Parental advice and support

# Science and technology learning sequence Early Stage 1

This learning sequence develops student understanding about the Earth and space. They will learn that the weather:

* often changes
* affects choices we make each day.

Your child will practise:

* observing, predicting and recording the weather
* identifying how the weather can affect daily activities.

## Background notes

The weather can change each day or even during a day. It is helpful to discuss the weather each day with your child. This will support them to learn and use weather words in their descriptions and when completing the weather chart. [How to draw different kinds of weather](https://www.youtube.com/watch?v=HloTVOBecJ0). You could view a news weather report (in a newspaper or on television), weather app or online site, such as [Bureau of Meteorology](http://www.bom.gov.au/) with your child to help them identify symbols used to represent different types of weather. Listen to the official prediction about the weather for the next day. Compare it to the prediction your child makes. Help your child identify ways the weather affects some of their choices each day. For example, what they wear, eat or do. These activities can be completed without the need for a digital device.

## Resources

Your child may complete their learning using the associated student workbook.

It may also be useful to provide your child with:

* coloured pencils, lead pencil
* a piece of paper
* scissors and glue
* clear tall container
* blocks of equal size
* marker
* funnel.

You are an important source of support for your child while they engage in the learning sequence set by their teacher. Key opportunities throughout this learning sequence are outlined below.

### Activity 1a

Help your child to describe what the weather looks and feels like.

Encourage them to use specific words to describe the weather each day such as, weather, sunny, cloudy, windy, rainy, warm, hot, cool, cold, change. For example, today the weather is sunny and a bit cloudy. It feels warm today.

### Activity 1b

Guide your child to complete the daily [weather chart.](https://alittlepinchofperfect.com/free-printable-weather-char/). They can draw their own symbols for the weather or use the symbols in the student workbook.

To help your child create symbols to represent the weather you could view a news weather report (in a newspaper or on television), weather app or online site such as [Bureau of Meteorology](http://www.bom.gov.au/nsw/forecasts/index.shtml) with your child. [How to draw different kinds of weather](https://www.youtube.com/watch?v=HloTVOBecJ0) or [make a weather wheel](https://www.youtube.com/watch?v=ZdQJGBluA-8)

### Activity 1c

Ask your child what they think the weather will be like tomorrow. Will it be the same as today or do they think it will change? For example, I think the weather tomorrow will be cloudy and cool.

To help your child understand the idea of predicting (forecasting) the weather, you could view a news weather report, weather app or online site such as Bureau of Meteorology with your child.

Compare your child’s prediction with the actual weather tomorrow. Discuss how accurate their prediction was.

### Activity 2

Discuss the answers to each of the three thinking statements with your child. Help them draw and write an answer for each area in their student workbook.

## Further support

For support or more information please contact your school or class teacher or visit [Supporting student wellbeing while learning remotely](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/wellbeing/wellbeing-at-home/parents-and-carers).

The learning in this sequence contributes to student achievement of NSW Science and Technology K-6 Syllabus outcomes – STe-1WS-S and STe-6ES-S.