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| **Science****November** | CM |
| **Strands:** ***Living things, environmental awareness and care***, ***materials*** |  |
| **Learning Objectives:**The children will be enabled to...* **Wk 1:** Identify and learn facts about some of Ireland’s native and naturalised trees
* **Wk 2:** Undertake activities to observe differences and changes in native trees and become aware of their importance in the natural world
* **Wk 3:** Understand the life cycle of the hedgehog in Ireland and design a home for them to hibernate in winter.
* **Wk 4:** Consolidate Mathematics skills and content in a collaborative and practical manner in the school car park.
* **All weeks:** Recognize signs of autumn/winter in the local natural environment.
 | **Activities:****Wk 1:** Nature sight and sound walk for signs of autumn/winter (*+ options from menu at bottom of lesson page*), photocopy and play matching set game with pupils to identify native tree leaves and learn facts about them.**Wk 2:** Nature sight and sound walk for signs of autumn/winter (*+ options from menu at bottom of lesson page*) and pupils find the age of a tree and make bark rubbings**Wk 3:** Nature sight and sound walk for signs of autumn/winter (*+ options from menu at bottom of lesson page*), create a KWL chart on the topic of hedgehogs, follow up with facts about hedgehogs and give pupils materials to design a hedgehog hotel in groups to house a hedgehog.**Wk 4:** Nature sight and sound walk for signs of autumn/winter (*+ 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.Pupils record a procedural writing entry of activities and learning outcomes |
| **Resources:** **Wk 1:** Matching sets of tree leaves pics and text**Wk 2:** Pencils, string, measuring tape, crayons and clipboards **Wk 3:** Per group or one set for class – cardboard box, scissors, leaves, black bag, long pipe, 6 bricks, branches, fence post, hammer and nails**Wk 4:** Each group of 3 – sheet, measuring tape, watch, clipboard and pencil |
| **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 (all strands), Geography (natural environments, environmental awareness and care), English/Gaeilge (oral language, writing), SPHE (myself and the wider world) and Visual Arts (making drawings)*** |