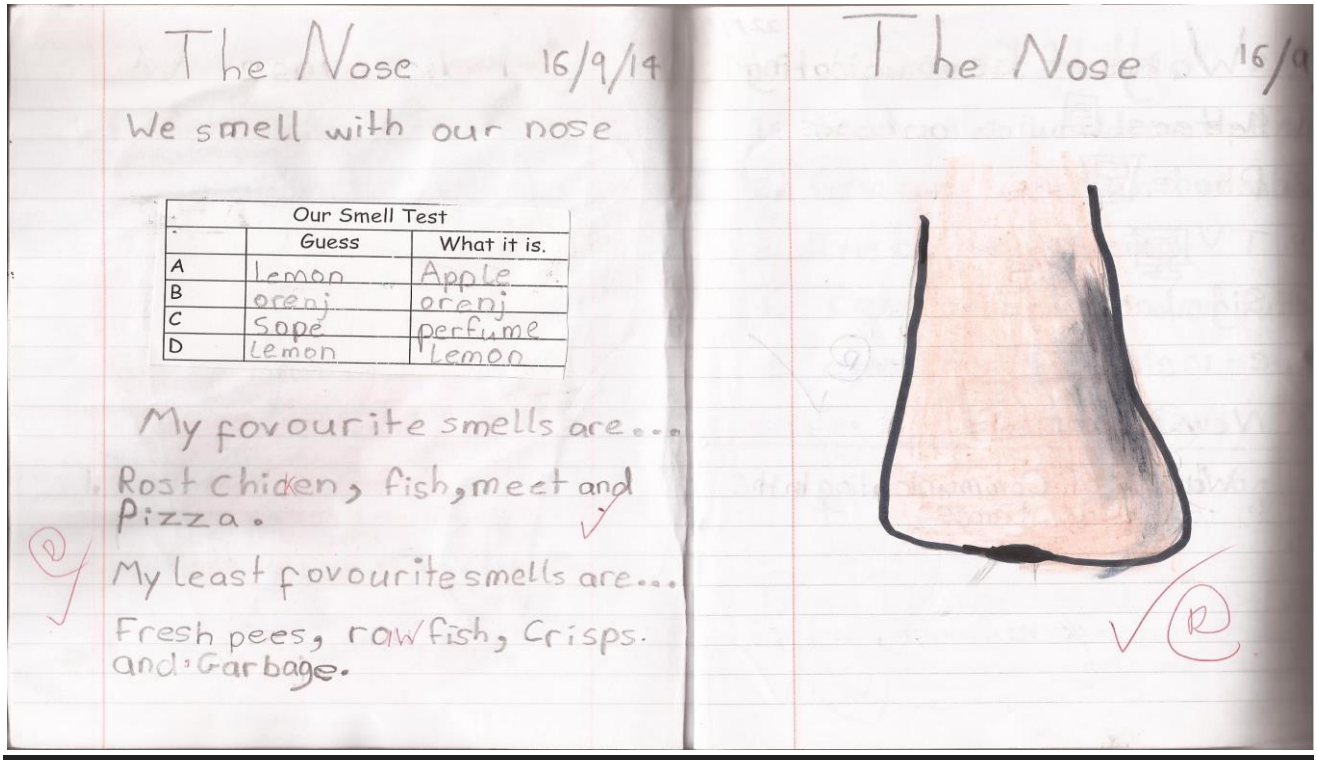
Step 1 – Science

Living Things

Class: 2nd Class

Investigation 1: The Senses

Investigation of the senses smell, taste and hearing.



The Nose 16/9/14

We smell with our nose

Our Smell Test		
	Guess	What it is.
A	lemon	Apple
B	orenj	orenj
C	Sope	perfume
D	Lemon	Lemon

My favourite smells are...

Rost chicken, fish, meet and Pizza.

My least favourite smells are...

Fresh pees, raw fish, Crisps. and Garbage.

The Nose 16/9

D

Our Taste Test

Our tongues can recognize 4 distinct tastes:

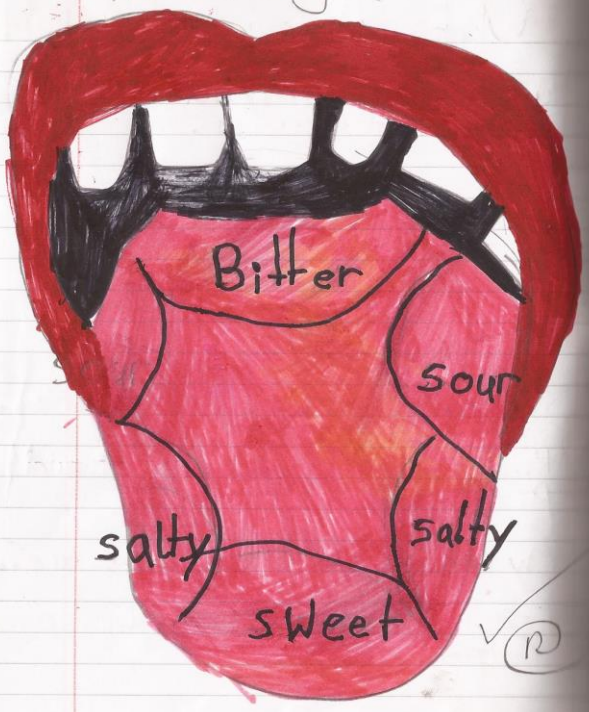
Salty, sweet, bitter, sour.

Our Taste Experiment			
sweet	sour	bitter	salty
	Guess	Answer	What it is
A	sweet	sweet	sugar
B	salty	salty	salt
C	bitter	sour	Natural Yoghurt
D	sour	bitter	Lemon juice

We have taste buds on our tongues that help us to taste.

✓

The Tongue



✓ R

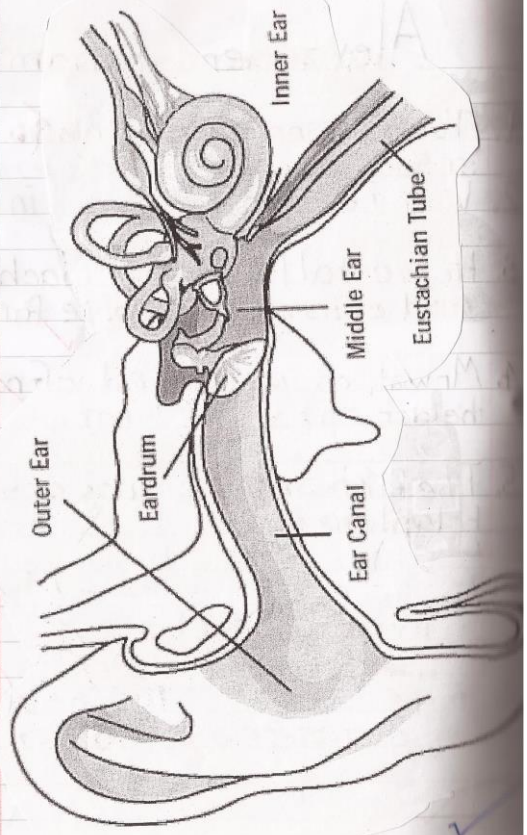
My Sound Walk.

Today I walked around the school to hear what sounds were around.

1. In the hall I heard Teechers and children speeking.
2. In the yard I heard form ones crieng and screeming.
3. In the kitchen I heard cettle Boiling.
4. In the front garden I heard trafik and fut steps.
5. In the classroom I heard class-room work.

