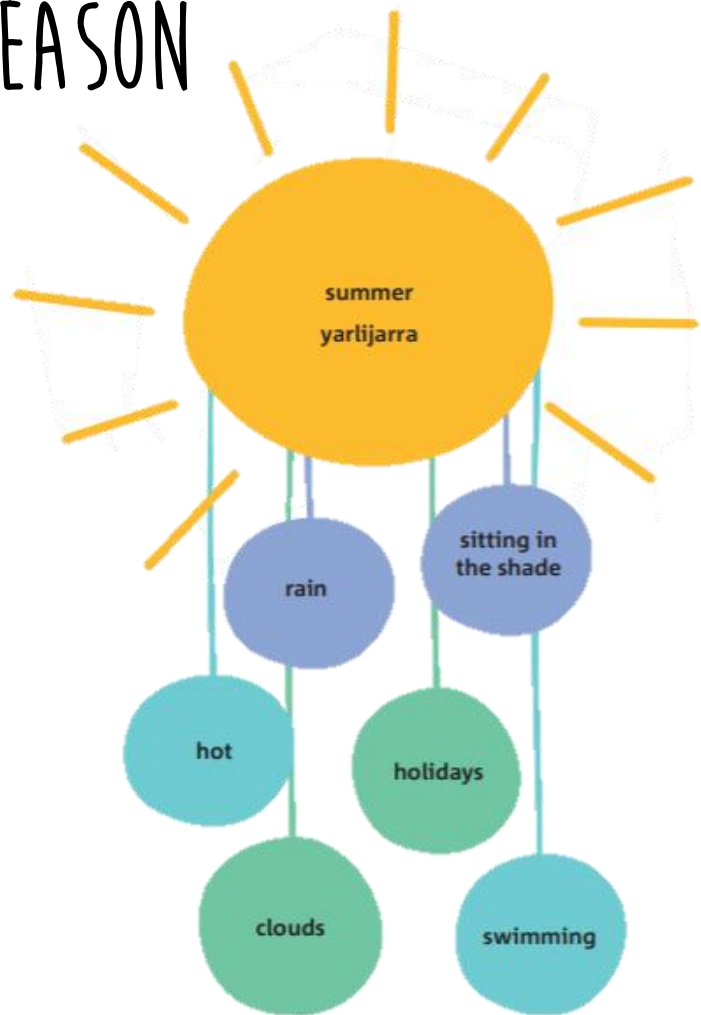
String

Cardboard circles

Permanent marker

Pencil

Sticky tape



## Instructions:

*Example of what your mobile might look like*

1. Choose a cellophane shape that represents your season. Write the name of your season on the cellophane.
2. Write the features of your season on the cardboard circles. One feature per circle
3. Tape the string to the back of your cardboard and attach it to the cellophane shape
4. Ask a teacher to help you hang it on the window.

# WHAT IS HAPPENING ON COUNTRY THIS

DATE: TERM?

*Activity 2 + 3: Animals, plants and seasons – Class discussion and learning on country*

*Talk with teachers and family about what the country looks like right now*

*What English season are we currently in?*

*What Pitjantjatjara season are we in?*

*What are the plants doing?*

*What are the animals doing?*

*What are the rivers, lakes and waterholes doing?*

*How could you describe the weather?*

TEACHER COMMENT:

PHOTO OF CLASS DISCUSSION:



# LEARNING ON COUNTRY

DATE:

*Learn about the current season on country*

- *Record stories.*
- *Write down Language names.*
- *Take photos.*
- *Observe the weather, plants, animals and water on country.*



TEACHER COMMENT:

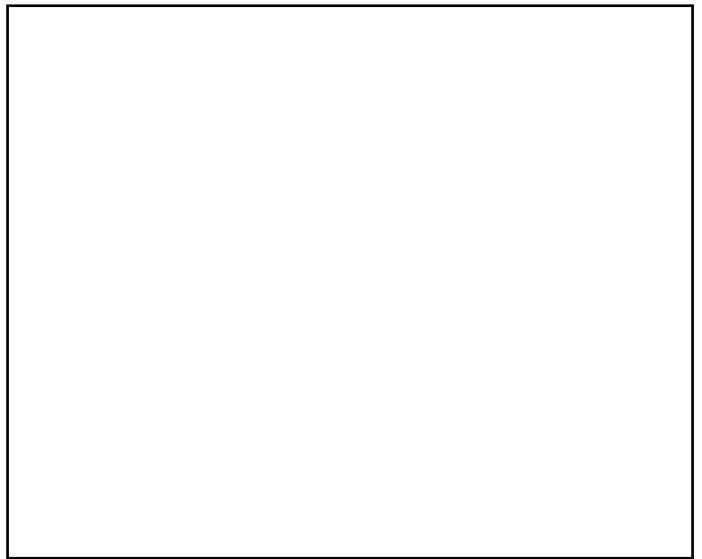
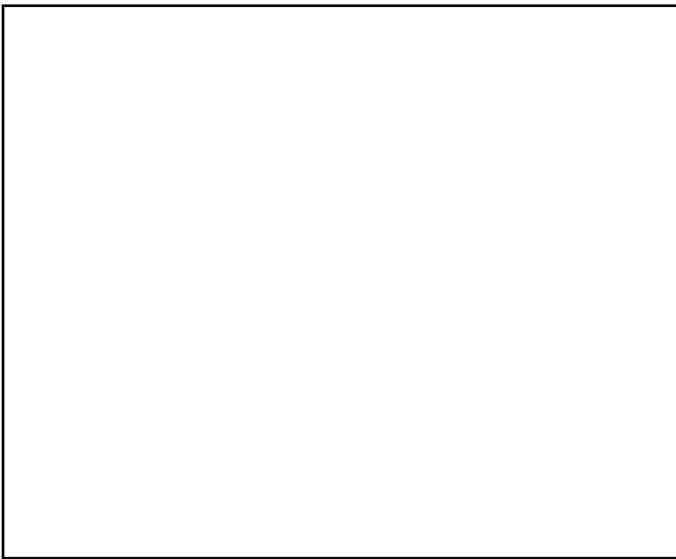
DATE:

# RECOUNT LEARNING ON COUNTRY

## *Activity 4: reflect, recount and write*

*View photos from learning on country as a class and discuss.*

*Choose 2 photos to glue in below then identify what is happening*



*Recount your day learning on country to your teacher*

TEACHER COMMENT:

DATE:

Activity 6:

# SEASONAL CALENDAR

*In Pitjantjatjara lessons you will be creating a big seasonal calendar. When you are finished, take a photo, ask a teacher to help you print it and then glue it in below.*



TEACHER COMMENT:



DATE:

## Activity 7:

# SEASONS AROUND THE WORLD

We will read books and watch videos showing how and why the seasons and weather are different around the world.

Think of winter in the country of the video we just watched

Now... draw a picture of you in this place during winter

- Think of an activity you might be doing
- Think of the clothing you would be wearing
- Give your picture a title.

DATE:

Activity 1:

# WEATHER IN LANGUAGE

## WEATHER AND WIND

Talk with Marianne, Lois and Aaron about the different words used to describe weather in Pitjantjatjara then make some words for the word wall

- What are the names for the different winds that blow now or at different times of the year?
- How do you know which direction you are facing?
- What things around you tell you about direction?
- What tall straight things give you shadows to read? (e.g. people, trees, poles)
- What do shadows do during the day?
- When winds come from different directions how do they feel different?

TEACHER COMMENT:

DATE:

# WEATHER IN LANGUAGE

## WEATHER AND WIND

NOTES AND DRAWINGS

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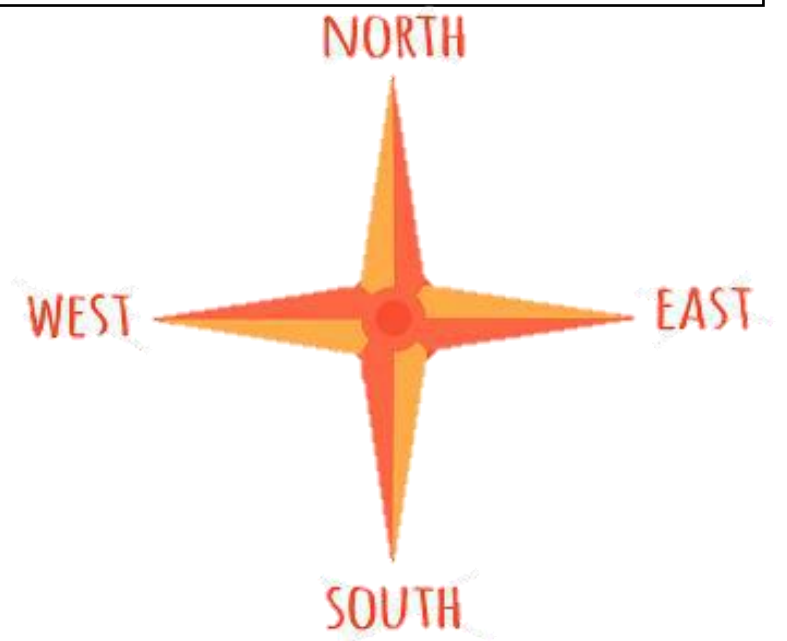
DATE:

# WEATHER IN LANGUAGE

## WEATHER AND WIND

NOTES AND DRAWINGS

CAN YOU WRITE THE  
PITJANTJATJARA NAMES ON  
THIS COMPASS?



