



# Grant's Braes School

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|                                                                  |                                |                   |                              |
|------------------------------------------------------------------|--------------------------------|-------------------|------------------------------|
| <b>Title:</b><br>Why is there weather and how does it affect us? | <b>Date:</b> June Term 2, 2014 | <b>Level:</b> 1-3 | <b>Subject area:</b> Science |
|------------------------------------------------------------------|--------------------------------|-------------------|------------------------------|

**Prepared by:** Sara Carr, Helen Day, Desiree Wispinski and Chris McKinlay

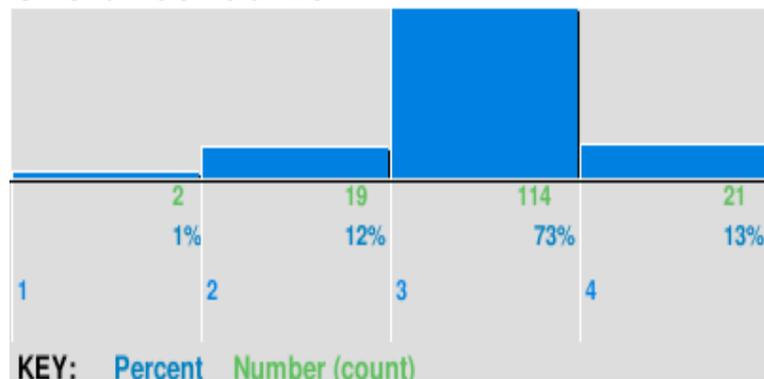
## Rational/ Explanation:

We undertook this unit so our children develop an understanding of how weather forms and what affect it has on the natural environment and how this impacts on us. Weather is very tangible for the children to explore and experience therefore our children were able to develop science knowledge and skills. It also helps balance the delivery of the science curriculum, covering the planet earth and beyond strand.

|             |                   |                      |               |                           |
|-------------|-------------------|----------------------|---------------|---------------------------|
| <b>Key:</b> | 1<br>Not achieved | 2<br>Partly achieved | 3<br>Achieved | 4<br>Exceeded expectation |
|-------------|-------------------|----------------------|---------------|---------------------------|

**2013 data is not applicable in this report as the health focus differs.**

## Overall School 2014



## Analysis

The majority of the pupils met the task requirements of their year level and showed an understanding of how weather affects the environment.

## Evaluation

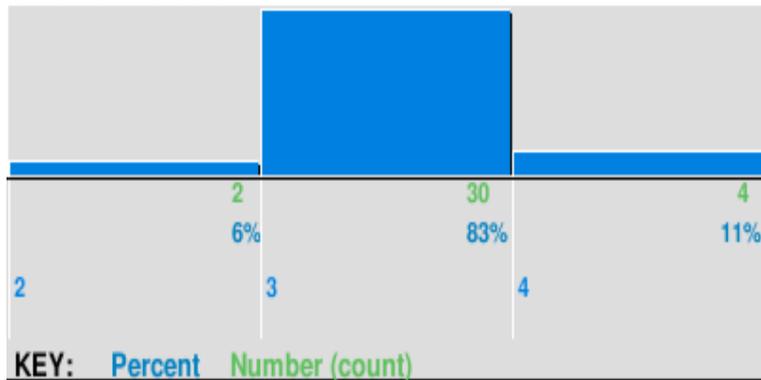
By learning about the water cycle and how weather affects our environment, the children were able to gain an appreciation for the different types of climactic conditions, how to modify daily life based on these conditions, and the important effects different types of weather have on the earth. By gaining a better knowledge of weather forms through discussion and experimentation the children are able to understand why the environment is the way it is and how it impacts on our daily lives.

The topic held the pupils interests well. It was a very practical, tasked based unit and involved EOTC with all pupils participating in a 'Wild Weather' workshop at the Otago Museum. Deborah Mills, an Air Quality Scientist at the Otago Regional Council, was a wonderful expert speaker that visited all the junior classes.

## Year group data Assessment Criteria/Objectives

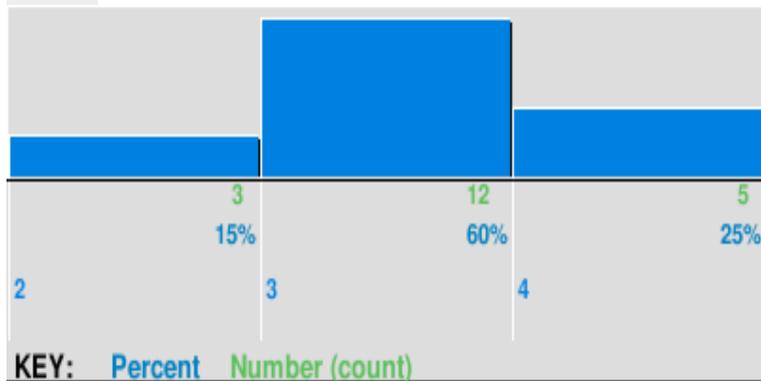
### Year 1 2014

Y1 – Choose two pictures out of six, that show how weather changes the land or affects us and talk about it.



