

CAYTON  
SCHOOL

MEDIUM TERM CURRICULUM PLAN  
YEAR 1 – SPRING 1



*Learn from yesterday, seek today and aim for tomorrow*

September 2024

## Geography Driver: Hot and Cold Places

### Key Enquiry: Why can't a penguin live near the equator?

#### Geography Driver

What I need the children to learn	Possible learning experiences
<b>Place Knowledge</b>	
<i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</i>	
<ul style="list-style-type: none"> <li>• Can I compare Scarborough (coastal) with hot and cold places around the world?</li> <li>• Can I investigate and locate temperatures in hot and cold places and map them on an atlas in relation to the equator and poles?</li> <li>• Can I look at and compare the physical geography Antarctica and a desert?</li> </ul>	<p><b>Locality walk around the coast</b>  <b>Google Earth other non-European countries to contrast – use key vocabulary to sort in a table</b>  <b>Desert/ Antarctica</b>  <b>Look at temperature mapping and link to animal habitats and plants found there</b></p>

#### Supporting the Geography Driver

#### Geography

What I need the children to learn	Possible learning experiences
<b>Human and Physical Geography</b>	
<div style="display: flex;"> <div style="flex: 1;"> <p><i>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i></p> </div> <div style="flex: 1;"> <p><i>Use basic geographical vocabulary to refer to: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour and shop</i></p> </div> </div>	
<ul style="list-style-type: none"> <li>• Can I record and name different types of weather over a period of time in a weather diary?</li> <li>• Can I compare our weathers to weathers around the world in more extreme climates?</li> <li>• Can I recognise the main differences between a city, town and village?</li> </ul>	<p><b>Weather charts and diaries</b>  <b>Plotting simple temperature charts</b>  <b>Label the coast/ town / countryside activities</b>  <b>Own weather forecast – record with own symbols</b>  <b>Season artwork – contrasting seasons</b>  <b>Poster work for City/ Town/ Village requirements</b></p>

## Science

What I need the children to learn	Possible learning experiences																										
<b>Seasonal Change</b>																											
<b>Forces</b>																											
<p><b>National Curriculum Objectives</b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons</li> <li>Observe and describe weather associated with the seasons and how day length varies</li> </ul> <p><b>Scientific Enquiry</b></p> <ul style="list-style-type: none"> <li>Using their observations and ideas to suggest answers to question</li> <li>Identifying and classifying</li> <li>Performing simple tests</li> <li>Gathering and recording data to help in answering questions</li> </ul>	<p><b>Learning Intentions (to be stuck in books)</b></p> <ul style="list-style-type: none"> <li>Understand there are four seasons</li> <li>Understand the changes that take place in autumn</li> <li>Understand the changes that take place in winter</li> <li>Understand the changes that take place in spring</li> <li>Understand the changes that take place in summer</li> <li>Investigate how you can measure rainfall</li> </ul> <p><b>Keywords</b></p> <table> <tr> <td>Season</td> <td>spring</td> </tr> <tr> <td>Summer</td> <td>autumn</td> </tr> <tr> <td>Winter</td> <td>hibernate</td> </tr> <tr> <td>Weather</td> <td>protect</td> </tr> <tr> <td>Harvest</td> <td>frost</td> </tr> <tr> <td>Sleet</td> <td>temperature</td> </tr> <tr> <td>Compare</td> <td>changes</td> </tr> <tr> <td>Grow</td> <td>chick</td> </tr> <tr> <td>Warm</td> <td>sun protection</td> </tr> <tr> <td>Temperature</td> <td>heatwave</td> </tr> <tr> <td>Rainfall</td> <td>measuring</td> </tr> <tr> <td>Record</td> <td>results</td> </tr> <tr> <td>graph</td> <td></td> </tr> </table>	Season	spring	Summer	autumn	Winter	hibernate	Weather	protect	Harvest	frost	Sleet	temperature	Compare	changes	Grow	chick	Warm	sun protection	Temperature	heatwave	Rainfall	measuring	Record	results	graph	
Season	spring																										
Summer	autumn																										
Winter	hibernate																										
Weather	protect																										
Harvest	frost																										
Sleet	temperature																										
Compare	changes																										
Grow	chick																										
Warm	sun protection																										
Temperature	heatwave																										
Rainfall	measuring																										
Record	results																										
graph																											

