

<b>Season</b>	<b>Topics</b>	<b>Enquiry</b>	<b>Integration</b>
<b>Autumn</b>	Myself  My Family and Community People at work  Autumn Trail	How has my body changed since I was a baby?  How are we dependent on others in the community for help? What are the transport needs of workers in Ballyfermot?  What signs of Autumn are evident around the school?	SPHE: Myself; Myself & others; Myself & the wider world Religion: Beginning school Maths: Directions; Time History: Continuity and change English: Writing; Oral Language Drama: Role play Art: Drawing; Construction Gaeilge: <i>An fómhar</i>
<b>Winter</b>	Weather  Irish Vs Desert Climate Study  Heat	How does weather impact our lives and that of plants and animals?  How do camels survive in the desert?  What is the best material to use as insulation?	Drama: Role play Art: Drawing; Fabric and fibre; Paint and colour; Construction English: Writing; Oral language Religion: The Nativity Story Gaeilge: <i>An aimsir; An geimhreadh</i> Maths: Data; Measures Art: Drawing; Paint
<b>Spring</b>	Comparative Study: China  Magnetism  Spring Trail	What are the similarities between your life in Ireland and a child living in China?  Do magnets attract materials through water, glass, wood or plastic?  What effect has the arrival of Spring had on the plants and animals in the green area?	English: Reading; Writing; Oral Language (Chinese New Year) SPHE: Myself & others; Myself & the wider world Drama: Role play Religion: Caring and respect Gaeilge: <i>An t-earrach</i> Art: Fabric and Fibre; Drawing
<b>Summer</b>	Planet Earth in Space  Light  Summer Senses Trail	Could humans survive on any other planet in the Solar System?  Can we see in the dark?  How could you use your five senses to explore the environment?	SPHE: Myself and others; Myself and the wider world Gaeilge: <i>An samhradh</i> Maths: Time History: Story-Neil Armstrong English: Writing; Oral Language Art: Drawing; Construction

## Autumn-September, October

Strands		Strand Units
Geography	Human Environments Natural Environments	Living in the Local Community The Local Natural Environment
Science	Living Things	Myself-Variety and Characteristics of Living Things Human Life Processes Plants and Animals
Both	Environmental Awareness and Care	Caring for my Locality

<b>Theme</b> Seasonal Change Study: October	<b>Autumn</b> Trees/Flowers near 6/Front of the school: Take Photograph
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• name and identify external parts of the male and female body and their associate functions or senses</li> <li>• become aware of the role of each sense in protecting the body (SPHE)</li> <li>• recognise and/or measure physical similarities and differences between individuals</li> <li>• recognise that all living things grow and change and that physical growth has taken place since birth (SPHE)</li> <li>• identify some requirements for growth and development in the human: food, sleep, exercise (SPHE)</li> <li>• begin to identify the main phases of the human life cycle (SPHE)</li>   <li>• explore and discuss his/her role and that of others in the family, school and local community</li> <li>• become aware of and learn to value the diversity of people who live in the local community &amp; their contribution</li> <li>• begin to recognise the interdependence of individuals and groups in the local community</li> <li>• develop some awareness of people living in other areas and of the links between them &amp; the local community</li> <li>• investigate the work of people in a range of locations in the locality &amp; those involved in transport &amp; communications</li> <li>• discuss and record simply the buildings and places where people work, especially those in the locality</li> <li>• discuss and record simply journeys to workplaces</li> <li>• become aware of the work of people in other areas who supply food and other products to us</li> </ul>
<b>TRAIL:</b>	<ul style="list-style-type: none"> <li>• observe, identify and explore a variety of living things in local habitats and environments</li> <li>• recognise and describe the external parts of some living things and that trees are plants</li> <li>• understand that seasonal change occur in living things and examine the changes in plant and animal life</li> <li>• use the senses (smell, sight) to become aware of and explore environments</li> <li>• identify, discuss and appreciate the natural and human attributes of the local environment</li> <li>• observe and develop an awareness of living things in a range of habitats in the local environments</li> </ul>