R ✓

The Ear



✓

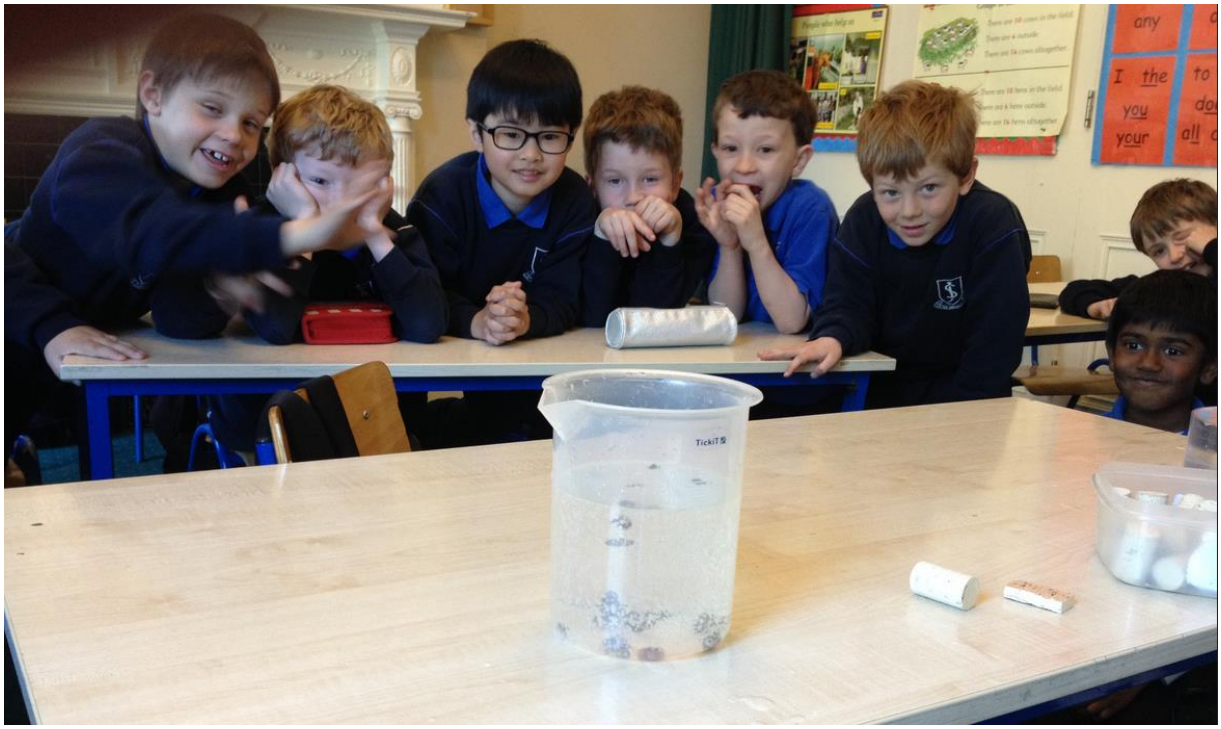
Energy and Forces

Class: 1st Class

Investigation 2: Dancing Raisins

Equipment: A jar of water, A jar of clear fizzy drink, A handful of raisin.

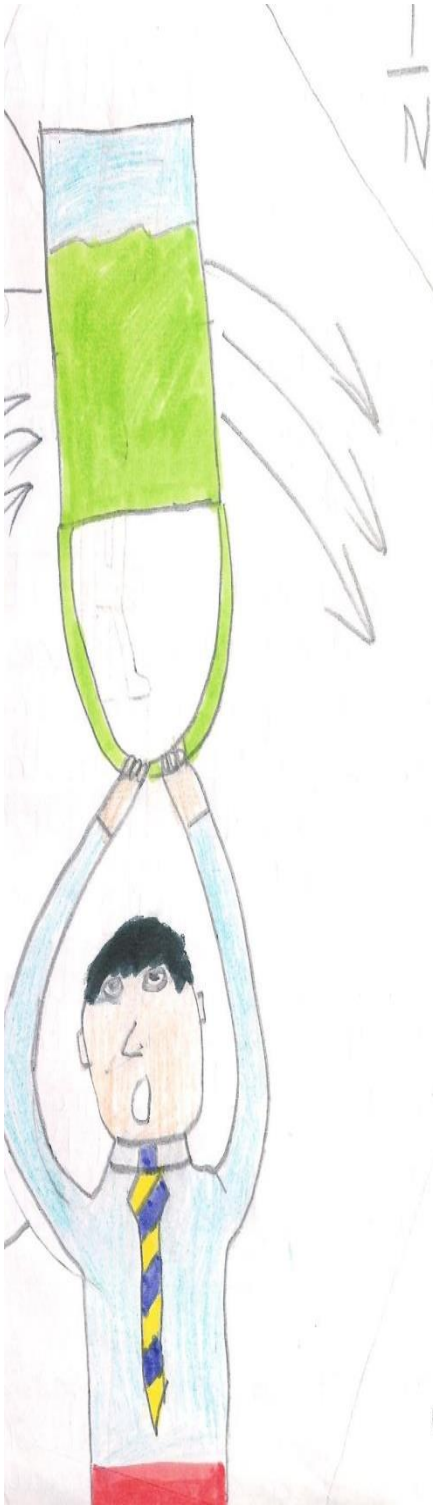
Background Information: The raisins are heavier than the drink so they sink to the bottom. At the bottom of the fizzy drink they collect bubbles of carbon dioxide and now the 'raisins + bubbles' are lighter than the drink so they rise to the surface. When they reach the surface the gas bubbles burst and the raisins sink; then they collect more gas bubbles. This will continue as long as the drink is quite fizzy.



5th Class

In a Spin

An Investigation into how the centrifugal force is formed and an understanding of G-Force.



8/10

In a Spin 20/11/14

Q Why does the water not fall out of the bucket?

Pr I predicted the water would fall on Mr Callaghan.

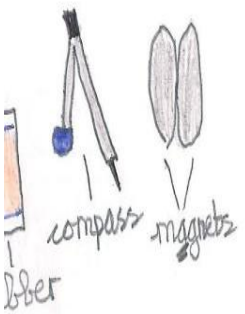
Mat • a bucket with a handle • water

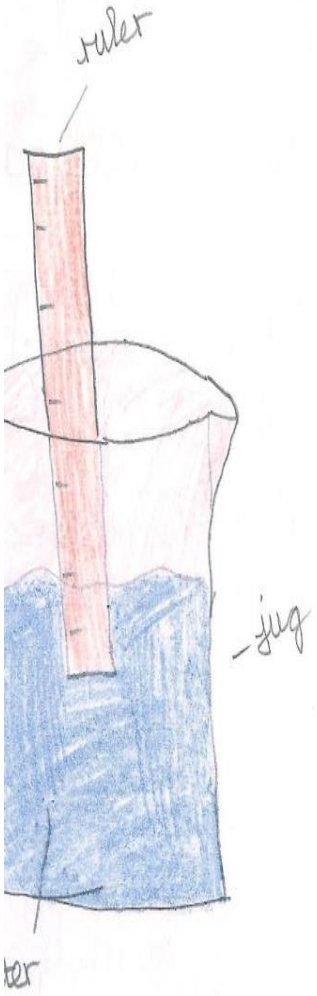
Met • Get the bucket and put water in it • Spin the water at speed • Be careful when stopping not to get wet.

Res When we swung the ~~water~~ bucket around, the water stayed in the bucket due to centrifugal force.

Con I learnt that the faster the bucket swing the more the water is forced away from yo I also learnt that centrifugal force is what keeps people in their seats on a roller coaster and I learnt that Centrifugal force is what gravity created by spinning things around.

9/10





TOO HOT TO HANDLE

Too Hot to handle 8/1/15

Q What materials make good conductors and insulators?

Pre I thought plastic and metal would conduct and wood would insulate.

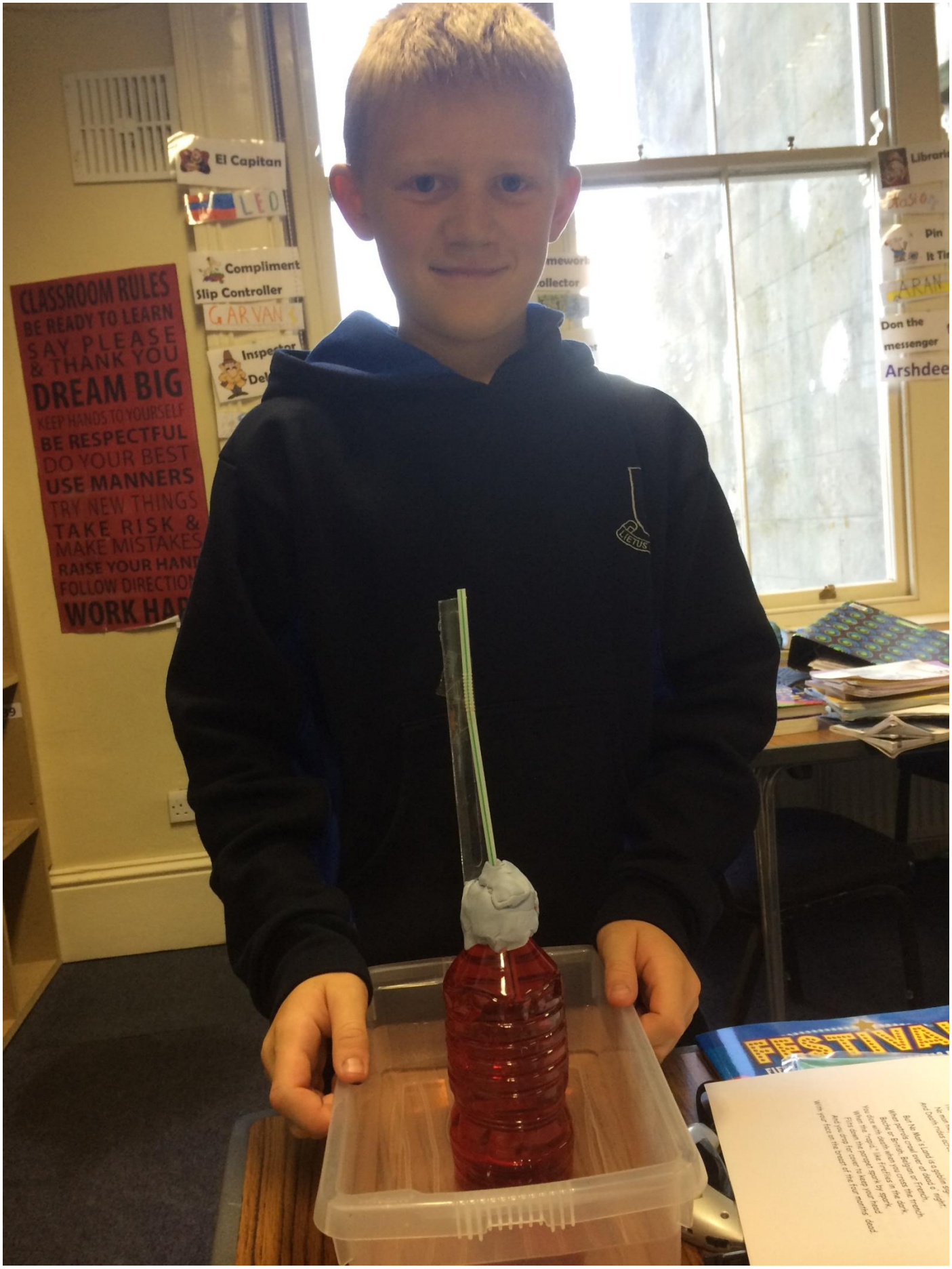
Mat Plastic jug, hot water, pencil, rubber, ruler and compass.