## Computing

What I need the children to learn	Possible learning experiences
<b>Programming A – Moving a robot</b>	
<p><i>National Curriculum Objectives - Pupils should be taught to:</i></p> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> <li>recognise common uses of information technology beyond school</li> </ul>	<p><b>Please use the learning objectives from the Teach Computing website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).</b></p> <p>This unit focuses on developing learners' understanding of computer programming. It highlights that algorithms are a set of clear, precise, and ordered instructions, and that a computer program is the implementation of an algorithm on a digital device. The unit also introduces reading 'code' to predict what a program will do. Learners will engage in aspects of program design, including outlining the project task and creating algorithms.</p>
<p>To explain what a given command will do</p> <ul style="list-style-type: none"> <li>I can predict the outcome of a command on a device</li> <li>I can match a command to an outcome</li> <li>I can run a command on a device</li> </ul>	<p>Bee-Bot, forwards, backwards, turn, clear, go, commands, instructions, directions, left, right, route, plan, algorithm, program.</p>
<p>To act out a given word</p> <ul style="list-style-type: none"> <li>I can follow an instruction</li> <li>I can recall words that can be acted out</li> <li>I can give directions</li> </ul>	

<p>To combine 'forwards' and 'backwards' commands to make a sequence</p> <ul style="list-style-type: none"> <li>• I can compare forward and backward movements</li> <li>• I can start a sequence from the same place</li> <li>• I can predict the outcome of a sequence involving 'forwards' and 'backwards' commands</li> </ul>	
<p>To combine four direction commands to make sequences</p> <ul style="list-style-type: none"> <li>• I can compare left and right turns</li> <li>• I can experiment with 'turn' and 'move' commands to move a robot</li> <li>• I can predict the outcome of a sequence involving up to four commands</li> </ul>	
<p>To plan a simple program</p> <ul style="list-style-type: none"> <li>• I can explain what my program should do</li> <li>• I can choose the order of commands in a sequence</li> <li>• I can debug my program</li> </ul>	
<p>To find more than one solution to a problem</p> <ul style="list-style-type: none"> <li>• I can identify several possible solutions</li> <li>• I can plan two programs</li> <li>• I can use two different programs to get to the same place</li> </ul>	

### Design Technology (possible unit)

What I need the children to learn	Possible learning experiences
<b>Designing</b>	
<p><i>Design - purposeful, functional, appealing products for themselves and other users based on design criteria</i></p> <p><i>Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i></p>	<p><b>Making a hideout for a meerkat it must be waterproof and have a door.</b></p>
<ul style="list-style-type: none"> <li>• use own ideas to design something and describe how their own idea works</li> <li>• design a product which moves explain to someone else how they want to make their product and make a simple plan before making</li> </ul>	<p><b>Use a design criteria provided to create a plan</b></p>
<b>Making</b>	
<p><i>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</i></p> <p><i>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i></p>	
<ul style="list-style-type: none"> <li>• use own ideas to make something</li> <li>• make a product which moves choose appropriate resources and tools</li> </ul>	<p><b>Bird Feeders- completed Autumn 1</b></p>
<b>Evaluating</b>	
<p><i>Explore and evaluate a range of existing products</i></p> <p><i>Evaluate their ideas and products against design criteria</i></p>	
<ul style="list-style-type: none"> <li>• describe how something works explain what works well and not so well in the model they have made</li> </ul>	<p><b>Did the birds come?</b>  <b>Whose model went the highest? Why?</b>  <b>Did it work? Did the part move?</b></p> <p><b>Evaluate the shelter for meerkat</b></p>

Technical Knowledge	
Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Can they make the shelter stronger/ better-how? More watertight?
<ul style="list-style-type: none"> <li>make their own model stronger</li> </ul>	