DATE:

## Activity 2

# WEATHER

*Weather symbols are a helpful of telling the weather.*

*We will watch a weather forecast as a class and discuss the symbols which they use as well how we describe weather and temperature*

*Draw your own symbols for the different weather forecasts below.*

*Sunny*

*Cloudy*

*Windy*

*Rainy*

DATE:

# WEATHER AND ME

*Describe the weather that your symbol means*

| <i>Weather symbol</i> | <i>Weather words</i> | <i>What you wear and do</i> |
|-----------------------|----------------------|-----------------------------|
|                       |                      |                             |
|                       |                      |                             |
|                       |                      |                             |
|                       |                      |                             |
|                       |                      |                             |

DATE:

## Activity 4

# MEASURING WIND

Scientists use a variety of tools to measure wind speed — an anemometer is a simple way of doing this.



Where have you seen one of these before in our school?

## MAKING AN ANEMOMETER

You can also make an anemometer out of a few simple materials. Ask a teacher to help you make one!

### Materials needed:

- 5 paper cups
- 2 straws
- 1 pencil with eraser
- 1 pair of scissors
- 1 pin

# STEPS

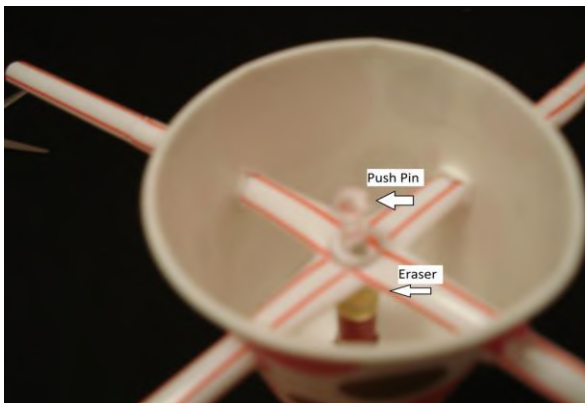
1. Poke 4 holes around the edge of 1 cup. **Be careful!** The pair of scissors are sharp be careful not to poke your fingers when making the holes.



