

Heritage in schools **Grace Garde. Wicklow & Dublin**

18th January 2015 – Discussions/Suggestions for workshops 2015.



Workshop 1 : February/March: Theme: **Nature Detective - Spring**

Spring workshop: Budburst & signs of spring >Frog spawn; ash & horsechestnut

Flowering Trees

- Many trees which are excellent food sources for bees are too large for most gardens, eg horse chestnut
- Willows – salix species are good for pollen
- Almond, Flowering Cherry and plum (prunus species), Crab Apple (malus species) and similar early flowering fruit trees will provide both nectar and pollen
- Hawthorn (crategus)
- Ash

Planting of bulbs crocus's/snowdrops & bluebells.

Birds.

During the cold spring days, **small song birds** such as the sparrow, blue tit, goldcrest and greenfinch must continuously feed to lay down fat reserves for the night to come. Birds that are visiting Ireland for the winter, including waders such as godwits and redshanks and a number of geese species, will still be around in early Spring.

Migrating bird species are beginning to return to Ireland.

Keep an eye out for swifts darting between buildings and over water – they are recognizable by their dark colour and forked tails.

Online resources:

Barn Swallow & Common Swift: Record in spring.alive.net
Record all nature sittings in noticenature.ie/biology.ie
birdwatchireland.ie

Workshop 2: April/May
Theme: Detective Flower

Honey bee, pollinators & pollination (& butterflies/ladybirds)

- >**Spring flowers** to notice include primrose and cowslips in hedgerows, Lesser celandine, bluebells, snowdrops and dog violets in woodlands



Workshop 3: May/June Insect life
Theme: Detective Beetle & Butterfly or Detective Newt (where pond exists)

- Setup traps & catch insects study under microscope & magnifying glasses
- Record all nature sittings in noticenature.ie/biology.ie

Curriculum cross overs
The workshops should touch on some of the items below!

Copied from the curriculum – 18th January 2015.

Infants:

Strand: Living things

Strand unit: Plants and animals

The child should be enabled to:

Variety and characteristics of living things

- observe, discuss and identify a variety of plants and animals in different habitats in the immediate environment common trees and other plants common birds and other animals in habitats such as ponds, trees, hedges, grass, rocks, soil

- become aware of animals and plants of other environments

- sort and group living things into sets flowers, leaves, trees, birds, fruit and vegetables

- recognise and identify the external parts of living things flower, leaf, stem, root tail, leg, beak, feathers

Processes of life

- observe growth and change in some living things
- explore conditions for growth of bulbs and seeds in soil, damp moss, wet paper
- become aware that animals and plants undergo seasonal change in appearance or behavior colour change, leaf fall, appearance of buds and shoots, hibernation.

Strand: Environmental awareness and care
Strand unit Caring for my locality

The child should be enabled to:

- observe, discuss and appreciate the attributes of the local environment beauty and diversity of plants and animals in a variety of habitats attractive elements of physical, natural and human features

- appreciate that people share the environment with plant and animal life

- develop a sense of responsibility for taking care of and improving the environment



Strand unit: Plants and animals

The child should be enabled to

Variety and characteristics of living things

- observe, identify and explore a variety of living things in local habitats and

Environments

identify

common trees and other plants

common birds and other animals

common insects and minibeasts of habitats such as forest, waste ground, hedge, pond, rocks, stream, seashore.

- develop some awareness of plants and animals from wider environments
- recognise and describe the parts of some living things root, leaf, stem of plants trunk and branches of trees head, leg, wing, tail, skin covering of animal
- recognise that trees are plants
- group and sort living things into sets according to certain characteristics
 - hibernation
 - migration
 - farm animals
 - animals and plants that provide food Integration

Geography:

Natural environments & Processes of life

- appreciate that living things have essential needs for growth
- explore, through the growing of seeds, the need of plants for water and heat design, make or adapt a suitable container for growing seeds
- investigate how plants respond to light
- 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.

**The child should be enabled to:**

- identify, discuss and appreciate the natural and human features of the local environment
 - observe and develop an awareness of living things in a range of habitats in local and wider environments
 - observe similarities and differences among plants and animals in different local habitats
 - develop an awareness that air, water, soil, living and non-living things are essential to the environment
 - begin to recognize that people, animals and plants depend on one another
 - realize that there is both an individual and a community responsibility for taking care of the environment
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- identify and help to implement simple strategies for protecting, conserving and enhancing the environment planting trees, flowers developing a school garden engaging in anti-litter campaigns