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| **Science****March** |
| **Strands:** ***Living things, environmental awareness and care***, ***materials*** |
| **Learning Objectives:**The children will be enabled to...* **Wk 1:** Learn and understand the history and life cycle of the potato and how to grow and harvest it
* **Wk 2:** Investigate conditions necessary for tadpoles to grow and change and monitor their development
* **Wk 3:** Understand why birds build nests and design, make and test their own nest building skills
* **Wk 4:** Work collaboratively to plant vegetable seeds and learn about the nutritional value and growing conditions necessary for each one
* **All weeks:** Recognize signs of spring in the local natural environment.
 | **Activities:****Wk 1:** Nature sight and sound walk for signs of spring (*+ options from menu at bottom of lesson page*), explain the life cycle of the potato, history of how it came to Ireland and plant potato seed for harvesting before the summer holidays **Wk 2:** Nature sight and sound walk for signs of spring (*+ options from menu at bottom of lesson page*), teach the habitat and life cycle of the frog and create a tadpole tank to keep tadpoles in class while observing, investigating and recording its life cycle**Wk 3:** Nature sight and sound walk for signs of spring (*+ options from menu at bottom of lesson page*), show some examples of nests, discuss reasons for building nests and get pupils to make their own nests to be road tested**Wk 4:** Nature sight and sound walk for signs of spring (*+ options from menu at bottom of lesson page*), discuss vegetables that can be planted, grown and harvested in a school garden or space and, in groups, plant seeds of various types to grow and be harvestedPupils record a procedural writing entry of activities and learning outcomes |
| **Resources:** **Wk 1:** Potato seed, trowels, soil, grow bags or raised beds, signs and markers**Wk 2:** Frog spawn, plastic box, grit, sand, stones and shells**Wk 3:** Moss, long grass, golf ball, twigs, sticks and sample nests**Wk 4:** Broad bean, pea, beetroot and lettuce seeds, trowels, string, signs and markers |
| **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), Maths (all strands) and History (life, society, work and history in the past)*** |