

### Overview of Unit 12: What's the Weather like?

In this unit children learn more phrases about the weather and how to say the temperature (including with negative numbers). Aesop's fable *Le Vent et le Soleil* ('The Wind and the Sun') is used for text-based work. Children learn the names of some common articles of clothing and relate these to the weather. They learn to say the date.

New language introduced in this unit	Links with other subjects
<ul style="list-style-type: none"> <li>• Describing the weather</li> <li>• Revision of numbers up to 40</li> <li>• Saying the temperature (plus and minus)</li> <li>• Saying the date</li> <li>• Complex sentences starting with a clause using <b>Quand ...</b></li> <li>• Phonic focus: revision of common phonemes, especially an/en; consolidation of phoneme-grapheme correspondence; breaking words into individual phonemes; synthesising phonemes to build phonetically regular words.</li> </ul>	<ul style="list-style-type: none"> <li>• Primary framework for literacy: use knowledge of phonics, morphology and etymology to spell new and unfamiliar words; distinguish the spelling and meaning of common homophones</li> <li>• Primary framework for mathematics: know and use multiples of numbers to 10; interpret intervals and divisions on partially numbered scales and record readings accurately</li> <li>• Geography: use atlases, globes, maps and plans at a range of scales; identify and describe what places are like (for example, in terms of weather); use appropriate geographical vocabulary (for example, temperature)</li> </ul>

### Expectations at the end of this unit:

<i>Most children will:</i>	Understand and say weather phrases with visual support; say which clothes they might wear in different conditions; respond appropriately when asked the date; use the new language in a short presentation from a model.
<i>Some children will not have made so much progress and will:</i>	Understand and say numbers, the days of the week and weather phrases when prompted; understand names of clothes; need prompting to recall vocabulary and structures.
<i>Some children will have progressed further and will:</i>	Initiate conversations when working in pairs or groups; take part in a presentation using a little memorised language.

