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| **Science**  **May** | | | CM |
| **Strands:** ***Living things, environmental awareness and care***, ***materials*** | | |  |
| **Learning Objectives:**  The children will be enabled to...   * **Wk 1:** Understand the conditions for germinating seeds and design and create seed bombs * **Wk 2:** Identify and classify living and non-living things and sketch a living thing * **Wk 3:** Learn about the history of the sunflower, conditions necessary for growth and plant a sunflower seed * **Wk 4:** Conduct a tree trail in the local environment and carry out investigative activities on same * **All weeks:** Recognize signs of summer in the local natural environment. | | **Activities:**  **Wk 1:** Nature sight and sound walk for signs of summer (*+ options from menu at bottom of lesson page*), watch a video on creating seed bombs, divide the class into groups of four or five to make seed bombs and throw them in a derelict area  **Wk 2:** Nature sight and sound walk for signs of summer (*+ options from menu at bottom of lesson page*), discuss living and non-living things and the difference between both, go outside and sketch a chosen living thing in the local environment  **Wk 3:** Nature sight and sound walk for signs of summer (*+ options from menu at bottom of lesson page*), discuss the history of the sunflower, its link with Van Gogh, divide the class into groups of four and sow sunflower seeds in toilet roll holders  **Wk 4:** Nature sight and sound walk for signs of summer (*+ options from menu at bottom of lesson page*), go out to a tree in the local environment, divide the pupils into groups of three and carry out investigations on the tree  Pupils record a procedural writing entry of activities and learning outcomes |
| **Resources:**  **Wk 1:** Plastic boxes, wildflower seed, soil, compost and egg cartons  **Wk 2:** ICT resource, clipboards, pencils and paper  **Wk 3:** ICT resources, sunflower seeds, toilet roll holders, pencils, compost and plant labels  **Wk 4:** Trail sheets, paper, clipboards, pencils, string, rulers and metre stick |
| **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 (drawing, paint and colour) and Maths (data)*** | |