Met 1 Put some water in the jug. 2. Place one item in the water. 3. Leave for 20 seconds. 4. Remove and feel to see if temperature has changed

Res Items that were removed from the container and were hot were good conductors. Items removed from the container with no change were good insulators.

Con I learnt that metal was a good conductor and plastic and wood were good insulators. I learnt that a fridge ~~and a toaster~~ is insulated and the bottom of a toaster is insulated. ✓ good

why is this important


El Capitan
Compliment
Slip Controller
CLASSROOM RULES
BE READY TO LEARN
SAY PLEASE
& THANK YOU
DREAM BIG
KEEP HANDS TO YOURSELF
BE RESPECTFUL
DO YOUR BEST
USE MANNERS
TRY NEW THINGS
TAKE RISK &
MAKE MISTAKES
Don the
messenger
Arshdee

Materials

Class: Junior Infants

Investigation 3: "The 3 Little Pigs"

Strand Unit: Properties & Characteristics of Materials.

Students investigate the best material for building a house. Which was the best? Straw, sticks or rough bricks (represented by sand paper!)

Environmental Awareness and Care

Class: Junior Infants

Investigation 4: Theme: "Pitching a Tent"

The children investigated the appropriate way to light a campfire and spend time in the countryside

Were given stones to make a campfire, lollipop sticks, a folded piece of card and some Blu Tac. They were working in pairs to design a tent!

Children have been learning to keep the food area separate to the sleeping area so as not to attract creatures into their tent.

They have also learnt how to ***leave no trace*** of themselves in the woods.

Once they leave they need to know how to leave nature undisturbed by putting out their camp fire, bringing all remains of the camp fire with them to dispose of properly

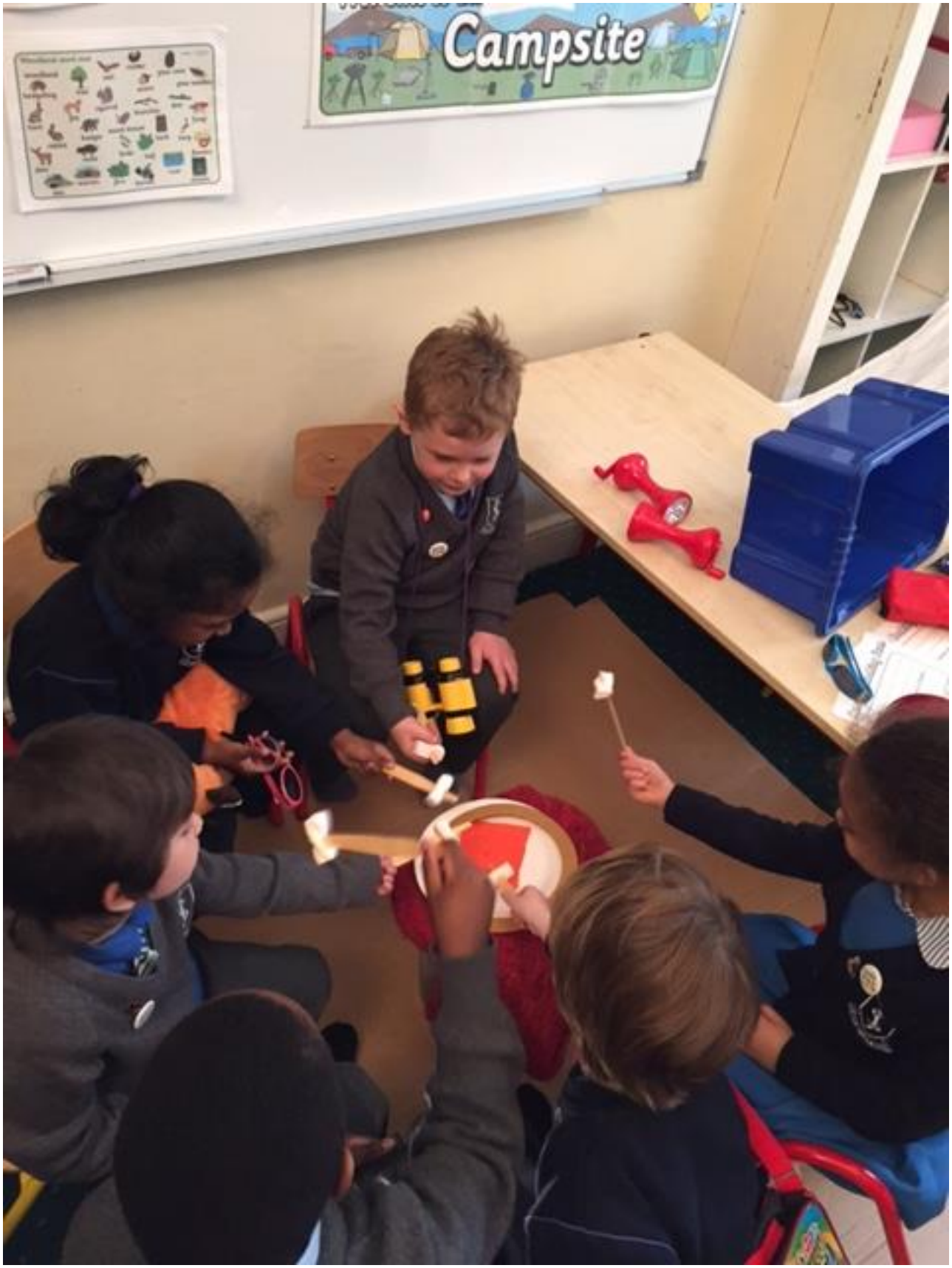
Students also investigated appropriate fire safety by keeping the barbecue a safe distance away from the tent and overhanging branches in the nearby wooded area.


picnic
pans
barbecue
back pack


Bench


sleeping
bag


back pack


Campsite

Extra Investigations

Environmental Awareness and Care

Investigation 5: The School Garden

Class: 5th and 6th

Students planned prepared the school garden by helping to build raised beds and add topsoil and organic farmyard manure to the soil.

We investigated the most appropriate crop to plant first. We decided on potatoes as it was easy to grow and maintain. It was also a good crop to break up soil and add nutrients to the soil for future crops.

Students have also planned ahead after they harvest the potatoes in June. Students have made their own biodegradable flower pots to plant sunflower seeds. These are placed in our homemade light boxes to help them grow faster. The sunflowers will be planted after the potato harvest in June and will help add nutrients to the soil that were taken out by the potatoes therefore learning about the natural method of crop rotation.


INTERNATIONAL
ITEM NO.
BATCH NO.
SPRING FORM
PIECE


sibh
siad
bhur n-athair
a n-athair
bhur gcótaí
a gcótaí
Cuaráin
Carbhat
Fáinne


LATIN
Thesaurus
Irish
Dictionary


Cá bhfuil?
Narrative Writing
Cé?
Reflect on it.


Litriú na Gaeilge
10m
Kitchen foil


HELLMA
REAL
MAYONNAI


12x500g

When the students return in the September we will save the seeds and cut the stalks of the sunflowers and mix them in with the soil. This is also an organic way of adding nutrients to the soil and taking care of the environment when growing crops.

Energy and Forces

Class: 3rd Class

Investigation 6: Heat

Objective: When air is heated, it rises.

Third class girls carried out two experiments to test if hot air rises.

Experiment 1: *To test if rising hot air rises*

We first test to see if warm air rises by simply checking the radiators.

Children put their hands near the top of the radiator to feel the heat.

Children then compared this to the side of the radiator and noticed that there wasn't the same amount of heat coming from the side.

Result: The top of the radiator was warmer than the side showing that hot air rises.


Connectives
Openers
Punctuation

Experiment 2: *To test if rising hot air can make things move.*

We cut a spiral shape from a piece of paper and put a thread through the top.

