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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 home  Pupils 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)*** | |