2. Put the straws into the holes you just made.

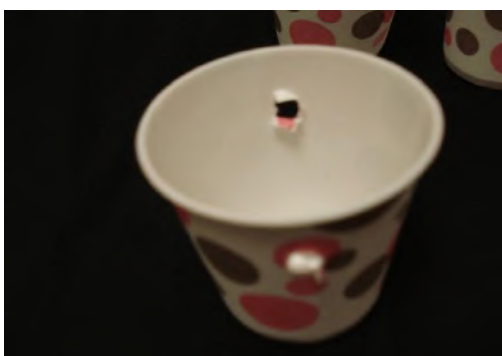


3. Make a hole in the middle of the bottom of the cup.



4. Put the pencil through the hole on the bottom. Next push a pin through the straws into the eraser of the pencil.

5. In the other 4 cups poke 2 holes on opposite sides.

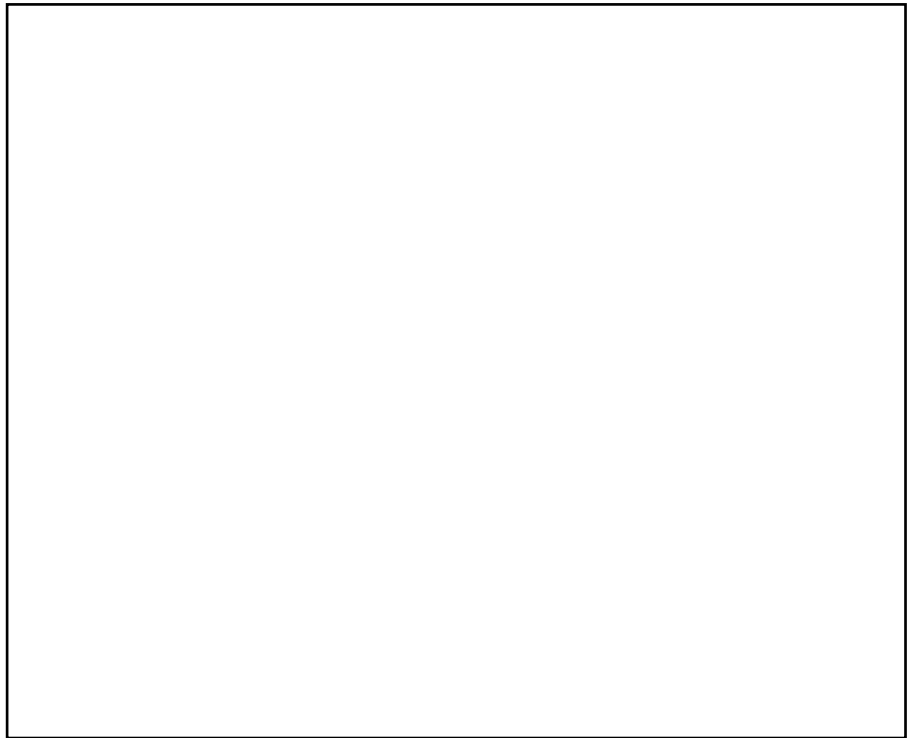


6. Put the four cups on the end of each straw like the picture. Put a sticker on the bottom of 1 cup so you know when it has made a full circle

DATE:

# USING YOUR ANEMOMETER

PHOTO OF YOUR  
ANEMOMETER:



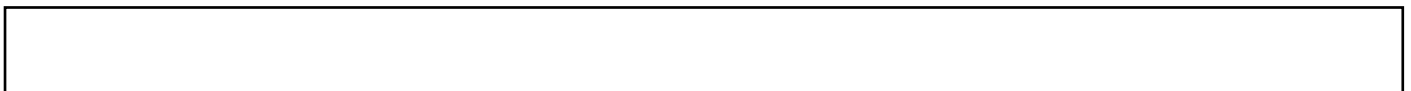
TEACHER COMMENT:



*Now that you've made your own anemometer it is time to test it out!*

- 1. Get the 1-minute sand timer and turn it over*
- 2. Count how many full spins for anemometer makes before the timer finishes*

*How many spins did your anemometer do?*



*Walk around a corner and try it again*

*How many spins did your anemometer do this time?*



DATE:

# CLOUDS IN LANGUAGE

*Discussion:*

- Are there Pitjantjatjara words for different types of clouds?
- Are there any stories about clouds and the weather they bring?

WRITE ANY WORDS BELOW:

TEACHER COMMENT:



DATE:

# CLOUDS

There are 4 simple ways to describe cloud cover in the sky, these are:

- Clear
- Cloudy
- Overcast
- Rainy

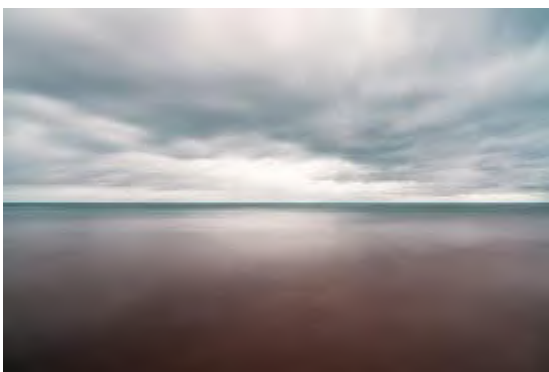
We will look at examples of each of these types of cloud cover.



clear



cloudy



overcast



rainy

DATE:

# CLOUD COVER OBSERVATIONS

Use the frame to look through at the sky then draw in the box what you see, and fill out the information in the other boxes.

| <i>Draw what the sky looks like</i> | <i>Is it clear, cloudy, overcast or rainy?</i> |
|-------------------------------------|--|
|                                     |  |
|                                     |  |
|                                     |  |
|                                     |  |
|                                     |  |

DATE:

# WEATHER WATCH!

*What is the temperature?*

*Colour in the box for how the temperature feels outside*

HOT 

WARM 

COOL 

COLD 

|        | MONDAY | TUESDAY | WEDNESDAY | THURSDAY |
|--------|--------|---------|-----------|----------|
| WEEK _ |        |         |           |          |
| WEEK _ |        |         |           |          |
| WEEK _ |        |         |           |          |
| WEEK _ |        |         |           |          |

DATE:

# WEATHER WATCH!

Use your weather symbols to fill in how the weather was each morning and afternoon.

| WEEK:               |               |                |                  |                 |
|---------------------|---------------|----------------|------------------|-----------------|
| <i>Times</i>        | <i>Monday</i> | <i>Tuesday</i> | <i>Wednesday</i> | <i>Thursday</i> |
| <i>Morning</i>      |               |                |                  |                 |
| <i>Afternoon</i>    |               |                |                  |                 |
| <i>Daily review</i> |               |                |                  |                 |

| WEEK:               |               |                |                  |                 |
|---------------------|---------------|----------------|------------------|-----------------|
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