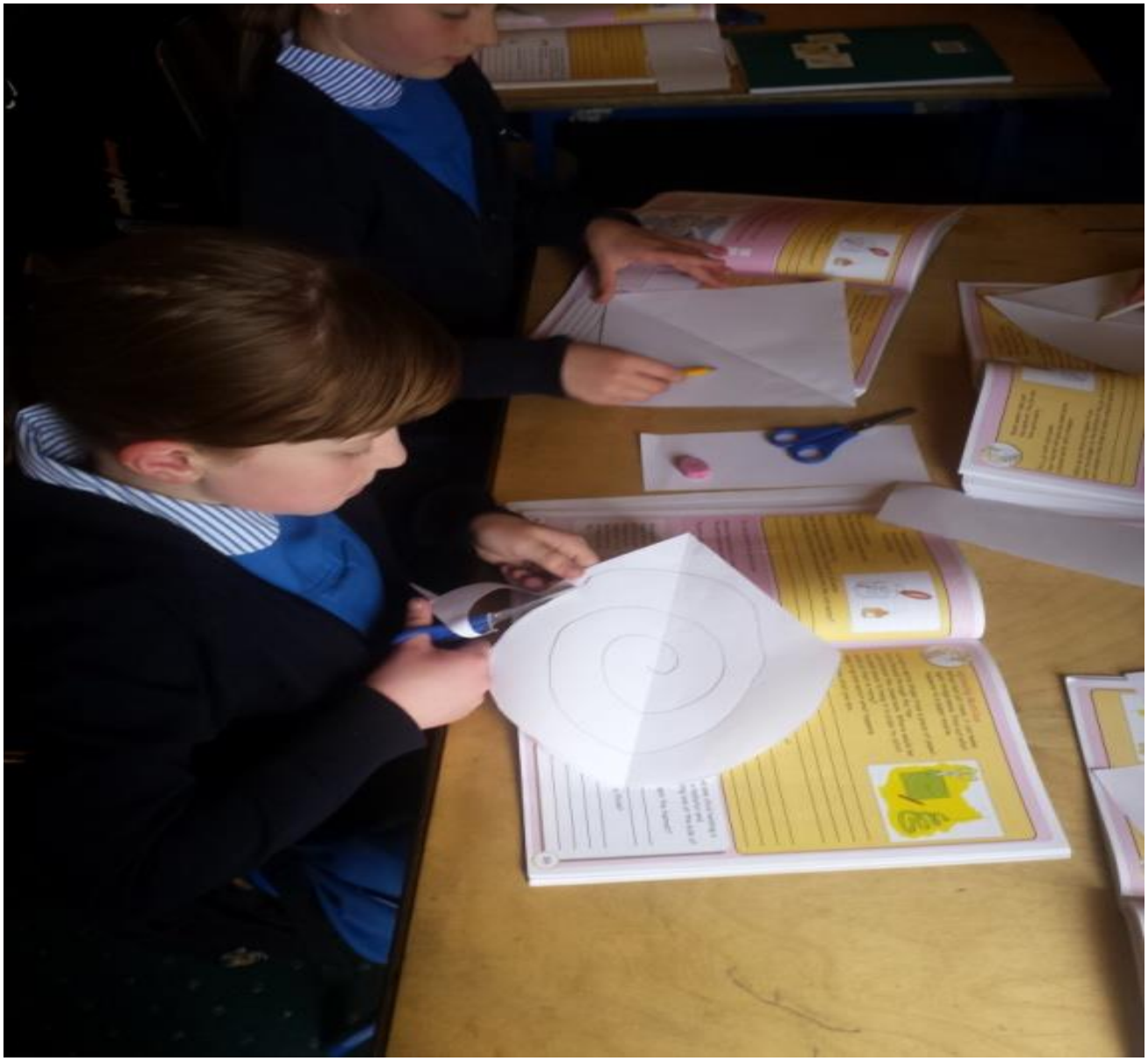
We decided that the best place to hang the spiral shapes to see if they would move would be above the radiator.

We also hung some mobile from the white board and the one beside the radiator to compare.

Result: The spiral above the radiator moved the most.

The spiral beside the radiator moved slightly and the spiral shape hanging from the white board remained still.

(See picture of children's copies for reason why)




Openers
Punctuation
Cherry Blossoms
(Sakura)

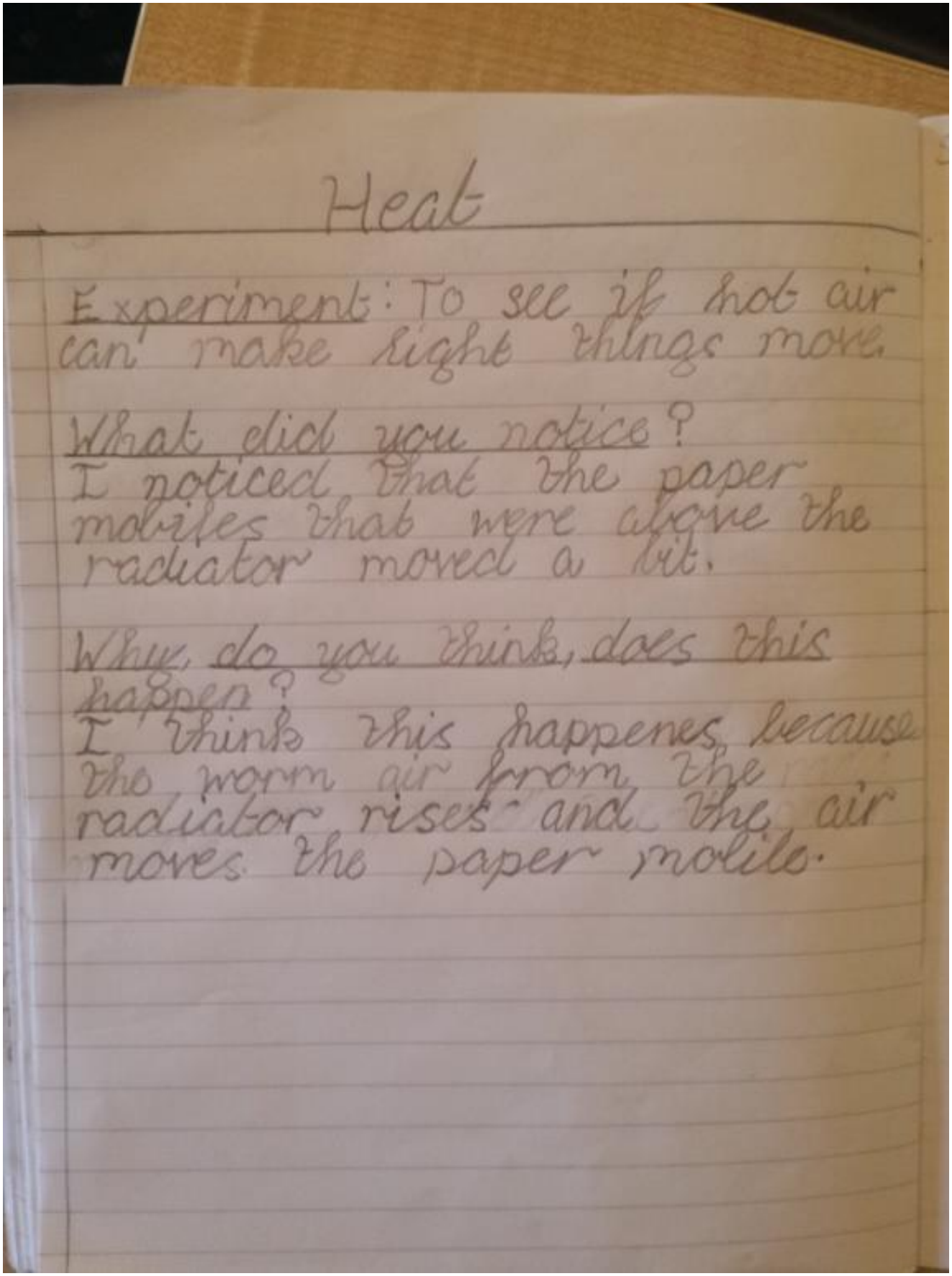
Heat

Wednesday 4th April 2015

Experiment: To see if hot air can make light things move.

What do you notice? I noticed that the spinning mobiles hung on the top of the raditor moved quicker than the side of the raditor. Also the spinning mobiles on the projector and the light only moved a inchy bit.

Why do you thinkdoes this happen?: This happens because the heat of the air rises and then the spirl spins and thats how it happens.



Heat

Experiment: To see if hot air can make light things move.

What did you notice?
I noticed that the paper mobiles that were above the radiator moved a bit.

Why do you thinks does this happen?
I thinks this happenes because the warm air from the radiator rises and the air moves the paper mobile.

Add additional info on science speaker or science event!!!!

Step 2 – Technology

Class: 4th Class

Developed PowerPoint Presentation

Boys and girls from 4th class completed presentations in relevant to energy and forces and materials on the curriculum. Three sample presentations are included. The topics covered were Electricity, Gravity and Nuclear Fusion – The Future of Clean Energy.

Please see uploaded PowerPoints along with school code

https://superchache49.wix.com/space-and-nasa

Khan Academy and Mangahigh

Class: 6th Class

Used ICT to access science/engineering/maths information

As part of the Primary Science Fair, 6th class students decided to design and make a model space station. Before constructing the model, students used the computer programme **SketchUp.** This enabled them to create a scale drawing of their desired model design so they would have a plan prior to construction stage. The computer programme also allowed students to rotate their design to relevant elevation, plan and end views for more detailed discussion.