Activities	Skills/Concepts	Vocabulary
<p><b>Myself</b>  <b>ENQUIRY: HOW HAS MY BODY CHANGED SINCE I WAS A BABY?</b>                      -Talk and discussion: Use of dolls/posters/photographs                      - Graph: The physical similarities/differences between individuals                      - Design and make: Height chart                      - Writing: How I have grown and changed since birth (milk teeth/permanent teeth; physical size; abilities and skills                      - Talk to teach: Identify the main phases of human life cycle                      - <a href="http://www.bbc.co.uk/schools/scienceclips/ages/6_7/health_growth.shtml">http://www.bbc.co.uk/schools/scienceclips/ages/6_7/health_growth.shtml</a></p> <p><b>My family and Community and People at work</b>  <b>ENQUIRY: HOW ARE THE SHOPS IN BALLYFERMOT DEPENDENT ON OTHER PEOPLE AND PLACES? WHAT ARE THE TRANSPORT NEEDS OF PEOPLE IN BALLYFERMOT?</b>                      - Circle Time/ Talk and Discussion: Chores that they do, roles of people in Ballyfermot and their contribution to the community (the Base, the civic centre...)                      -Take a different view around your locality-person with a disability, older person, toddler ..                      - Design and Make: Class Crest                      - Analyse photographs/food wrappers/clothing labels from local shops in Ballyfermot                      - Small group enquiry: How are shops in Ballyfermot dependent on other places?                      - Interview: Local grocer/ shop keepers as to where they get their produce                      - Record &amp; communicate findings and mark the independence on a map of the world                      - Google Earth: Ballyfermot- Observe, analyse &amp; discuss places of work                      - Study/Project/role play: Work of people involved in transport and communications                      - Small group enquiry: What are the transport needs of workers in Ballyfermot? How might the transport needs of people in Ballyfermot change in the future?                      -Trail: Visit some of the businesses near the school and draw a map of the journey                      - Make a class map of Ballyfermot businesses/shop including the modes of transport</p> <p><b>Autumn Walk</b>  <b>ENQUIRY: WHAT SIGNS OF AUTUMN ARE EVDIENT AROUND THE SCHOOL?</b>                      -Talk and discussion: Signs of Autumn, parts of a tree, animals that hibernate                      - Study of the bat – its lifecycle, habitat, hibernation etc.                      - Sketch/ take a photograph of flowers and birds in a specific area                      - Draw a diagram of the parts of the tree that is in view                      - Observe, analyse and collect an example of a mini beast, draw a sketch of its habitat and mark its location *</p>	<p>A sense of place and space</p> <p>Maps, globes and graphical skills</p> <p>Questioning</p> <p>Observing</p> <p>Predicting</p> <p>Estimating and measuring</p> <p>Analysing</p> <p>Recording and communicating</p> <p>Design and make</p>	<ul style="list-style-type: none"> <li>• Parts of the body: eyes-pupil, eye lashes, eye brow, ears, stomach, elbow, ankle, knee, hips, shoulder, chin, milk teeth, permanent teeth, molars, taller, longer, stronger, crawling, writing, talking ...</li> <li>• Shops: butcher, newsagent, market, grocery, supermarket, bakery</li> <li>• Transport: luas, dart, airplane, train, taxi, van, truck, lorry</li> <li>• Parts of the tree: trunk, bark, branches, twigs, leaves, sap, roots, coniferous, deciduous, chestnut, oak</li> <li>• Hedgehog, squirrel, mice, frog, fox, spiders, hibernate, nest, bat, sonar system, hang upside down</li> </ul>

**\*This will be part of trail every season in order to observe the effect of seasonal change on the plants and animals in that location**

## Winter-November, December, January

Strands		Strand Units
Geography	Natural Environments	Weather
Science	Living Things Energy and Forces Materials	Plants and Animals Heat Materials and Change
Both	Environmental Awareness and Care	Caring for my Locality

