

Season	Topics	Enquiry	Integration
Autumn	Homes and Shelter Electricity Materials Autumn Trail	Why do humans need shelter? Why should we save electricity? How could you test the absorbency of different materials? How has the arrival of Autumn impacted the growth of plants?	SPHE: Myself & others; Myself & the wider world; Safety and protection History: Continuity and change; Cause and effect; Synthesis and Communication English: Writing; Oral Language; Reading Drama: Role play Art: Drawing Gaeilge: <i>An fómhar</i>
Winter	Weather Irish Vs Arctic Climate Study Winter Trail	How does weather impact travel/tourism? Would Arctic animals like to live in Ireland? Can you change the state of natural materials by mixing them with a liquid?	Drama: Role play Art: Drawing; Paint & colour; Construction English: Writing; Oral language; Reading Gaeilge: <i>An aimsir; An geimhreadh</i> History: Tom Crean; Feasts & Festivals in the past Maths: Data; Measures
Spring	Comparative Study: Australia Sound Spring Trail	What are the similarities between your life in Ireland and a child living in Australia? Do the materials you use to make a percussion instrument affect the sound produced? What effect has the arrival of Spring had on the birds in the park?	English: Reading; Writing; Oral Language SPHE: Myself & the wider world Drama: Role play Religion: Caring and respect Gaeilge: <i>An t-earrach</i> Music: Compostion; Listening and Responding; Performing Art: Aboriginal art History: Feasts and Festivals in the past
Summer	People at Play Forces Summer Trail	Are there enough play areas for children in Ballyfermot? How does incline/surface affect the speed and distance of objects? In which season did you find the most mini-beasts and plants?	SPHE: Myself and others; Myself and the Wider World Gaeilge: <i>An samhradh</i> Maths: Time English: Writing; Oral Language; Reading Art: Drawing; Construction PE: Playing games History: Games in the past

Autumn-September, October

Strands		Strand Units	
Geography	Human Environments Natural Environments	Living in the Local Community The Local Natural Environment	
Science	Living Things	Electricity Properties and Characteristics of Materials Plants and animals	
Both	Environmental Awareness and Care	Caring for my Locality	

Theme Seasonal Change Study October	Autumn Park: Take Photograph and draw sketch of flowers, trees and take note of presence of mini-beasts
Learning objectives	<ul style="list-style-type: none"> • recognise that people live in a variety of homes and describe his/her home, its location and surroundings • record some of these features using simple drawings, plans, displays, models and sketches • investigate materials used to construct homes and identify materials of local origin • discuss and record simply journeys to and from homes • develop an awareness and appreciation of different types of homes in the locality and in other areas • develop an awareness of homelessness • explore the effects of static electricity • become aware of the uses of electricity in school and at home • identify some household appliances that use electricity • become aware of the dangers of electricity • identify and investigate a range of common materials used in the immediate environment • describe and compare materials, noting the differences in colour, shape and texture • begin to distinguish between natural and manufactured materials • group materials according to their properties • identify and investigate materials that absorb water and those that are waterproof • begin to explore how different materials may be used in the construction of homes suited to their environments • observe, identify and explore a variety of living things in local habitats and environments • recognise and describe the external parts of some living things and that trees are plants • identify, discuss and appreciate the natural and human attributes of the local environment • observe, identify and explore a variety of living things in local habitats and environments
TRAIL:	

