



Wild Weather

[Link to activity on the RSPB website...](#)

Overview:

In this activity, children are invited to “learn how to set up their own weather station”

Teacher notes:

This activity does not cover all the statements but could be extended to cover the complete range especially for the older pupils if additional enquiry questions added, further discussion of habitats, use of / construction of keys etc. so these statements are in italics.



England Curriculum Notes

Curriculum Statements	Early years - Year 2 (Ages 5-7)	Year 3 and 4 (Ages 8-9)	Year 5 and 6 (Ages 10-11)
Working Scientifically	Observing closely, using simple equipment Identifying and classifying	<i>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</i> <i>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</i>	<i>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</i>
States of Matter		<i>States of matter - compare and group materials together, according to whether they are solids, liquids or gases</i>	



Northern Ireland Curriculum Notes

What Matters Statement	Progression Step 1	Progression Step 2	Progression Step 3
“Being curious and searching for answers is essential to understanding and predicting phenomena”	“I can explore the environment, make observations and communicate my ideas.”	“I can recognise patterns from my observations and investigations and can communicate my findings.”	
The world around us is full of living things which depend on each other for survival	“I can recognise that plants and animals are living things which grow.” “I can identify, follow and begin to create sequences and patterns in everyday activities”	“I can recognise patterns from my observations and investigations and can communicate my findings.”	“I can describe the features of organisms and recognise how they allow them to live, grow and reproduce for survival in their environment.”





Scotland Curriculum Notes

Curriculum Statements	Early years - year 2 (Ages 5-7)	Year 3 and 4 (Ages 8-9)	Year 5 and 6 (Ages 10-11)
Inquiry and investigative skills - Recognise the impact the sciences make on my life, the lives of others, the environment and on society	Uses their senses to acquire information Measures using simple equipment and non-standard units Communicates findings to others verbally and through drawings, photographs, displays and simple charts	Observes and collects information and makes measurements using appropriate equipment and units Organises data and information and identifies significant patterns and relationships	Makes observations and collects information and measurements using appropriate devices and units Selects appropriate methods to record data/information Presents data/information by choosing from an extended range of tables, charts, diagrams, graphs, including bar graphs and line graphs
Outcomes and Experiences- Social Studies: People, Place and Environment	"While learning outdoors in differing weathers, I have described and recorded the weather, its effects and how it makes me feel and can relate my recordings to the seasons." (SOC 0-12a)	"By using a range of instruments, I can measure and record the weather and can discuss how weather affects my life." (SOC 1-12a) "By exploring climate zones around the world, I can compare and describe how climate affects living things." (SOC 1-12b)	"By comparing my local area with a contrasting area outwith Britain, I can investigate the main features of weather and climate, discussing the impact on living things." (SOC 2-12a)
Science: Planet Earth : Processes of the Planet	"By investigating how water can change from one form to another, I can relate my findings to everyday experiences." (SCN 0-05a/SCN 1-05a)	"By investigating how water can change from one form to another, I can relate my findings to everyday experiences." (SCN 0-05a/SCN 1-05a)	"I can apply my knowledge of how water changes state to help me understand the processes involved in the water cycle in nature over time." (SCN 2-05a)
Mathematics: Time, Measure, Data and Analysis	"I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods." (MNU 0-10a) "I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others." (MNU 0-11a)	"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)	"I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way." (MNU 2-20b)



Wales Curriculum Notes

Area of Learning	Foundation Stage (4-6 years old)	Key Stage 1 (6-9 years old)	Key Stage 2 (9-11 years old)
The World Around Us	Interdependence - What else is living?	My environment- explore and investigate aspects of their own environment now and then	Our World - similarities and differences among animals and among plants
Mathematics and Numeracy	Understanding number, counting and number recognition, sorting	Communicating Mathematically- represent work in a clear and organised manner, using symbols when appropriate Handling data - sort and classify objects	Communicating Mathematically- present information and results clearly Handling data - collect, classify and record