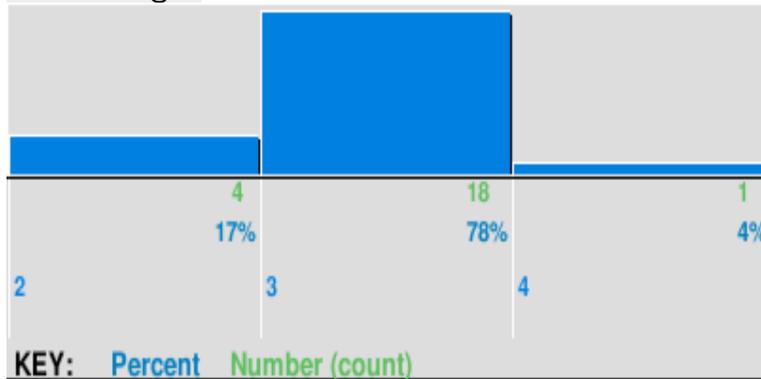
### Year 2 2014

Y2 – Can sort out the results of natural events identifying the weather feature that caused them.



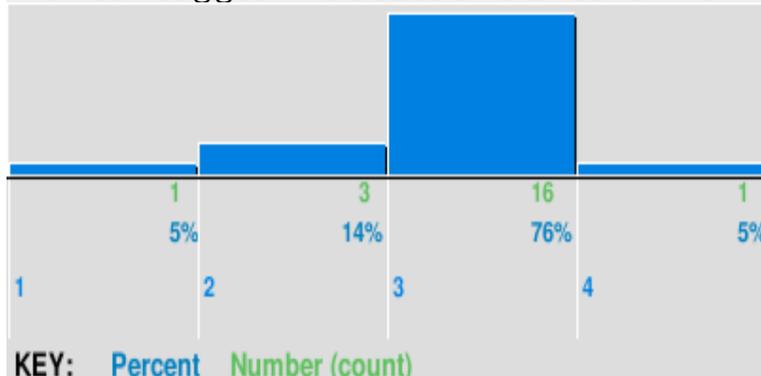
### Year 3 2014

Y3 – Select an image of damage and explain how a weather event has changed/caused the change.



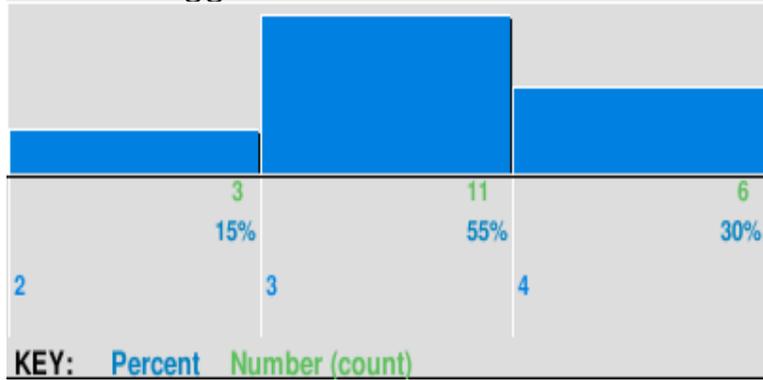
### Year 4 2014

Y4: I can suggest the cause and effect of the water cycle.



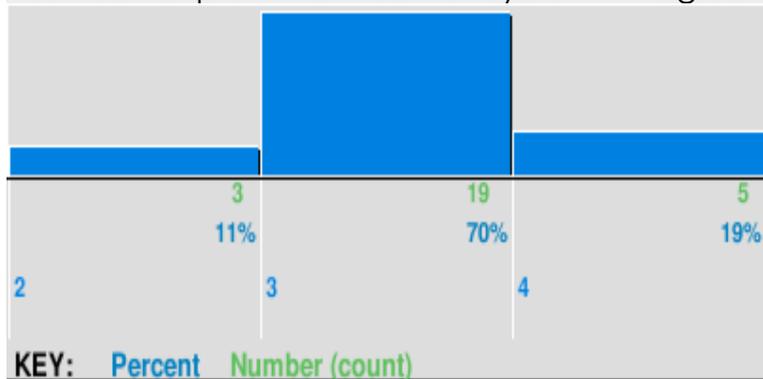
## Year 5 2014

Y5: I can suggest the cause and effect of the water cycle with a logical reason why.



## Year 6 2014

Y6: I can explain the weather cycle with logical reasons.



## Maori and Pacifica data 2014

|          | Below | At  | Above |
|----------|-------|-----|-------|
| Maori    | 10%   | 71% | 19%   |
| Pacifica | 20%   | 80% |       |

## Analysis

Our Pacifica and Maori students show a normal distribution of scores.

## Gender data 2014

|        | Below | At  | Above |
|--------|-------|-----|-------|
| Male   | 10%   | 77% | 13%   |
| Female | 17%   | 69% | 14%   |

## Analysis (Factual)

Our data show a slight gender difference with more girls performing below than boys.

## Overall recommendations/Next steps

Continue to ensure that we track our science curriculum delivery and maintain balance of stand coverage. We will try to ensure our meaningful for the students and we access expert resource people from our community. We will endeavor to ensure our girls are actively engaged and access learning opportunities.