Day	Learning objective	Introduction / Model	Independent work / Success Criteria Must: LA Should: MA Could: HA			Plenary
			LA	MA	HA	
1	To identify how to give a successful weather forecast To design a weather forecast map Aut006	Explain what an information broadcast is. Where can you see / hear them – radio, TV and internet. Discuss examples (news, documentaries, traffic reports and so on) Also - weather forecasts. What are they for? Who are they for? Who gives them? Where do you see / hear them? Watch example of a weather forecast at http://www.bbc.co.uk/weather/ Watch same video again, but this time ask children to watch how the presenter behaves: What does he do with his hands? How and when does his voice change? Where does he look when he is talking? How does he use his props (the forecast maps)? How is it structurd (next few days detailed with a summary of the outlook for further on)? What does his forecast map show? Why is there a forecast map – why not just the forecaster talking? Make a list of what makes a good forecast during this discussion. Explain to children that they are going to be weather forecasters (in mixed ability pairs – one HA and one LA child) for a place of their choice (or decide where they will research for expediency) Children to choose a country, look it up in the atlas, draw its outline and label several of its major cities on large paper Children to look up the weather forecasts for the cities on the BBC website, then use this information to create a forecast map and give a forecast for 2 days (one day each child). (If cannot access laptops / PCs, children can make up the forecasts) Can find weather symbols at http://upload.wikimedia.org/wikipedia/commons/f/fc/Weather-symbols.png	MUST: know what an information broadcast is and where they are given	SHOULD: identify the key presentational features of an information broadcast and prepare the props for their own weather forecast	COULD: explain to their partner when their partner doesn't understand / know how to do something	Watch video of terrible weather forecaster at http://www.youtube.com/watch?v=ogEG9bX1IUI or if link doesn't work Google 'Worst and most hillarious weather man ever!' Discuss why this was not a good forecast: he mumbles, stands in the way of the maps and info, doesn't know his facts, reads from a piece of paper, doesn't look confident and so on

			MUST	SHOULD	COULD	
2	To write a weather forecast and practice performing and improving it SPOKEN LANGUAGE • listen and respond appropriately to adults and their peers WRITING (Composition) – several objectives listed above Aut007	Revise list of key presentational features created yesterday. Explain that children need to write a short script for their forecast and try to learn this off-by-heart, and practice wth their forecast map ready to give their weather forecast tomorrow. What could we add beyond the facts to make it a little bit more interesting: • sayings e.g. 'raining cats and dogs' • adivce e.g. bring your brolly, slap on the sun cream, hayfever sufferers stay indoors • personal stories e.g. I got soaked on my way in to work this morning • comparisons with other places e.g. unlike overcast London • interaction between the two presenters e.g. and over to John for tomorrow's forecast Encourage children to work as a team and provide each other with constructive criticism (explain what this means) and give two examples – criticism expressed in a negative, unhelpful manner and criticism given in a positive and helpful manner. Emphasise that criticism doesn't just mean things that are bad; it includes positive things as well	MUST: practice giving their weather forecast, including *some* of the key presentational features of weather forecasts	SHOULD: learn their script off-by-heart and use *many* of the key presentational features of weather forecasts	COULD: provide constructive criticism in a mature and sensitive manner	In pairs of pairs take it in turns to watch each other's forecasts. Pairs provide feedback for each other – two stars (things the other pair did well) and one wish (something they could improve)
3	To give a weather forecast, using presentational features SPOKEN LANGUAGE – several objectives listed above Aut008	Give children a reminder of the features we are looking for in our broadcasts. Give children 10 minutes final practice time. Remind children how to be a good audience (sit quietly, pay attention etc). Explain that after each presentation I will be asking for feedback on how the pair did using two stars and a wish. Remind childen how to criticise in a positive, construcuve manner. One pair at a time give their presentation to the rest of the class (limit them to 2 minutes) After each presentation ask audience to provide feedback – two stars (things they did well) and one wish (something they could improve) I will pick children to give feedback regardless of whether they have their hand-up or not so that everyone participates in this. Halfway through give kids a five-minute break or do some quick exercises in class. Question audience throughout on what was just said in presentation to check they are listening and reward with house points if they get questions right. (Giving all the presentations might take more than one lesson)	MUST: give a weather forecast reading from a script and include *some* of the key presentational features of weather forecasts	SHOULD: give a weather forecast *without* reading from a script and use *many* of the key presentational features of weather forecasts	COULD: provide constructive criticism in a mature and sensitive manner	Discuss how we think we did as a class. Were we more like the professional BBC forecaster or the bumbling American one? I will give the class a few stars and a couple of wishes.