Physical Education – Follow Real P.E. and supplement with NC P.E. experiences

What I need the children to learn	Possible learning experiences
<b>Gymnastic Movements</b>	X 6 Gym sessions using Unit 3 Real Gym
<i>Developing balance, agility and co-ordination, and begin to apply these in a range of activities</i>	
<ul style="list-style-type: none"> <li>make body curled, tense, stretched and relaxed</li> <li>control body when travelling and balancing</li> <li>copy sequences and repeat them</li> <li>roll, curl, travel and balance in different ways</li> </ul>	<b>Unit 3 Cognitive</b> I can understand and follow simple rules and can name some things I am good at.  <b>Real Gym</b> <b>Shape</b> I can perform an accurate shape. I can use good body tension to hold the shape. I can perform a repeatable shape.  <b>Travel</b> I can move with good posture. I can move with light and quiet steps. I can perform accurate movement patterns. I can move across low apparatus. I can move across large apparatus. <b>Spr 1</b>
<b>Basic movements and Team Games</b>	
<i>Master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending</i>	
<ul style="list-style-type: none"> <li>throw underarm</li> <li>throw and kick in different ways</li> </ul>	
<b>Dance</b>	
<i>Perform dances using simple movement patterns</i>	
<ul style="list-style-type: none"> <li>perform own dance moves</li> <li>copy or make up a short dance</li> <li>move safely in a space</li> </ul>	
<b>Real P.E.</b>	
<b>Unit 3 Cognitive</b>	
<ul style="list-style-type: none"> <li>I can understand and follow simple rules and can name some things I am good at.</li> </ul>	
<b>Nigel Carson Sessions</b>	

Age Group	Block 2	Block 3	Block 4	Block 5	Block 6
Monday Year 1	Ball Skills Hands	SAQ	Net and Wall Games	Striking and Fielding Games	Athletics
Monday Year 2	Ball Skills Hands	SAQ	Net and Wall Games	Striking and Fielding Games	Athletics
Tuesday Year 3	Benchball	SAQ and Dodgeball	Tennis	Cricket	Athletics
Wednesday Year 4	Benchball	SAQ and Dodgeball	Tennis	Cricket	Athletics
Thursday Year 5	Basketball	SAQ and Dodgeball	Tennis	Cricket	Athletics
Friday Year 6	Basketball	SAQ and Dodgeball	Tennis	Cricket	Athletics

## Music

Charanga Music Scheme - <https://charanga.com/site/>

What I need the children to learn	Possible learning experiences
<b>Unit 3 – Exploring Sounds</b>	
Listening and Appraise Music (Musicianship)	
<i>Listen with concentration and understanding to a range of high-quality live and recorded music</i>	
<ul style="list-style-type: none"> <li>Join in sections of the song eg chorus</li> <li>Talk about feelings created by the music</li> <li>Describe dynamics as loud and quiet.</li> </ul>	
Singing and Voice	
<i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>	
<ul style="list-style-type: none"> <li>Demonstrate good singing posture.</li> <li>Copy back intervals of an octave and fifth (high/low)</li> <li></li> </ul>	<b>Video with QR <a href="https://www.codigos-qr.com/en/qr-code-generator/">https://www.codigos-qr.com/en/qr-code-generator/</a></b>
Notation	
<i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>	
<ul style="list-style-type: none"> <li>Explore ways of representing high and low sounds, using symbols and any appropriate means of notation.</li> <li>Start to use and explore standard notation.</li> </ul>	
Playing Instruments	
<i>Play tuned and untuned instruments musically</i>	
<ul style="list-style-type: none"> <li>Rehearse and learn to play a simple melodic instrumental part by ear from simple notation in C major.</li> </ul>	<b>Glockenspiels and bars as a whole class</b>
Improvising	
<i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>	
<ul style="list-style-type: none"> <li>Understand the difference between creating a rhythm pattern and a pitch pattern.</li> </ul>	
Composing	
<i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>	