Activities	Skills/Concepts	Vocabulary
<p>Homes and Shelter/ Electricity ENQUIRY: WHY DO HUMANS NEED SHELTER? WHY SHOULD WE SAVE ELECTRICITY? -Talk and discussion: Types of homes-humans and animals - Google Earth: Observe, question and discuss variety of homes including their own - Map: Map the location of their home including a legend - Trail: Homes on Drumfinn Road-type, materials used, number of windows, garden - Small group enquiry-Why do humans need shelter? How does climate influence house design? - Small group enquiry-Explore how different materials may be used in the construction of homes suited to their environments-homes, animal homes, models, structures - How might homes change in the future? - Circle time-The impact of homelessness - Investigation: Effect of rubbing a balloon on your hair - Internet/Posters/Pictures: Talk and discussion-use of electricity and its dangers - Circle Time: The importance of saving electricity-inform younger classes</p> <p>Properties and Characteristics of Materials ENQUIRY: HOW WOULD YOU TEST THE ABSORBENCY OF DIFFERENT MATERIALS? - Identify and investigate: Range of materials-food and its ingredients, materials used to make clothes, houses, furniture, tools, toys, equipment - Sort and classify: Natural and manufactured materials - Analyse, investigate and group materials: flexibility, transparency, magnetism, strength - Design and make: new kitchen cloth</p> <p>Autumn Trail ENQUIRY: HOW HAS THE ARRIVAL OF AUTUMN IMPACTED THE GROWTH OF PLANTS? -Talk and discussion: Revise-Signs of Autumn, parts of a tree/flower/bird, hibernation - Small group enquiry: Migration of birds http://www.birdwatchireland.ie/Default.aspx?tabid=415 - Sketch/ take a photograph of plants and birds in a specific area - Draw a diagram of the parts of the flower 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"> • Shelter, detached, semi-detached, bungalow, apartments, caravan, mansion, mobile home, house boat, two-storey, mud hut, chalets, shacks (shanty towns) terrace, burrows, dam, nests, den, brick, wood, metal, glass, slates • Homelessness, poverty, homeless shelters, Focus Ireland, Simon Community • Electricity, wasting energy, alternative energy sources • Ingredients, clothing labels, cotton, leather, wool, polyester, nylon, silk, flexibility, transparency, magnetism, strength • Sea gulls, crow, blackbird, robin, thrush, pigeon

***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**

***Please note: It may be necessary to complete some of this unit of work in November**

Winter-November, December, January

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

Theme Seasonal Change Study January	Winter Park: Take Photograph and draw sketch of flowers, trees and take note of presence of mini-beasts
Learning objectives	<ul style="list-style-type: none"> • observe and record varying weather conditions using appropriate vocabulary and simple equipment • begin to make and test simple weather predictions • contrast weather in the locality with that in other areas • identify ways in which weather influences the lives of people <i>clothes, homes, games, farming and other work, travel</i> • observe and record the influences weather and seasonal changes have on people, animals and plants in the locality • develop some awareness of plants and animals from wider environments • Mixing and other changes • begin to investigate how materials may be changed by mixing • investigate the characteristics of different materials when wet and dry
TRAIL:	<ul style="list-style-type: none"> • observe, collect and investigate a variety of natural materials in the local environment • observe, identify and explore a variety of living things in local habitats and environments • develop an awareness that air, water, soil, living and non-living things are essential to the environment • understand that seasonal changes occur in living things and examine the changes in plant and animal life during the different seasons