<b>Theme</b>	<b>Winter</b>
<b>Seasonal Change Study:</b>	<b>Trees/Flowers near 6/Front of the school: Take Photograph</b>
<b>January</b>	
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• observe and record varying weather conditions using appropriate vocabulary and simple equipment</li> <li>• begin to associate cloud cover and other conditions with different types of weather</li> <li>• begin to make and test simple weather predictions</li> <li>• contrast weather in the locality with that in other areas</li>   <li>• become aware of different sources of heat energy - sun, fire, radiator</li> <li>• learn that temperature is a measurement of how hot something is</li> <li>• measure and compare temperatures in different places in the classroom, school and environment</li> <li>• explore the effects of heating and cooling on a range of liquids and solids water, toffee, syrup, blu-tack</li> <li>• become aware of and investigate the suitability of different kinds of clothes for variations in temperature</li> <li>• recognise that some fabrics keep us warmer than others</li> <li>• design and make or assemble an outfit for someone who is going on holiday to a very warm or cold place</li> <li>• explore ways in which liquids and solids may be kept hot or cold effect of wrapping or covering using different materials, such as paper, fabrics, foil use of vacuum flasks</li>   <li>• develop an awareness that air, water, soil, living and non-living things are essential to the environment</li> <li>• begin to realise that people, animals and plants depend on each other</li> <li>• understand that seasonal changes occur in living things and examine the changes in plant and animal life during the different seasons</li> </ul>
<b>TRAIL:</b>	

Activities	Skills/Concepts	Vocabulary
<p><b>Weather and Winter Trail</b>  <b>ENQUIRY: HOW DOES WEATHER IMPACT OUR LIVES AND THAT OF PLANTS AND ANIMALS?</b></p> <ul style="list-style-type: none"> <li>-Talk and discussion: observe, predict, record and communicate weather</li> <li>- Use thermometer to measure the temperature inside and outside- elicit reasons</li> <li>- Rteplayer.ie- listen to learn: language used and predictions for next day's weather</li> <li>- Photograph weather diary: Photograph the cloud cover over a 5 day period and compare to weather predictions and temperature recorded. Elicit patterns</li> <li>- Design and make: Rain gauge / thermometer</li> <li>-Trail: Predict, observe and record the presence of mini-beasts, plants, appearance of trees</li> <li>- Small group enquiry: How has the weather effected the clothes we wore on the trail and plant and animals?</li> </ul> <p><b>Comparative Study: Irish Vs Desert Climate</b>  <b>ENQUIRY: HOW DO CAMELS SURVIVE IN THE DESERT?</b></p> <ul style="list-style-type: none"> <li>- Google Earth: Observe, analyse and discuss the landscape features and vegetation of the Sahara desert and mark its location of the class map of the world</li> <li>- Study: Camels- pictures, photographs, story</li> <li>- Small group enquiry: How do camels survive in the desert?</li> <li>-Talk to teach: What camels eat/drink; where they live; features; interesting fact</li> <li>- Record and communicate findings to another class</li> <li>- Mini-debate/ Two corners (1=agree-2=disagree): A camel would be happy to live in Ireland</li> <li>- Compare weather forecast in Ireland to that in the Sahara  <i>(Link this study to the Christmas nativity – camels)</i></li> </ul> <p><b>Heat</b>  <b>ENQUIRY: WHAT IS THE BEST MATERIAL TO USE AS INSULATION?</b></p> <ul style="list-style-type: none"> <li>-Talk and discussion: Sources of heat</li> <li>- Explore the effects of heating and cooling: Water, chocolate, ice cream. Take the temperature before and after.</li> <li>- Predict, test and measure ways in which solids and liquids may be kept warm and cold</li> <li>- Design and make: the most effective covering for a hot/cold solid/liquid</li> <li>- Communicate findings to the class</li> </ul>	<p>A sense of place and space</p> <p>Maps, globes and graphical skills</p> <p>Questioning</p> <p>Observing</p> <p>Predicting</p> <p>Estimating and measuring</p> <p>Analysing</p> <p>Recording and communicating</p> <p>Design and make</p>	<ul style="list-style-type: none"> <li>• Hail, cloud cover, sleet, thunder , lightning, temperature, predict, forecast, weather diary, satellite, north, south, east, west, partly cloudy, overcast, thermometer, rain gauge</li> <li>• Desert, hot, dry, sand, oasis, cactus, sand dune, camel, hump, storage, water, eyelashes, drought, arid</li> <li>• Insulate, freeze, melt, insulators, liquids, solids, sources of heat-sun, fire, fuels, radiator, predict, test, measure, thermometer</li> </ul>

## Spring-February, March and April

Strands		Strand Units
Geography	Human Environments Natural Environments	Living in the Local Community The Local Natural Environment
Science	Living Things	Plants and Animals
Both	Environmental Awareness and Care	Caring for my Locality