<ul style="list-style-type: none"> <li>• Explore and create graphic scores.</li> <li>• Use music technology, if available, to capture, change and combine sounds.</li> <li>• Use simple notation – Create a simple melody using crotchets and minims. F G F G A F A C F G A C D start and end on the same note F.</li> </ul>	<p><b>Use Charanga with pupil logins to experiment with the notation maker.</b></p>
<b>Performing</b>	
<p><i>Play tuned and untuned instruments musically</i></p> <p><i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i></p>	
<ul style="list-style-type: none"> <li>• Choose a son/songs to perform to a well-known audience.</li> <li>• Play some simple instrumental parts.</li> </ul>	<p><b>Performance to parents to celebrate unit.</b></p> <p><b>Videos to send out on Class Dojo.</b></p>
<b>Vocabulary</b>	
<ul style="list-style-type: none"> <li>• Pulse</li> <li>• Rhythm</li> <li>• Pitch</li> <li>• Improve</li> <li>• Compose</li> <li>• Melody</li> <li>• Groove</li> <li>• Audience</li> <li>• Imagination</li> <li>• Perform</li> <li>• Singers</li> <li>• Blues</li> <li>• Baroque</li> <li>• Latin</li> <li>• Saxophones</li> <li>• Trumpets</li> </ul>	

## PSHE

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
<b>Dreams &amp; Goals</b>	<b>Resource links from: Jigsaw</b>
<p><b><u>Knowledge</u></b>            Know how to set simple goals</p> <ul style="list-style-type: none"> <li>• Know how to achieve a goal</li> <li>• Know how to work well with a partner</li> <li>• Know that tackling a challenge can stretch their learning</li> <li>• Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</li> <li>• Know when a goal has been achieved</li> </ul> <p><b><u>Social and Emotional Skills</u></b></p> <ul style="list-style-type: none"> <li>• Recognise things that they do well</li> <li>• Explain how they learn best</li> <li>• Celebrate an achievement with a friend</li> <li>• Recognise their own feelings when faced with a challenge</li> </ul>	<p>In this Puzzle the class talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.</p> <p><u>Key vocabulary:</u>            Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve</p> <p><b>See below for the link</b></p>

- Recognise their own feelings when they are faced with an obstacle
- Recognise how they feel when they overcome an obstacle
- Can store feelings of success so that they can be used in the future

**Water Safety Curriculum**

Can I become familiar with how to stay safe around the water?

Power point

Spot the danger activity

**Please use the learning objectives from the Jigsaw website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).**

<https://jigsawlivercmsuk.blob.core.windows.net/umbraco-media/tpklpjuc/02-ages-5-6-jigsaw-skills-and-knowledge-progression-for-parents.pdf>

**Religious Education:**

For this unit there is 6-8 hours of classroom ideas on RE Today. Please use you log in details to access this. There is planning and Idea on how to make the LC challenges more pupil friendly. Such Can I .....

What I need the children to learn	Possible learning experiences
<b>1:7</b>	
<p>1:7 What does it mean to belong to a faith community? For this Half term Class Teacher will be using lessons from Natre.</p> <p>Learning Objectives:</p> <p>What does it mean to belong to a Community?</p> <p>How do Christians and Muslims show that they belong? (over 2 lessons)</p> <p>What do Worldviews say about how vulnerable people are?</p> <p>How do Christians and Muslims welcome a baby?</p> <p>How do people show that they belong to eachother?</p>	<ul style="list-style-type: none"> <li>• Talk about stories of people who belong to groups; groups to which children belong, including their families and school, what they enjoy about them and why they are important to them.</li> <li>• Find out about some symbols of 'belonging' used in Christianity and at least one other religion, and what they mean (Christianity e.g. baptismal candles, christening clothes, crosses as badges or necklaces, fish/ICHTHUS badges, What Would Jesus Do bracelets WWJD); symbols of belonging in children's own lives and experience.</li> <li>• Explore the idea that everyone is valuable and how Christians show this through infant baptism and dedication, finding out what the actions and symbols mean.</li> </ul>



	<ul style="list-style-type: none"> <li>• Compare this with a welcoming ceremony from another religion e.g. Islam: Aqiqah.</li> <li>• Find out how people can show they belong with another person, for example, through the promises made in a wedding ceremony, through symbols (e.g. rings, gifts; standing under the chuppah in Jewish weddings). Listen to some music used at Christian weddings. Find out about what the words mean in promises, hymns and prayers at a wedding.</li> <li>• Compare the promises made in a Christian wedding with the Jewish ketubah (wedding contract).</li> </ul>
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### Cayton Creation

Begin a weather diary to add to throughout the topic.

### Cayton Conclusion

Freeze different small world animals and try different ways of melting them i.e. salt, water and vinegar.

