

Robert  
TREGONING

# flow WITH THE snow

Oliver  
AVERILL



## Teaching Resources

### Year 1/2 - Geography - Weather

#### National Curriculum Objectives

##### Geography

- To identify and describe seasonal weather patterns in the UK.
- To begin to understand how different seasons affect the environment.
- To use basic geographical vocabulary to refer to key physical features including: forests, hills, mountains, seas, oceans, rivers, seasons, and weather.
- To name, locate and identify characteristics of the four capital cities of the United Kingdom.

Then ask the children to look at the cover and spot what physical geographical features they can see in the picture (i.e. tree, mountain, river).

Read *Flow with the Snow* aloud to the children. As you read, encourage the children to look for the different types of weather mentioned in the story.

After reading, ask questions to check the children's understanding of the story.

- Have you ever experienced snow?
- How do you think Snow feels at the start of the story?
- Why did Snow start to melt?
- Where did Snow go on her journey?

#### Resources

- *Flow with the Snow* picture book
- Worksheet 1 - Weather Symbols
- Worksheet 2 - Map of the UK

#### Lesson Plan

##### Introduction

Start by showing the book cover of *Flow with the Snow* and asking the children what they think the story might be about based on the title and the image.

#### Weather

Transition to a discussion about weather and the four seasons (spring, summer, autumn, winter). Show images representing each season and discuss how they differ in terms of weather, activities, and clothing.

Recap on the different types of weather that are covered in the story (i.e. snow, wind, cloudy, sun).

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## Teaching Resources

### Year 1/2 - Geography - Weather

Ask children if they can name any other types of weather (i.e. rain, lightning, etc.).

Explain that when people watch the weather, they use symbols instead of words. Show children symbols of each type of weather using Worksheet 1.

Get the children to cut up the words and symbols and then match the symbol with the correct word.

#### Activity

Show children a blank map of the UK using Worksheet 2.

Present a simple weather map of the UK, showing current weather conditions.

Explain how weather maps show us what the weather is, and how they can help people prepare for different types of weather.

As a class, research the current weather of the UK capital cities and get the children to draw the correct symbol for each place.

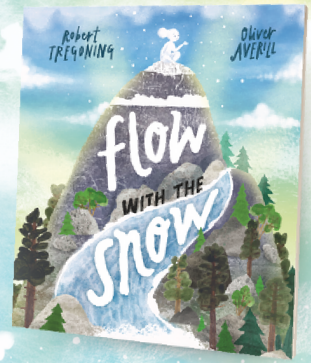
Finish by asking the children what their favourite type of weather is and why.



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## Teaching Resources

Year 1/2 - Art

### National Curriculum Objectives

#### Geography

- To use a range of materials creatively.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.
- To learn about the work of a range of artists.

After reading the story, show children pages 1-2 of *Snow* being formed on top of the mountain. Discuss how different weather might make us feel, and how this can be expressed through art.

Ask the children:

- What can you see in the picture?
- How does it make you feel?
- How has the artist achieved this?



### Resources

- *Flow with the Snow* picture book
- Paper and crayons/colouring pencils
- Worksheet 1 - Weather Symbols

### Lesson Plan

#### Introduction

Begin by introducing *Flow with the Snow* and explain that the story is about how the snow changes as part of the water cycle.

Show the book cover and ask students to predict what it might be about based on the title and cover illustration.

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## Teaching Resources

### Year 1/2 - Art

#### Main Activity

Introduce the art project: children will create their own weather-inspired artwork, choosing a weather type they want to represent.

Show examples of famous artworks that depict weather, such as Van Gogh's *Starry Night* (windy night sky) or Turner's *Snow Storm* (stormy weather).

Discuss how the artists used colour, texture, and shapes to convey the feeling of the weather.

Encourage the children to think about which weather condition they find most interesting and how they might represent it using different materials and colours.

Discuss with the children how they can use different textures to represent different types of weather, such as cotton wool for snow, tissue paper for rain, or thick brushstrokes for stormy skies.

Provide children with an A4 piece of paper and a range of art materials to choose from, and ask them to recreate a weather condition.

Allow children time to collaborate and share ideas as they work, fostering a creative and supportive environment.

#### Reflection

Once they have completed their artwork, gather everyone together for a brief sharing session.

Invite children to present their work to the class, explaining the weather type they chose and how they used materials to represent it.

Praise specific aspects of their work, such as creative use of texture or effective colour choices, and encourage positive feedback from peers.





## Worksheet 1 - Weather Symbols

These resources can be used to introduce children to commonly used weather symbols. They can also be used as a matching activity. The children can cut out the symbols and words and match them to the correct weather.



Snow



Sun



Rain



Lightning



Wind



Cloud



## Worksheet 2 - Map of the UK

A Map of the UK showing the capital cities. Research the current weather conditions of the following cities and draw the correct weather symbol for each place.