Activities	Skills/Concepts	Vocabulary
<p>Weather ENQUIRY: HOW DOES WEATHER IMPACT TRAVEL AND TOURISM? -Talk and discussion: observe, predict, record and communicate weather - Discussion: Natural disasters-tsunami, hurricanes, tornados and their impact - Role play: Weather Forecast - Rteplayer.ie-listen to learn: language used and predictions for next day’s weather - Report Writing: weather report - Class Temperature Graph: Take the temperature each day - Design and make: Wind vane and test - Small group enquiry: How has the weather impacted travel and tourism?</p> <p>Comparative Study: Irish Vs Arctic Climate ENQUIRY: WOULD ARCTIC ANIMALS LIKE TO LIVE IN IRELAND? - Google Earth: Observe, analyse and discuss the landscape features and vegetation of the Arctic and mark its location of the class map of the world - Study: Animals: <i>Penguins, seals, whales</i>; Homes, clothes worn-pictures, story - Small group enquiry: Would Arctic animals like to live in Ireland? - Talk to teach: What penguins eat/drink; where they live; features; interesting fact - Record and communicate findings to another class - Mini-debate/ Two corners (1=agree-2=disagree): A penguin would be happy to live in Ireland - Compare weather forecast in Ireland to that in the Arctic</p> <p>Winter Trail ENQUIRY: CAN YOU CHANGE THE STATE OF NATURAL MATERIALS BY MIXING THEM WITH LIQUID? -Talk and discussion: Impact of Winter on plants, animals, clothes worn -Trail: Predict, observe and record the presence of mini-beasts, plants, appearance of trees in the park - Collect a sample of soil, pebbles, stones, grass, twig, leaves - Investigation: Predict and test what happens to these materials when mixed with water - Predict, test and investigate the effect of mixing colours, mixing water with sugar/salt, mixing ingredients to bake - Design and make: Cereal chocolate buns using heating and cooling techniques</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"> • Meteorologist, Met Eireann, barometer, wind vane, blizzard, Celsius, forecast, degrees, wind vane, tourism, tsunami, hurricanes, tornadoes, avalanche, volcanic ash • Chill factor, polar bear, North Pole-Arctic, claws, threat of loss of sea ice, two layers of fur, thick layer of fat, freezing temperatures, seals, walrus, beluga whales, top of the food chain, cubs • Soil, solids, liquids, leaves, grass, stones, twigs, predict, test, heating and cooling

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

Theme Seasonal Change Study April	Spring Park: Take Photograph and draw sketch of flowers, trees and take note of presence of mini-beasts
Learning objectives	<ul style="list-style-type: none"> • become familiar with some aspects of the lives of people and especially of children in Ireland and other areas • appreciate ways in which people in different areas depend on one another and on people living in other parts of the world
TRAIL:	<ul style="list-style-type: none"> • recognise and identify a variety of sounds in the environment • identify and differentiate between high and low sounds, loud and soft sounds • explore ways of making different sounds using a variety of materials tins, metals, bottles, paper • design and make a range of simple percussion instruments investigate how changes in materials, volume and beaters affect the sound produced • understand that seasonal changes occur in living things and examine the changes in plant and animal life during the different seasons • become familiar with the life cycles of common plants and animals • begin to recognise that people, animals and plants depend on one another • realise that there is both an individual and a community responsibility for taking care of the environment • identify, discuss and implement simple strategies for improving and caring for the environment identify and help to implement simple strategies for protecting, conserving and enhancing the environment • become aware of ways in which the environment can be polluted or harmed

Activities	Skills/Concepts	Vocabulary
<p>Comparative Study: Life in Australia ENQUIRY: WHAT ARE THE SIMILARITIES BETWEEN YOUR LIFE IN IRELAND AND A CHILD LIVING IN AUSTRALIA?</p> <ul style="list-style-type: none"> - Story - Talk and discussion-use the pictures in the story to connect the story with their own lives - Google Earth: Observe & analyse the location, distance and landscape features in Australia - Compare and contrast climate, clothes, animals, landscape, homes, food, music, dance - Examine Aboriginal art and replicate - Intercultural Week <p>Sound ENQUIRY: DO THE MATERIALS YOU USE TO MAKE A PERCUSSION INSTRUMENT AFFECT THE SOUND PRODUCED?</p> <ul style="list-style-type: none"> - Play: Explore the properties of sounds-high and low, loud and soft sounds using instruments - Small group enquiry: investigate how changes in materials, volume and beaters affect the sound produced - Record and communicate findings - Design and make: A range of simple percussion instruments using a variety of material-tins, bottles, metals, paper - Sound story: add sounds to a story-using instruments/voices <p>Spring Trail ENQUIRY: WHAT EFFECT HAS THE ARRIVAL OF SPRING ON THE BIRDS IN THE PARK? Trail</p> <ul style="list-style-type: none"> - Record environmental sounds and bring bread to feed the birds - Effect of Spring on plants and mini-beasts in the park - Talk and discussion: The dependence of humans on plants and animals - Find an example of how the school could be enhanced - Plant flowers, vegetables in the garden - Discuss: Migration of birds back to Ireland-swallow - Small group enquiry: Sequence the life cycle of the swan & match the sentences to the pictures (scoilnet) 	<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"> • Australia, aborigines, dream stories, Landmarks-Sydney Opera House, Great Barrier Reef, Outback, Sydney Harbour Bridge, Ayers Rock Animals- kangaroo, possum, koala, snake, crocodile, platypus, kookaburra, cockatoo sun stroke, skin damage, sun cream, UV rays, time difference • Tuning forks, high pitch, low pitch sounds, volume, percussion instruments, sharp, quiet sounds, loud • Hyacinths, narcissi, tulips, sun flowers, pansies, migration, swallow, swan, cob, pen, cygnet, omnivore, aquatic bird, webbed feet, large powerful wings

