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| **Science****January** | CM |
| **Strands:** ***Living things, environmental awareness and care***, ***materials*** |  |
| **Learning Objectives:**The children will be enabled to...* **Wk 1:** Recognise the nutritional value of vegetables and engage in an activity to consolidate the consumption of vegetables
* **Wk 2:** Identify and learn about some of Ireland’s native garden birds
* **Wk 3:** Undertake activities to observe, support and become aware of the importance of birds in the natural world
* **Wk 4:** Investigate, predict and observe the conditions necessary for seed germination
* **All weeks:** Recognize signs of winter in the local natural environment.
 | **Activities:****Wk 1:** Nature sight and sound walk for signs of winter (*+ options from menu at bottom of lesson page*), harvest some school vegetables (or bring some in), arrange the pupils in groups to prepare them to make soup and serve for all pupils**Wk 2:** Nature sight and sound walk for signs of winter (*+ options from menu at bottom of lesson page*), photocopy and play matching set game with pupils to identify native birds and learn facts about them.**Wk 3:** Nature sight and sound walk for signs of winter (*+ options from menu at bottom of lesson page*), set up a birdfeeder and create nest boxes to observe birds and make regular diary entries on observations made**Wk 4:** Nature sight and sound walk for signs of winter (*+ options from menu at bottom of lesson page*), discuss the conditions necessary for germination, germinate a seed in a jar and observe and record stages of germinationPupils record a procedural writing entry of activities and learning outcomes |
| **Resources:** **Wk 1:** 2 leeks, 2 potatoes, 3 carrots, 1 onion, vegetable stock, 1 lt. of water, cooker, saucepan, chopping boards, knives, blender, jug and wooden spoon**Wk 2:** Matching sets of bird pics and text**Wk 3:** birdfeeders, nuts, A4 pics of birds, lengths of plywood**Wk 4:** Jar, broad bean seed, tissue paper, water |
| **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), SPHE (myself), Visual Arts (paint and colour, construction) and Maths (measures)*** |