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| **Science****April** | CM |
| **Strands:** ***Living things, environmental awareness and care***, ***materials*** |  |
| **Learning Objectives:**The children will be enabled to...* **Wk 1:** Identify and learn about some of Ireland’s native garden minibeasts
* **Wk 2:** Undertake activities to observe, support and become aware of the importance of minibeasts in the natural world
* **Wk 3:** Observe and learn about the life cycle of worms and conduct investigations into attraction to moisture and body parts
* **Wk 4:** Appreciate the beauty of the outdoors and use it as a stimulus to create a piece of art
* **All weeks:** Recognize signs of spring in the local natural environment.
 | **Activities:****Wk 1:** Nature sight and sound walk for signs of spring (*+ options from menu at bottom of lesson page*), photocopy and play matching set game with pupils to identify minibeasts and learn facts about them.**Wk 2:** Nature sight and sound walk for signs of spring (*+ options from menu at bottom of lesson page*), create minibeast hotels and a woodlousery to observe minibeasts, and make regular diary entries on observations made**Wk 3:** Nature sight and sound walk for signs of spring (*+ options from menu at bottom of lesson page*), teach about the life cycle and body parts of the earthworm and put pupils into groups to conduct experiments on attraction of worms to moisture and to identify worm body parts (hearts, clitellum and setae) **Wk 4:** Nature sight and sound walk for signs of spring (*+ options from menu at bottom of lesson page*), bring pupils outdoors to observe colours, smells and sounds in their local environment, choose some items to create an art collage on A3 paper back in classPupils record a procedural writing entry of activities and learning outcomes |
| **Resources:** **Wk 1:** Matching sets of minibeast pics and text**Wk 2:** biscuit tin, sand, wood chip (woodlousery) wood, bricks, twigs, grass, timber (bug hotel)**Wk 3:** worms, trowel, viewer, paper towels, water and magnifying glass**Wk 4:** leaves, bag for each pupil, paper, scissors, stones and pva glue |
| **Methodologies:** ***Free exploration of materials, open/closed investigations, annotated drawings, concept maps and brainstorming, indoor/outdoor exploration*** |
| **Differentiation:** *Level,* ***sequence, task, pace, interest,******choice,******extra support,******resource,******response*** |
| **Assessment:** ***Tasks and tests, observation, questioning****, concept mapping, portfolios, pupil profiles,* ***self-assessment, peer-assessment*** |
| **Working scientifically:*****questioning, observing, predicting****,* ***investigating and experimenting****,* ***estimating and measuring, analysing, sorting and classifying****,* ***recognising patterns,******interpreting, recording and communicating. designing and making****.* |
| **Linkage within subject:**  | ***Living things, environmental awareness and care***, ***materials.*** |
| **Linkage and integration across the curriculum:** | ***Geography (natural environments, environmental awareness and care), English/Gaeilge (oral language, writing) and Visual Arts (construction, paint and colour)*** |