<b>Theme</b> <b>Seasonal Change Study:</b> <b>March</b>	<b>Spring</b> <b>Trees/Flowers near room 6 / Front of the school: Take Photograph</b>
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• become familiar with some aspects of the lives of people and especially of children in Ireland and other areas</li> <li>• appreciate ways in which people in different areas depend on one another and on people living in other parts of the world</li>   <li>• use magnets of different shapes and sizes in purposeful play to explore their effects on different materials</li> <li>• investigate that magnets attract magnetic materials, such as iron and steel</li> <li>• investigate that magnets attract certain materials through other materials</li>   <li>• appreciate that living things have essential needs for growth</li> <li>• explore, through the growing of seeds, the need of plants for water and heat</li> <li>• understand that seasonal changes occur in living things and examine the changes in plant and animal life during the different seasons</li> <li>• become familiar with the life cycles of common plants and animals</li>   <li>• become aware of ways in which the environment can be polluted or harmed</li> <li>• realise that there is both an individual and a community responsibility for taking care of the environment</li> </ul>

Activities	Skills/Concepts	Vocabulary
<p><b>Comparative Study: Life in China</b>                      ENQUIRY: WHAT ARE THE SIMILARITIES BETWEEN YOUR LIFE IN IRELAND AND A CHILD LIVING IN CHINA?</p> <ul style="list-style-type: none"> <li>- Story</li> <li>-Talk and discussion-use the pictures in the story to connect the story with their own lives</li> <li>- Google Earth: Observe &amp; analyse the location, distance and landscape features in China</li> <li>- Compare and contrast climate, clothes, animals, landscape, homes, food, music, dance</li> <li>- Examine Chinese art, writing and customs</li> <li>- Intercultural Week</li> </ul> <p><b>Magnetism</b>                      ENQUIRY: DO MAGNETS ATTRACT OBJECTS THROUGH WATER/WOOD/PLASTIC/GLASS?</p> <ul style="list-style-type: none"> <li>- Play: Explore the properties of magnets through play</li> <li>- Design and make: A fishing game using magnets</li> <li>- Small group enquiry: investigate which materials are magnetic/ which materials can be attracted through water, plastic, glass, wood/ are all magnets the same strength</li> <li>- Record and communicate findings</li> </ul> <p><b>Growing Seeds and Life Cycle of a Frog</b>                      ENQUIRY: WHAT EFFECT HAS THE ARRIVAL OF SPRING ON THE PLANTS AND ANIMALS IN THE GREEN AREA?</p> <ul style="list-style-type: none"> <li>-Trail: Effect of Spring on the plants and animals in the green area</li> <li>- An example of how the environment has been polluted/vandalised/littered.</li> <li>- Brainstorm: Ways in which this can be overcome and how it effects the natural beauty and the plants and animals</li> <li>-Talk and discussion: Revise the life cycle of the chicken, butterfly, human life cycle</li> <li>- Explore the life cycle of the frog</li> <li>- Scoilnet: The life cycle of a flower</li> <li>- Small group enquiry: Sequence the life cycle of a flower &amp; match the sentences to the pictures</li> <li>- Design and make: A container for growing seeds</li> <li>- Explore the conditions for growth &amp; predict, observe &amp; record how the plants respond to light</li> </ul>	<p>A sense of place and space</p> <p>Maps, globes and graphical skills</p> <p>Questioning</p> <p>Observing</p> <p>Predicting</p> <p>Estimating and measuring</p> <p>Analysing</p> <p>Recording and communicating</p> <p>Design and make</p>	<ul style="list-style-type: none"> <li>• Chinese New Year, Yuar Tan, dragon, chop sticks, lanterns, rice, paddy fields, houses on stilts, over-crowded population</li> <li>• Attract, repel, metal, wood, plastic, material (cotton, leather, wool), strength, poles, record</li> <li>• Frog spawn, tadpole, webbed feet, bulging eyes, ponds/rivers</li> <li>• Seeds, stem, roots, petals, nectar, growth conditions, pollination, bees, wind</li> </ul>