PRINT SKETCHUP PLANS, SCAN AND ADD AS PICTURES

Step 3 – Engineering

Class: 5th and 6th Class

Design and Make Activity (Grand Designs and team tasks)

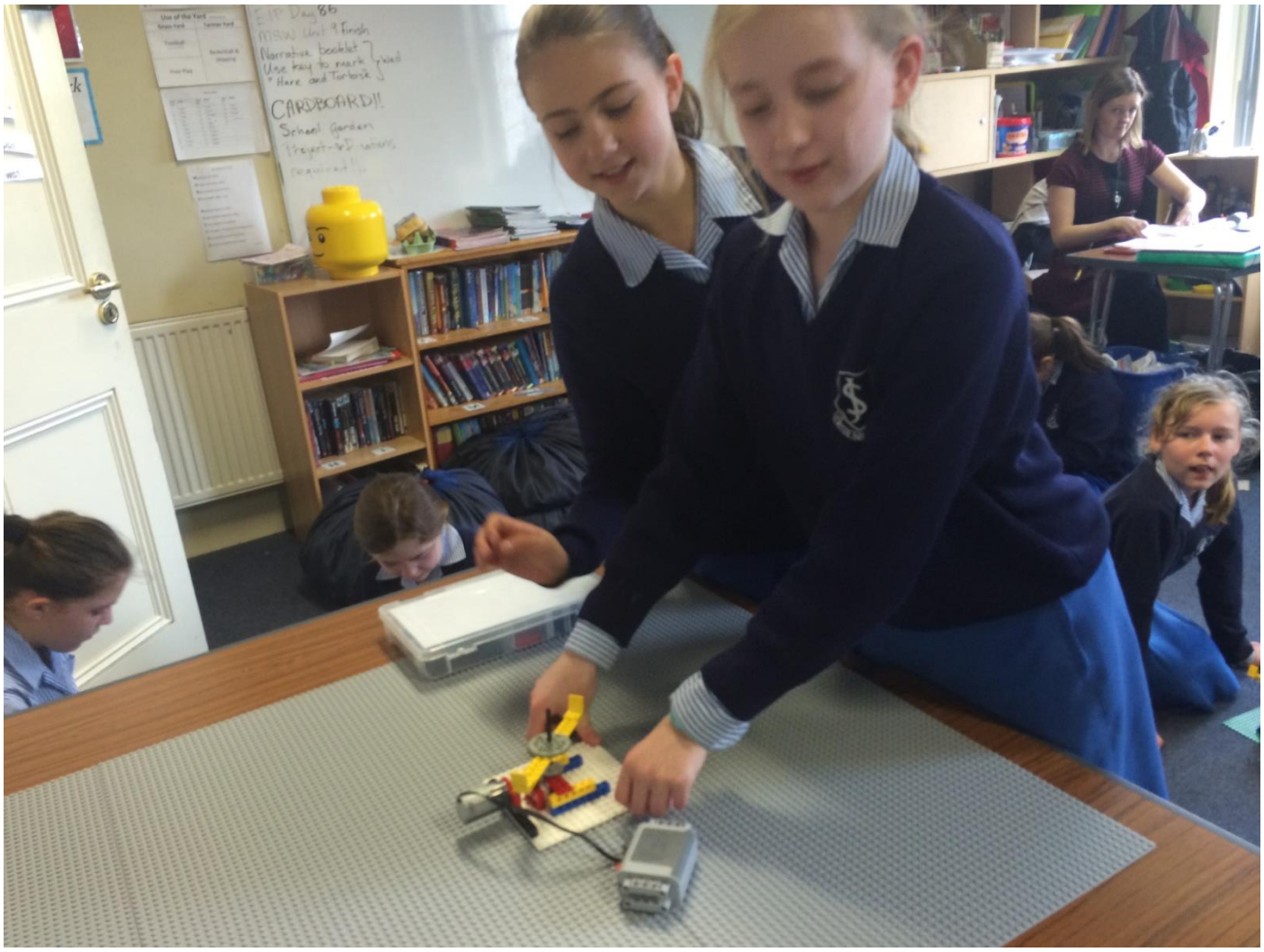
Invited Engineer to school to speak to the children about his work (Noel Brady – Powerpoint/Pictures)

Hosted an Engineers Week event in February 2015

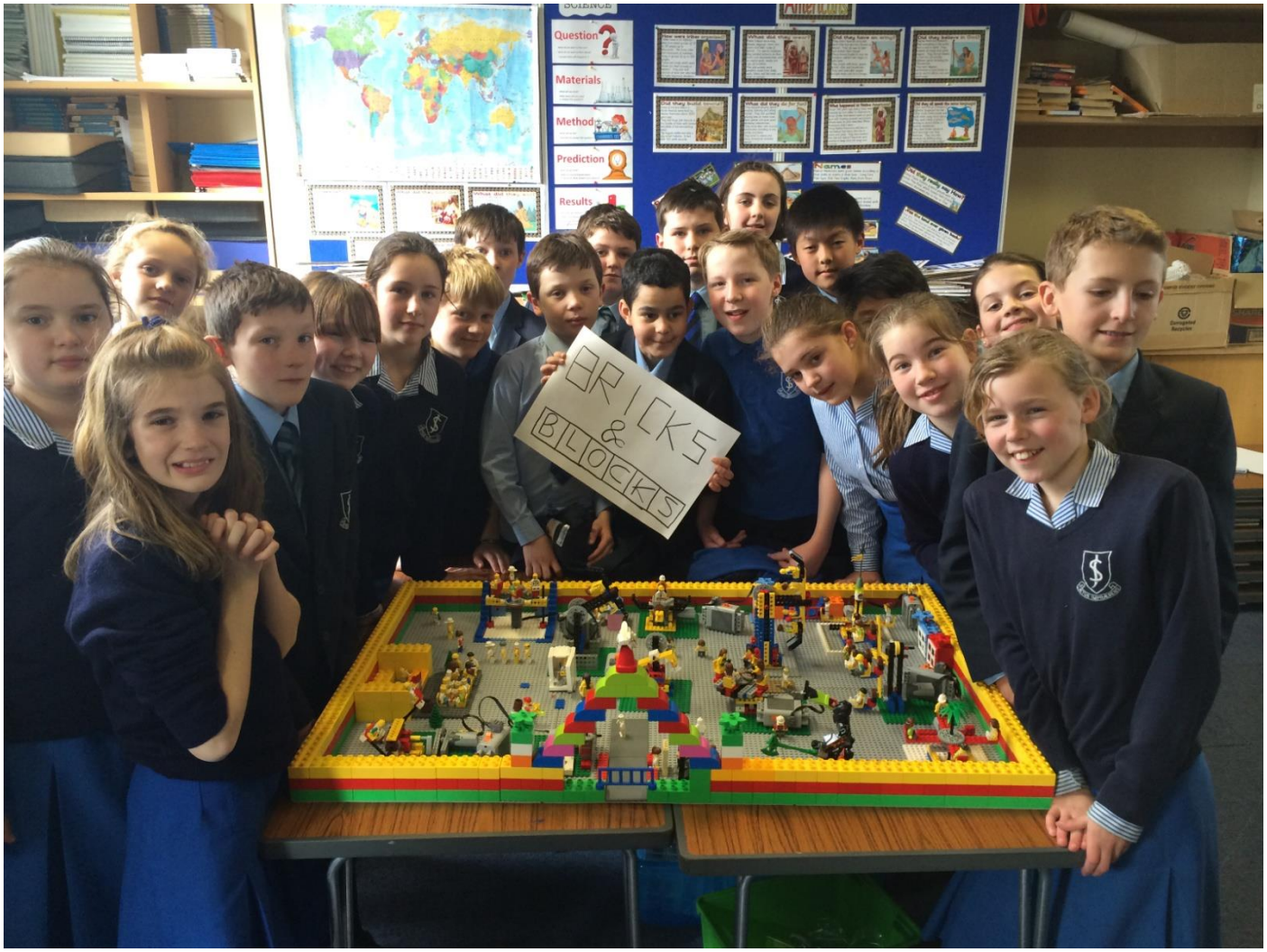
BRICKS4KIDZ WORKSHOP

Under the guidance of Niamh Reilly from Bricks4Kidz, the children were split into 3 groups and were tasked with creating theme parks made from Lego. This was no ordinary Lego project. The students had to:

1. Work in pairs, follow a plan and build a particular structure that could be used at a Fairground
2. They then came together in 3 separate large groups and combined all their pieces to design to make a complete Fairground
3. Add their own extras structures to their Fairground to make it more appealing to visitors