Summer: May and June

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

Theme Seasonal Change Study June	<b style="color: red;">Summer Trees/Flowers near Early Start: Take Photograph
Learning objectives	<ul style="list-style-type: none"> • appreciate the roles of people who help at play • describe location and features of play spaces at home, at school, in the locality and in other places • discuss, and record simply, journeys to and from play spaces • explore how objects may be moved by pushing and pulling • become aware of and explore how moving water and moving air can make things move design and make a land yacht that can be used for carrying toys for a set distance • observe and investigate the movement of objects such as toys on various materials and surfaces <i>level and inclined surfaces /rough and smooth surfaces</i> • investigate how forces act on objects <i>investigate floating and sinking with a wide range of materials and objects</i> <i>make and test predictions about objects that will sink or float</i> <i>group objects that will sink or float</i> <i>investigate how some objects may be made to float by hollowing them out</i>
TRAIL:	<ul style="list-style-type: none"> • use the senses to become aware of and explore environments • understand that seasonal changes occur in living things and examine the changes in plant and animal life during the different seasons • record and communicate experiences and observations using simple drawings, plans, displays, models and sketches

Activities	Skills/Concepts	Vocabulary
<p>Playgrounds ENQUIRY: ARE THERE ENOUGH PLAY AREAS FOR CHILDEN IN BALLYFERMOT? ARE THERE ANY NATURAL FEATURES IN THESE PLAY SPACES?</p> <ul style="list-style-type: none"> -Talk and Discussion: Roles of people who help at play - Google Earth: Explore the locations and features of play spaces - Compare and contrast: Playgrounds around the world - Small group enquiry: Are there enough play spaces for children in Ballyfermot? Are there enough natural features in these spaces? - Design and make: Using block/play dough/junk art/variety of materials-playground - Trip: To a playground if possible - Map the journey <p>Forces ENQUIRY: HOW DOES INCLINE OR SUFACE AFFECT SPEED AND DISTANCE?</p> <ul style="list-style-type: none"> -Talk and Discussion: Effect of push and pull - Small group enquiry: Movement of cars/toys on various materials and surfaces - Experiment: Floating and sinking: salt water egg http://www.kids-science-experiments.com/salt-water-egg.html - Design and make: boat/land yacht that can be used to carry toys - Investigation: the effect of moving air/water to make boat/land yacht move <p>Summer Trail: ENQUIRY: IN WHICH SEASON DID YOU FIND THE MOST MINI-BEASTS AND PLANTS?</p> <ul style="list-style-type: none"> - Observe and record something you smell, hear, touch, see, taste - Record presence of plants and mini-beasts in the park - Observe and record features in the environment-stream, trees, bridge, waterfall, mountains - Record and communicate experiences and observations from each season trail using maps, plans, displays, models and sketches - Analysis: compare and contrast number of plants and animals in the park through the seasons - Record and communicate the findings 	<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"> • Natural features-hills, rocks, trees, survey • Incline, surface, push/pull effect, rough, smooth, density, land yacht • Stream, waterfall, mountains, poppy, daisy, dandelion