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| **Science****December** | CM |
| **Strands:** ***Living things, environmental awareness and care***, ***materials*** |  |
| **Learning Objectives:**The children will be enabled to...* **Wk 1:** Familiarise themselves with the history of fairies and design a fairy door to attract them
* **Wk 2:** Understand the healing and dietary value of garlic and plant and observe growth and change in a garlic plant
* **Wk 3:** Closely observe, understand the formation of and present their own representation of clouds
* **Wk 4:** Design and create an artistic representation of the Christmas story
* **All weeks:** Recognize signs of winter in the local natural environment.
 | **Activities:****Wk 1:** Nature sight and sound walk for signs of winter (*+ options from menu at bottom of lesson page*), teach pupils about the background of fairies in Ireland and demonstrate the construction of a sample fairy door before getting the pupils to design and create their own.**Wk 2:** Nature sight and sound walk for signs of winter (*+ options from menu at bottom of lesson page*), show pupils a garlic clove, let them smell and feel its texture and prepare an area outdoors for pupils to plant and observe its growth.**Wk 3:** Nature sight and sound walk for signs of winter (*+ options from menu at bottom of lesson page*), learn about cloud formation, watch them move, find and make their own cloud pictures**Wk 4:** Nature sight and sound walk for signs of winter (*+ options from menu at bottom of lesson page*), gather twigs from outside and create a Christmas star to hang in class or at homePupils record a procedural writing entry of activities and learning outcomes |
| **Resources:** **Wk 1:** Lollipop sticks, PVA glue, paint and odds and ends**Wk 2:** Spade, garlic cloves (shop bought are fine) and soil**Wk 3:** ICT resources, paint, paper, chalk and sponges**Wk 4:** Twigs, raffia, elastic bands, spray, and ribbon |
| **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), SPHE (myself and the wider world) and Visual Arts (paint and colour, construction)*** |