### English

What I need the children to learn	Possible learning experiences
Can I recognise vowel/consonant digraphs which have been taught and the sounds which they represent?	Daily phonics sessions
Can I recognise words with adjacent consonants?	Daily phonics sessions Phonics tracker games
Can I spell all Y1 common exception words correctly?	Daily phonics sessions Phonics tracker games Weekly spelling test
Can I use the joining word (conjunction) 'and' to link ideas and sentences?	CLPE lessons – Lost and found
Can I accurately read texts that are consistent with my developing phonic knowledge, that do not require me to use other strategies to work out words?	Guided reading CLPE lessons – lost and found
Can I reread texts to build up fluency and confidence in word reading?	Guided reading Individual reading books
Can I understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these?	Handwriting 4x per week- referring to the letter families.

Can I spell days of the week correctly?	Provision task Weekly spelling
Can I write a simple sentence?	Play the bossy verb game Write instructions for everyday tasks.
Can I write a speech bubble?	Speech bubbles for the characters in Lost and Found.





**Reading Spine:** Lost and Found by Oliver Jeffers

### Mathematics

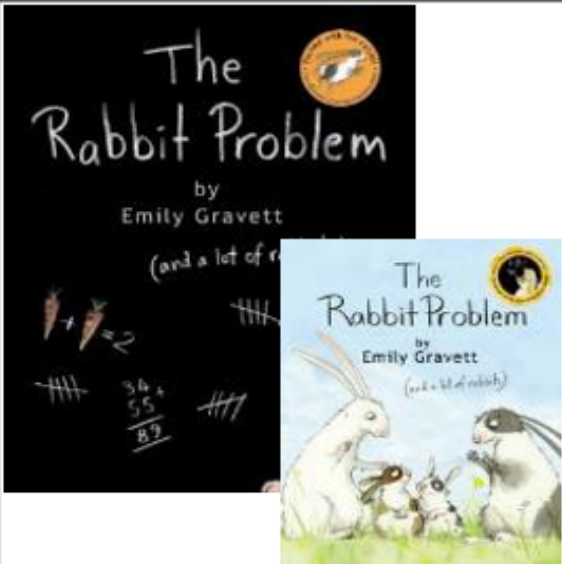
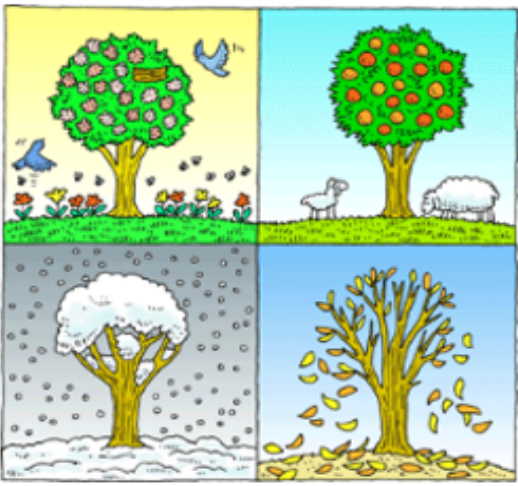

What I need the children to learn	Possible learning experiences
Count forwards and backwards and write numbers to 20 in numerals and words.	Provision tasks Numicon and matching the words/numbers Sequencing numbers
Tens and ones	Look at the Deans blocks Use part, part whole to support their learning.
Comparing groups of objects and numbers Ordering groups of objects	Compare two groups of objects, saying when they have the same number. Use the language of 'more' and 'fewer' to compare two sets of objects. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
Add by counting on	Use a hundred square to show counting on visually.
Add by making 10	Look at number bonds Numicon Number lines



