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| **Science** **September** | CM |
| **Strands:** ***Living things, environmental awareness and care***, ***materials*** |  |
| **Learning Objectives:**The children will be enabled to...* **Wk 1:** Identify and learn about some of Ireland’s native and visiting butterflies
* **Wk 2:** Observe the life cycle of butterfly using living caterpillars and record changes noticed
* **Wk 3:** Learn and understand why swallows migrate to other countries in autumn.
* **All weeks:** Recognise 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*), photocopy and play matching set game with pupils to identify native butterflies and learn facts about them[www.irishbutterflies.com](http://www.irishbutterflies.com) **Wk 2:** Nature sight and sound walk for signs of autumn (*+ options from menu at bottom of lesson page*), make a caterpillar viewer, collect caterpillars and cabbage leaves and observe caterpillars in a viewer and make regular diary entries on observations made[www.schoolearthed.ie/paddys-school-garden/video-sep-caterpillar.html](http://www.schoolearthed.ie/paddys-school-garden/video-sep-caterpillar.html) **Wk 3:** Nature sight and sound walk for signs of autumn (*+ options from menu at bottom of lesson page*), use a packed suitcase and a map of Europe and Africa to teach pupils about the migration of the swallow[www.rspb.org.uk/birds-and-wildlife/bird-and-wildlife-guides/bird-a-z/s/swallow/index.aspx](http://www.rspb.org.uk/birds-and-wildlife/bird-and-wildlife-guides/bird-a-z/s/swallow/index.aspx) Pupils record a procedural writing entry of activities and learning outcomes |
| **Resources:** **Wk 1:** Matching sets of butterfly pics and text**Wk 2:** Caterpillars, 5 l. bottle, scissors, j-cloth, masking tape, cabbage leaves, jar, cotton wool and elastic band**Wk 3:** 2 suitcases, piece of clothing, toothbrush, map, passport, sun cream, soap, tinned food, sunglasses |
| **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 SPHE (myself and the wider world)*** |
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