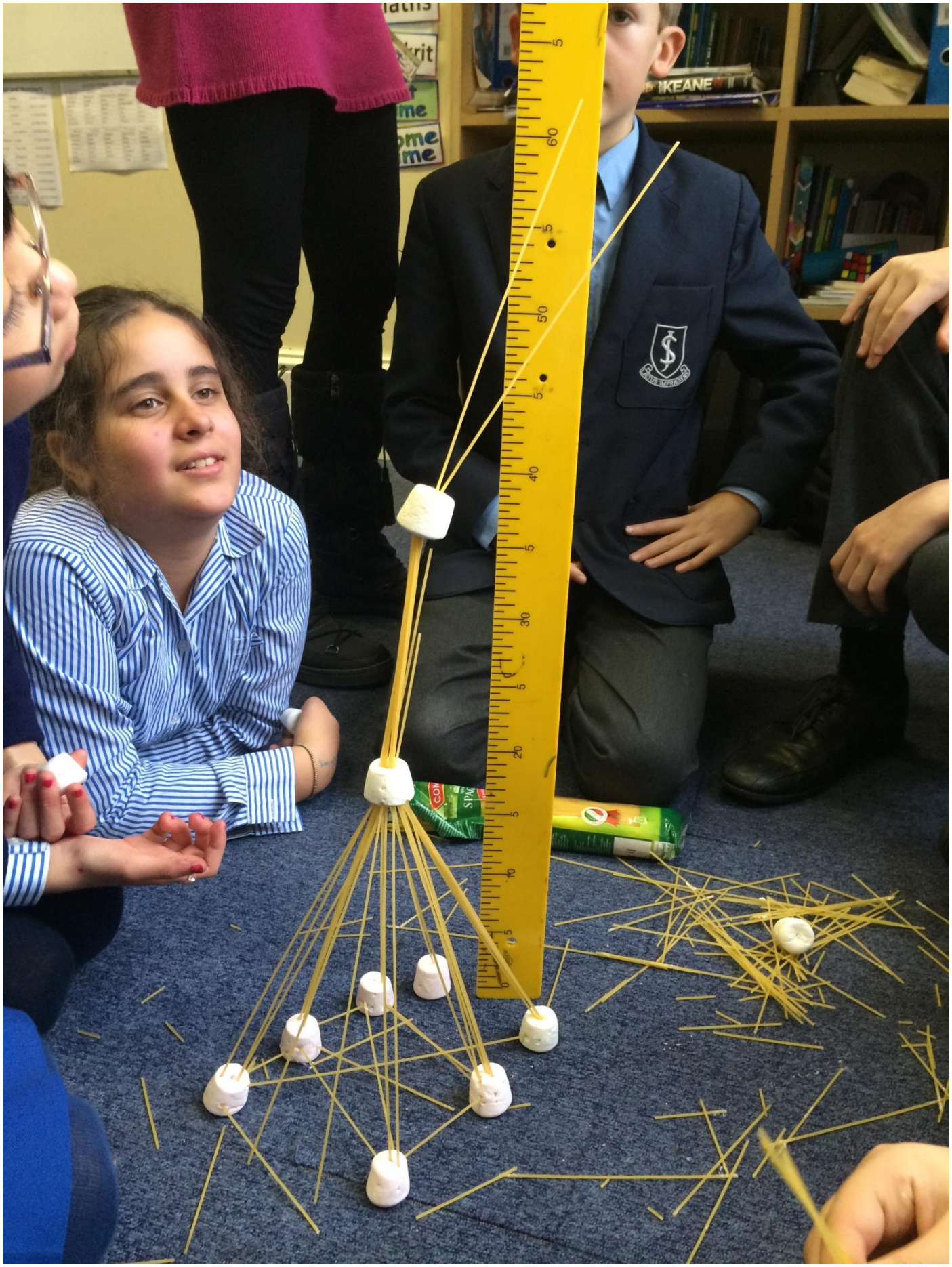

Use of the Yard
Green Yard
Tarmac Yard
Football
Free Play
Basketball & Skipping
Day 88
MSW Unit 9 Finish
Narrative booklet
Use easy to mark
Hare and Tortoise
CARDBOARD!!
School Garden
Project-based learning
Treasure!

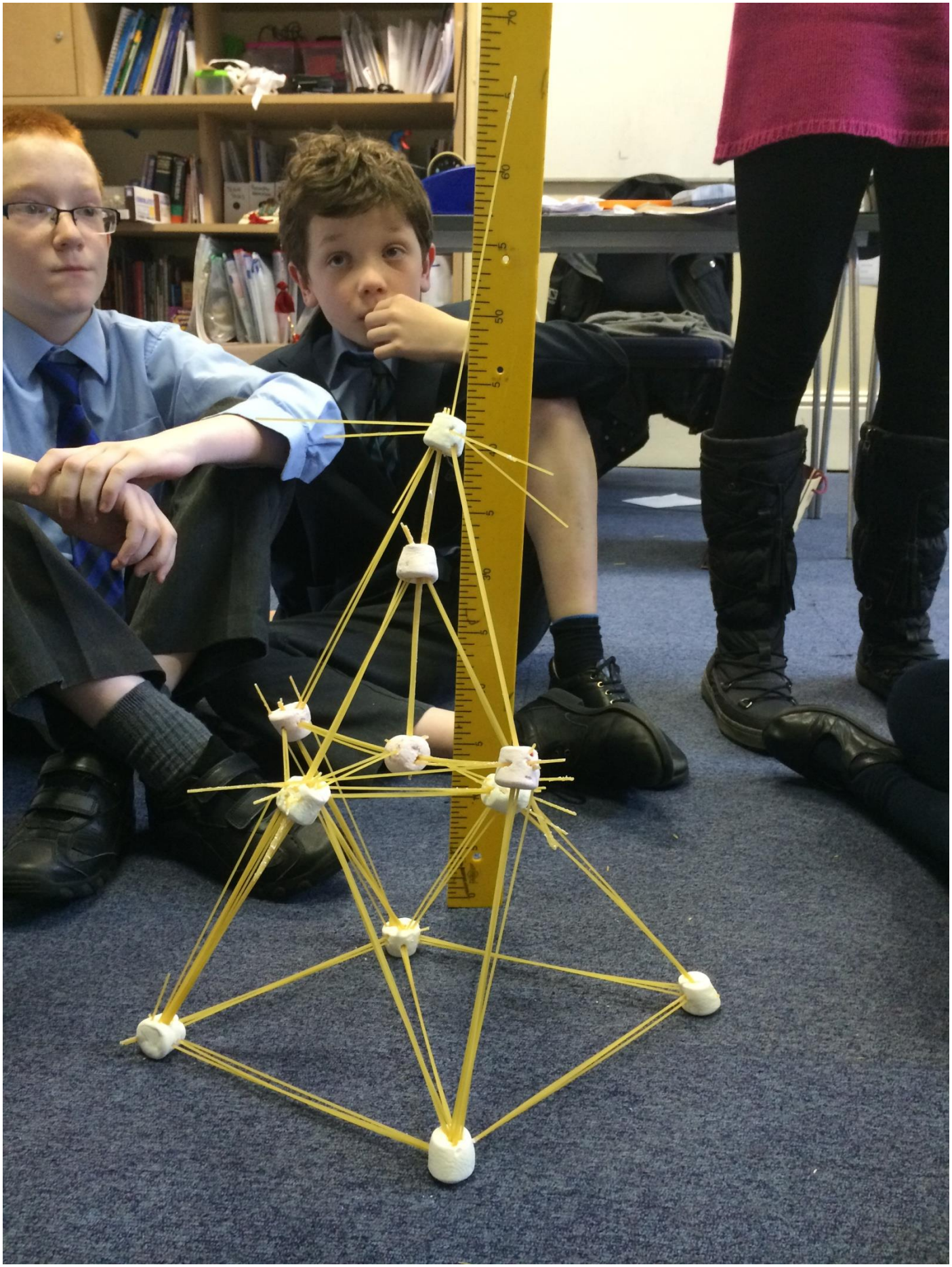

Funtagious!