## Summer: May and June

Strands		Strand Units	
Geography	Human Environments Natural Environments	Living in the Local Community Planet Earth in Space The Local Natural Environment	
Science	Living Things Energy and Forces	Plants and Animals Light	
Both	Environmental Awareness and Care	Caring for my Locality	

<b>Theme</b> <b>Seasonal Change Study:</b> <b>June</b>	<b>Summer</b> <b>Trees/Flowers near room 6 / Front of the school: Take Photograph</b>
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• recognise the sun as a source of heat and light</li> <li>• identify the sun, the moon, stars, day and night</li> <li>• develop familiarity with the spherical nature of the Earth</li> </ul>
<b>TRAIL:</b>	<ul style="list-style-type: none"> <li>• recognise that light comes from different sources</li> <li>• recognise that light is needed in order to see</li> <li>• investigate the relationship between light and materials</li> <li>• become aware of the dangers of looking directly at the sun</li> </ul>
	<ul style="list-style-type: none"> <li>• use the senses to become aware of and explore environments</li> <li>• observe, collect and investigate a variety of natural materials in the local environment</li> <li>• understand that seasonal changes occur in living things and examine the changes in plant and animal life during the different seasons</li> <li>• record and communicate experiences and observations using simple drawings, plans, displays, models and sketches</li> <li>• identify and help to implement simple strategies for protecting, conserving and enhancing the environment</li> <li>• realise that there is both an individual and a community responsibility for taking care of the environment</li> </ul>



Activities	Skills/Concepts	Vocabulary
<p><b>Playgrounds</b>  <b>ENQUIRY: COULD HUMANS SURVIVE ON ANY OTHER PLANET IN THE SOLAR SYSTEM?</b>                      -Talk and Discussion: The sun as a source of light and heat and the names of the planets                      - Google Earth: Explore the surfaces of the planets, the moon and examine the stars                      - Observe, discuss and analyse the spherical nature of the earth using a globe                      - Small group enquiry: Could humans survive on any other planets in the solar system?                      -Questioning: What do humans need to survive? Is there life on other planets? What are stars? Is Pluto a planet?</p> <p><b>Light</b>  <b>ENQUIRY: CAN WE SEE IN THE DARK?</b>                      -Talk and Discussion: The sources of light                      - Small group enquiry: Shoe box experiment-can you see in the dark? Put a hole in the box, does that make a difference?                      - Experiment: What materials allow/do not allow the light through (transparent/opaque)? Which materials make shadows?                      - Design and make: A model glasshouse using a plastic bottle that will allow light to pass through/pair of shades using different combinations of coloured film or plastic</p> <p><b>Summer Trail:</b>  <b>ENQUIRY: WHAT EFFECT HAS THE ARRIVAL OF SUMMER HAD ON THE FLOWERS AND MINI-BEASTS?</b>                      -Trail: What plants are growing now? Compare to plants that were growing in the other seasons and elicit reasons. Observe and record something you smell, hear, touch, see, taste                      - Collect and examine soil, mud, sand, pebbles, stones and rocks                      - Compare and contrast samples and group them into broad sets (e.g. sand, stones, plant )                      - Investigate qualities of materials (e.g. hard or soft, colour, texture, wet or dry)                      recognise that soils and rocks are habitats for living things such as worms, spiders ..                      - Use/make a plan of the school to identify and mark areas that need improvement                      - Litter survey: in the school/area around the school/neighbourhood                      - Discuss and implement strategies of how we care for our school, living things and how we might improve the environment (e.g. plant flowers, get rid of litter)                      - Explore the work of the Green Committee</p>	<p>A sense of place and space</p> <p>Maps, globes and graphical skills</p> <p>Questioning</p> <p>Observing</p> <p>Predicting</p> <p>Estimating and measuring</p> <p>Analysing</p> <p>Recording and communicating</p> <p>Design and make</p>	<ul style="list-style-type: none"> <li>• Planets-Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto</li> <li>• Atmosphere, moons, gravity, sphere, globe, surfaces, orbit</li> <li>• Space travel-Valentina Tereshkova, meteor, Neil Armstrong</li> <li>• Longest day of the year, shortest day of the year, pupils, nocturnal animals, natural and man-made sources of light, blindness, vision</li> <li>• Beetle, soil, pooter, examine, rocks, grass, increase, decrease, texture, environment, improve appearance, neighbourhood</li> </ul>