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| **Science**  **February** | | | CM |
| **Strands:** ***Living things, environmental awareness and care***, ***materials*** | | |  |
| **Learning Objectives:**  The children will be enabled to...   * **Wk 1:** Learn about the life of St. Brigid and construct a St. Brigid’s cross * **Wk 2:** Understand how buds are formed, identify the buds from different trees and predict bud growth. * **Wk 3:** Consolidate Mathematics skills and content in a collaborative and practical manner in the school car park. * **Wk 4:** Learn about the life cycle of the slug and observe slugs in their natural habitat * **All weeks:** Recognize signs of winter/spring in the local natural environment. | | **Activities:**  **Wk 1:** Nature sight and sound walk for signs of winter/spring (*+ options from menu at bottom of lesson page*), discuss the story of St. Brigid and pair up the pupils to construct St. Brigid’s crosses.  **Wk 2:** Nature sight and sound walk for signs of winter/spring (*+ options from menu at bottom of lesson page*), identify the different types of buds on native trees and conduct a bud race to see which bud will come out in leaf first  **Wk 3:** Nature sight and sound walk for signs of winter/spring (*+ options from menu at bottom of lesson page*) and set pupils up in groups of three to undertake Mathematics activities in the school car park.  **Wk 4:** Nature sight and sound walk for signs of winter/spring (*+ options from menu at bottom of lesson page*), discuss slugs, their life cycle, habitat and physical features and construct a slug snug for pupils to observe them in the classroom  Pupils record a procedural writing entry of activities and learning outcomes |
| **Resources:**  **Wk 1:** Rushes, string, scissors  **Wk 2:** Set of horse chestnut, oak, ash, sycamore, beech and rowan buds for each group of 5 pupils, 6 jars, jug and water  **Wk 3:** Each group of 3 – sheet, measuring tape, watch, clipboard and pencil  **Wk 4:** 5 litre container, elastic band, j-cloth, 3 or 4 slugs, grit, soil, mulch and banana skins |
| **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), Maths (all strands) and History (story)*** | |