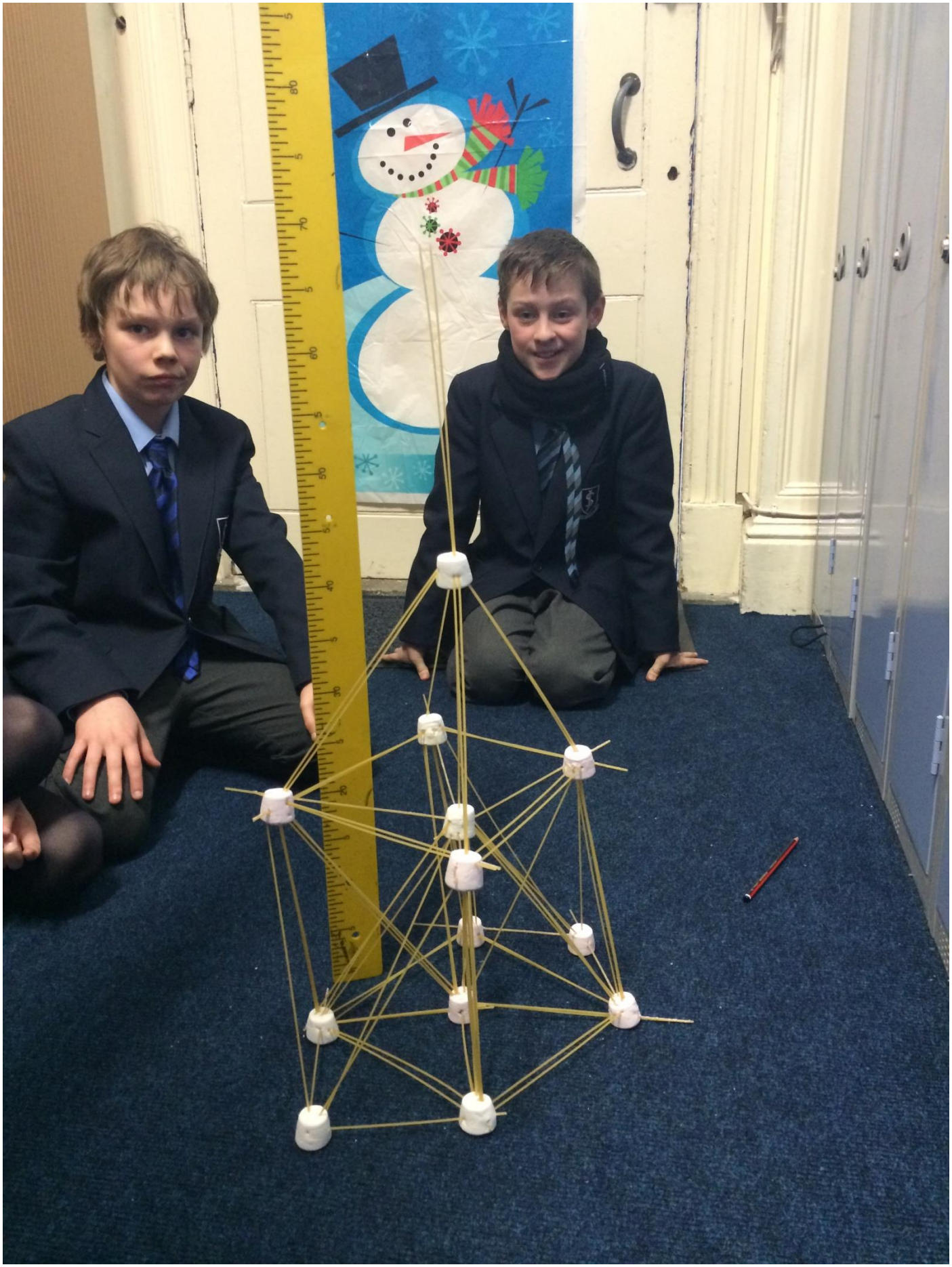


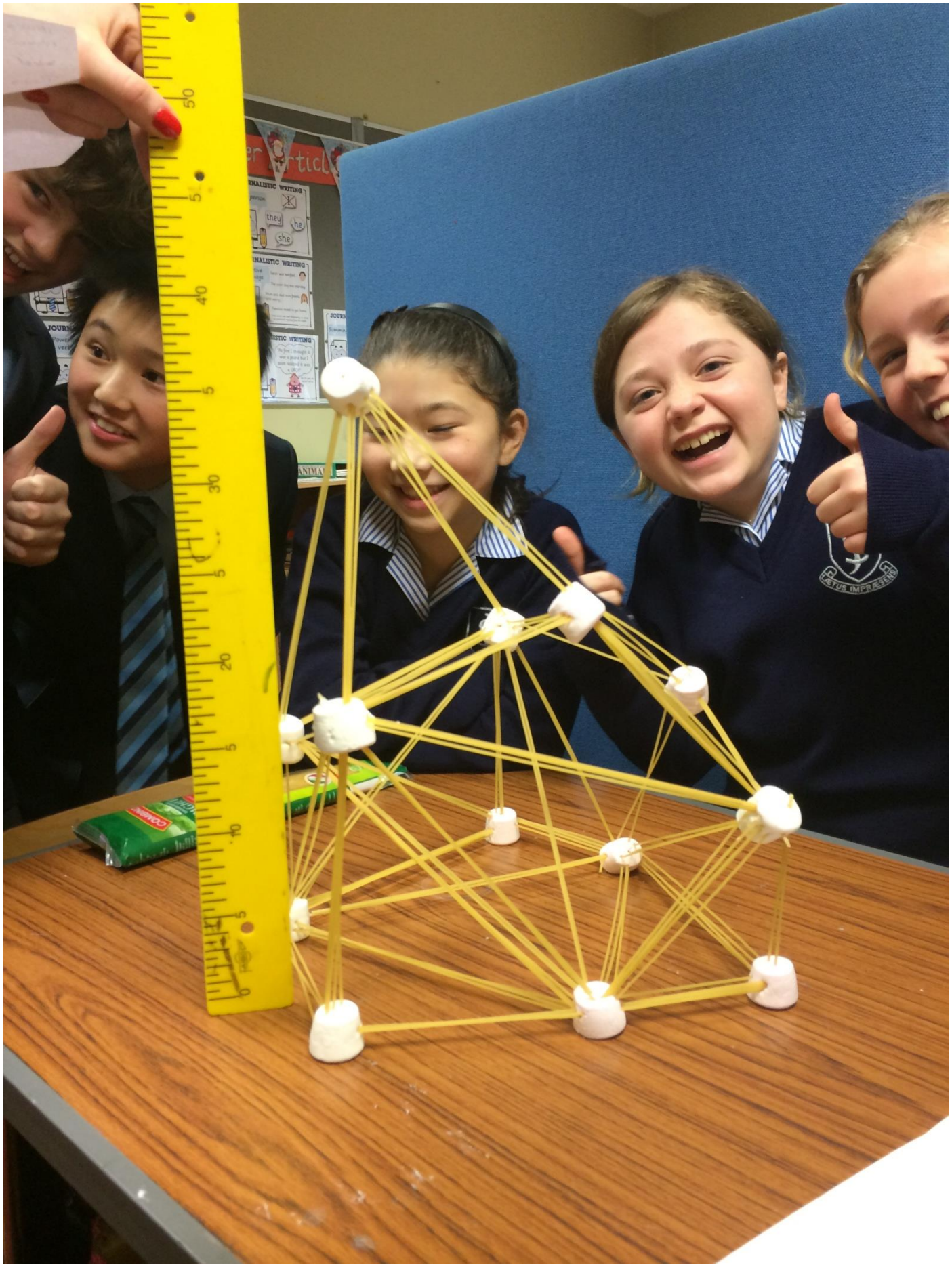
Team Tasks

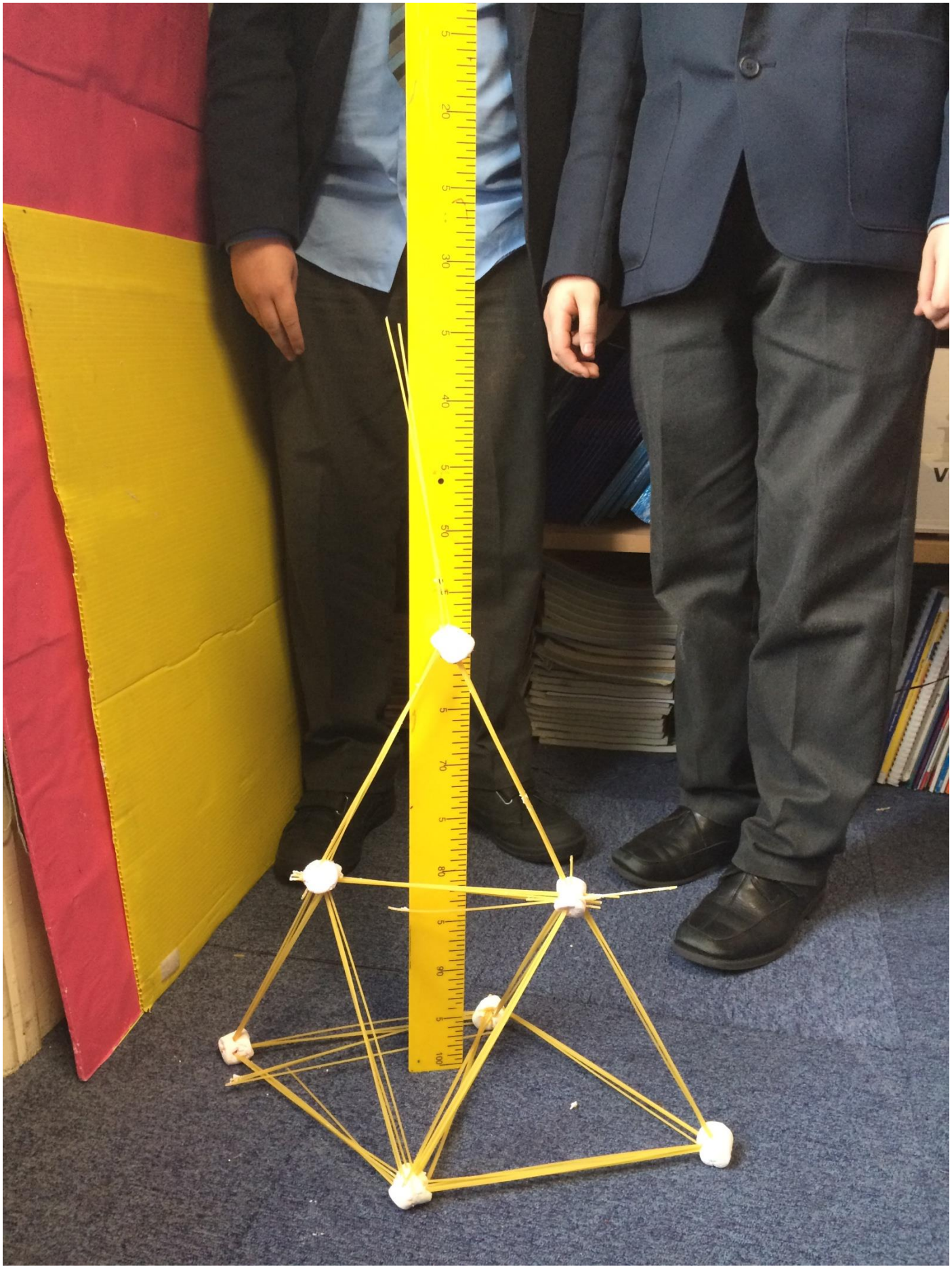
Observation, Inference, Plan/Design and Make


