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| **Science****October** | CM |
| **Strands:** ***Living things, environmental awareness and care***, ***materials*** |  |
| **Learning Objectives:**The children will be enabled to...* **Wk 1:** Work scientifically by carrying out an experiment to see if distance from water affects bulb growth.
* **Wk 2:** Understand the value of trees, how germination occurs and plant a native tree from seed
* **Wk 3:** Experience the sensory activity of barefoot walking and recount the experience with their peers
* **Wk 4:** learn about the cultural history surrounding the use natural outdoor materials to create art and paint their own work using these materials
* **All weeks:** Recognize signs of autumn in the local natural environment.
 | **Activities:****Wk 1:** Nature sight and sound walk for signs of autumn (*+ options from menu at bottom of lesson page*), plant three hyacinth bulbs to find out does distance from roots to water affect speed of growth and make regular diary entries of findings**Wk 2:** Nature sight and sound walk for signs of autumn (*+ options from menu at bottom of lesson page*) and pupils learn the conditions necessary for germination while planting a native tree from seed.**Wk 3:** Nature sight and sound walk for signs of autumn (*+ options from menu at bottom of lesson page*), pupils engage in barefoot walking, take part in some barefoot games**Wk 4:** Nature sight and sound walk for signs of autumn (*+ options from menu at bottom of lesson page*), pupils observe cave paintings and aboriginal art and paint pictures using soil.Pupils record a procedural writing entry of activities and learning outcomes |
| **Resources:** **Wk 1:** 3 hyacinth bulbs, 3 empty 2l. bottles, scissors, marker, water.**Wk 2:** Empty milk cartons, pebbles, scissors, play sand, seeds (horse chestnut, acorns, sycamore)**Wk 3:** Water and a towel, pebbles**Wk 4:** Plastic box, soil, compost, water, paper, thick paintbrushes, q tips, appropriate clothing and ICT links |
| **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:** |  ***Mathematics (data), Geography (natural environments, environmental awareness and care), English/Gaeilge (oral language, writing), SPHE (myself and the wider world), Visual Arts (paint and colour) and History (early people and ancient societies)*** |