# Hot and Cold Places KS1 Knowledge Mat

Subject Specific Vocabulary		Exciting Books	
<b>North Pole</b>	The North Pole is the northernmost place on Earth. When at the North Pole all directions point south.	 	
<b>South Pole</b>	The South Pole is the southernmost place on Earth. When at the South Pole all directions point north.		
<b>Equator</b>	An imaginary line around the centre of the Earth. It is very hot at the Equator. It divides the Earth into the north and south hemispheres.		
<b>Meerkats</b>	Animals that are often found in dry places like deserts. They belong to the mongoose family.	<b>Sticky Knowledge about Hot and Cold places</b>	
<b>Penguins</b>	A large seabird that cannot fly. Found in the South Pole. There are many types with the most famous probably being the Emperor penguin.	<input type="checkbox"/> Not all deserts are covered by sand. Only 20% of all deserts are covered with sand.	
<b>Polar Bears</b>	A large, white Arctic Bear found in the North Pole. It is one of the most popular animals in the world.	<input type="checkbox"/> During the South Pole winter (mid March to mid September) it is dark all the time. During the summer it is light all the time.	
<b>desert</b>	A desert is a very dry place that experiences little rain and therefore plants don't grow there. It is difficult to find water in a desert.	<input type="checkbox"/> Even though we think they should be, not all deserts are hot. Two of the world's biggest deserts are in the North and South Poles.	
<b>hemisphere</b>	It is half the Earth divided into north and south by the equator. Britain is in the northern hemisphere.	<input type="checkbox"/> Polar bears and penguins are able to keep warm because they have blubber inside their skins.	
<b>humid</b>	When there is a lot of moisture in the air it is said to be humid. Hot countries are often very humid.	<input type="checkbox"/> The largest hot desert in the world is the Sahara and the largest cold desert is Antarctica	
<b>scorching</b>	To burn slightly or to cause a change in colour because of the heat.	<input type="checkbox"/> Hot deserts are usually very hot during the day but can get very cold at night. Some hot deserts can reach freezing point at night.	
<b>camouflage</b>	When an animal's markings help it to blend in with its environment.	<input type="checkbox"/> Despite the low temperatures over 4 million people live in the polar regions.	
		<b>Animals that live in the polar regions</b>	
		<ul style="list-style-type: none"> <li>• penguins</li> <li>• polar bears</li> <li>• Arctic foxes</li> <li>• seal</li> <li>• reindeer</li> <li>• walrus</li> </ul>	
		<b>Animals that live close to the equator</b>	
		<ul style="list-style-type: none"> <li>• meerkats</li> <li>• lizards</li> <li>• scorpions</li> <li>• coyotes</li> <li>• camels</li> </ul>	

# Year 1: Seasonal Change Knowledge Mat

Subject Specific Vocabulary		Interesting Book	Sticky Knowledge about seasonal change
<b>Autumn</b>	The time of year between September and November. Many leaves fall off the trees.		<p><b>Sticky Knowledge about seasonal change</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In the UK we have four seasons: spring, summer, autumn and winter. Summer is the hottest season and winter the coldest.</li> <li><input type="checkbox"/> Spring starts when the day and night are the same length (usually 21<sup>st</sup> March. However, many say that Spring starts on March 1<sup>st</sup>).</li> <li><input type="checkbox"/> In summer the longest day of the year is around June 21<sup>st</sup> and in winter the shortest day of the year is usually December 21<sup>st</sup>.</li> <li><input type="checkbox"/> When we have our summer it is winter in the southern hemisphere. When we have our winter Australia has its summer.</li> <li><input type="checkbox"/> In the USA and many other countries the season 'Autumn' is known as the 'Fall'. This is because so many leaves fall from the trees in Autumn.</li> <li><input type="checkbox"/> Seasons change throughout the year because of the way the Earth travels around the Sun.</li> </ul>
<b>Spring</b>	The time of year between March and May. There is usually lots of signs of new growth in Spring.		
<b>Summer</b>	The hottest season in the UK. It happens between June and August. The longest day is June 21 <sup>st</sup> .		
<b>Winter</b>	The coldest season in the UK. We can have snow in this season. It occurs between December and February.		
<b>Fall</b>	The name given to the Autumn season by Americans. It is because so many leaves fall off the trees.		
<b>weather</b>	Weather is what the sky and the air outside are like, such as cold and cloudy.		
<b>temperature</b>	It is measurement of hot or cold that can be measured using a thermometer.		
<b>thermometer</b>	This is the instrument that measures the temperature.		
<b>weather symbol</b> 	These are signs used to help us understand more about our daily weather.		
<b>deciduous</b>	Deciduous trees are trees that shed their leaves once a year, usually during the season of autumn.		
<b>coniferous</b>	Most conifers are evergreens, or trees that keep their leaves year-round.		