KEANE










www.moocrew.ie

Step 4 – Maths

Problem of the week

Conall Maths Week 2014

2nd class area

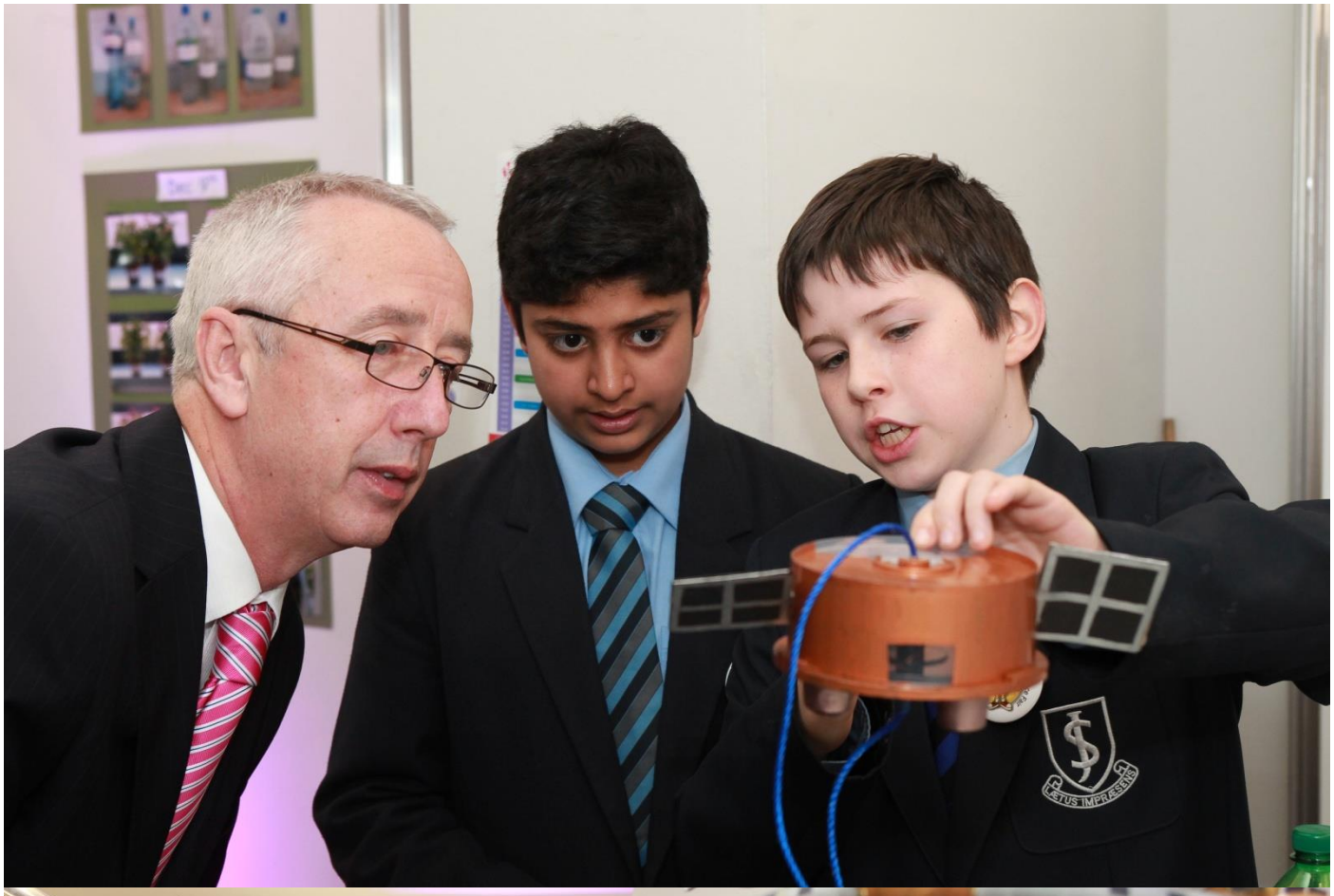
2nd class
Maths
Shape and space
Area
Using non standard units (cards) to measure the surface area of a table.

Step 5 STEM Showcase

Display of NASA work on noticeboards/presenting to younger assembly

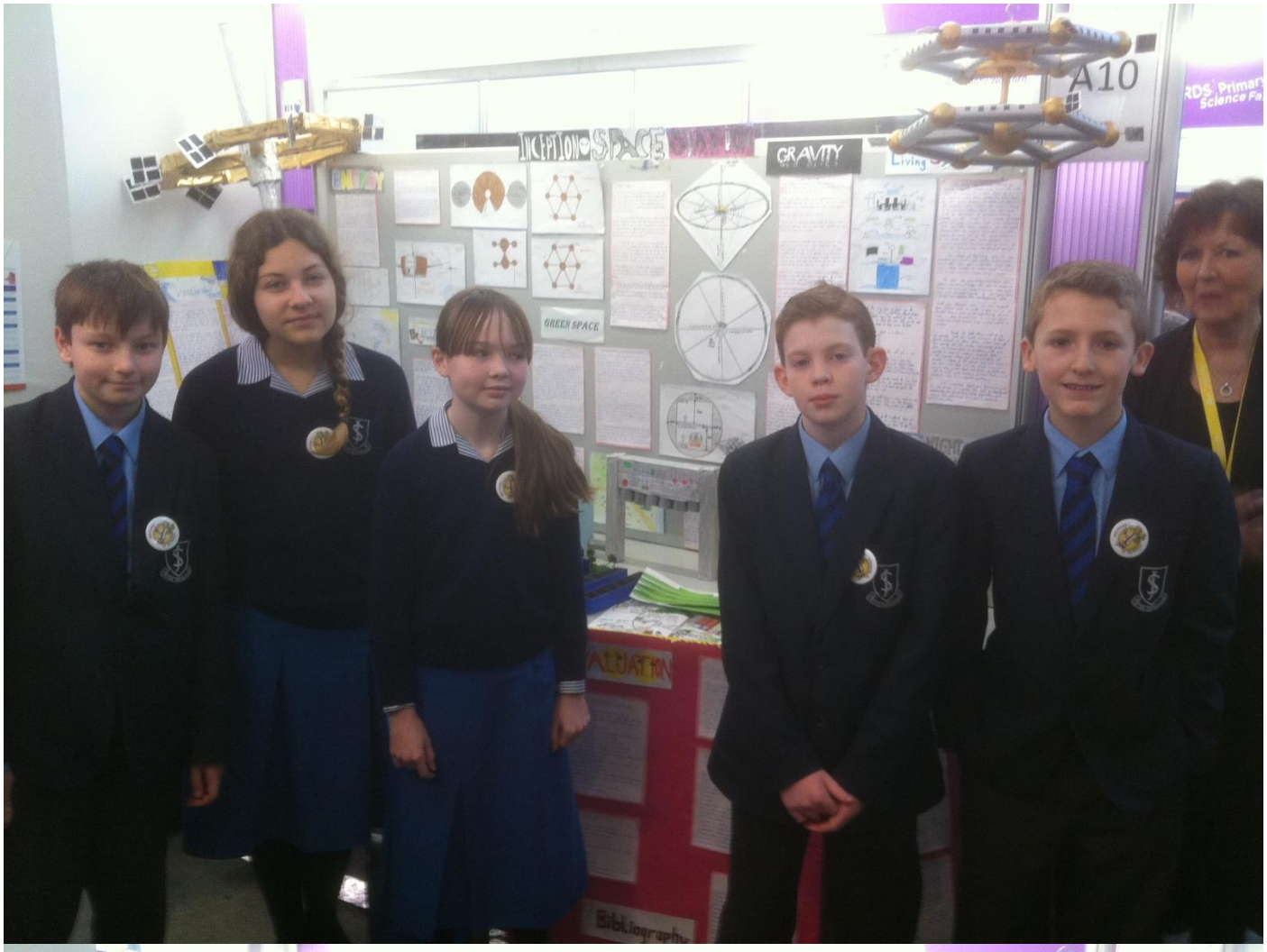
Young Scientist


NIGHT
AND




RDS Primary Science Fair
WATER
WASTE


RDS Primary Science Fair


A10
GRAVITY
GREEN SPACE
EVALUATION


A10
GRAVITY
GREEN SPACE
EVALUATION