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| **Science****June** | 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 wildflowers
* **Wk 2:** Undertake activities to observe wildflowers and become aware of their importance in the natural world.
* **Wk 3:** Conduct a meadow trail and engage in activities to consolidate understanding of the value and beauty of grasslands
* **Wk 4:** Forage for elderflowers and make a refreshing summer drink
* **All weeks:** Recognize signs of summer in the local natural environment.
 | **Activities:****Wk 1:** Nature sight and sound walk for signs of summer (*+ options from menu at bottom of lesson page*), photocopy and play matching set game with pupils to identify native wildflowers and learn facts about them.**Wk 2:** Nature sight and sound walk for signs of summer (*+ options from menu at bottom of lesson page*), teach pupils about the value of Ireland’s 850 species of wildflowers and collect wildflowers to press and label**Wk 3:** Nature sight and sound walk for signs of summer (*+ options from menu at bottom of lesson page*), discuss safety when engaging in trails, arrange pupils in groups, distribute equipment and go to grass meadow to conduct activities listed and discuss findings afterwards in class**Wk 4:** Nature sight and sound walk for signs of summer (*+ options from menu at bottom of lesson page*), identify elderflowers, harvest them and experiment making elderflower cordial with the class. Pupils record a procedural writing entry of activities and learning outcomes |
| **Resources:** **Wk 1:** Matching sets of wildflower pics and text**Wk 2:** Wildflowers, newspaper, pencils, sticky tape, copybooks**Wk 3:** trail sheets, clipboards, pencils, bags, magnifying glasses, A4 paper and hula hoops**Wk 4:** 30 elderflower heads, 3 litres of boiling water, 900g caster sugar, saucepan, 1 orange, electric hob, knife, j-cloth and sterilised bottles |
| **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 Visual Arts (drawing) and Maths (number, data)*** |