

## INFANT CLASSES - PLANTS AND ANIMALS

### Teacher Guidelines:

- p. 57 – 86

### Linkages:

- *Environmental awareness and care:* recycling materials for construction / caring for plants and animals
- *Materials:* Properties and characteristics eg. rough, smooth, shiny, big, small etc Clothes we wear in different seasons.
- *Sound:* Identifying animal sounds from tapes.
- *Light:* Light as a form of energy essential for growth of plants.

### Integration:

- Language Development – English and Gaeilge
- Visual Arts: pictorial representation of observations / leaf rubbings / construction of simple bird feeders / papier mache models of plants and animals / using recyclable materials to construct pots or model houses for growing plants
- Maths: Sorting activities using pictures – animals with two / four legs / wings etc. seeds – rough / smooth / colour / big / small etc flowers – colour / number of petals etc Measuring growth of plants. Sequencing pictures.
- Music: Identifying animal sounds from tapes
- Geography: Exploring natural environments

## INFANT CLASSES - PLANTS AND ANIMALS

### Content Objective:

- **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 and soil*

### Some suggested activities:

- Initiating observations in the outdoor environment (Exemplar 11, Teacher Guidelines p. 62)
- Bird Table / bird feeders / bird boxes: Identifying common birds that visit the school grounds and recording data in a pictogram.
- School grounds walk: Where would one go to look for a spider, earthworm, woodlouse, ladybird, caterpillar etc? Recording pictorially the variety of plants and animals observed and/or identified - wall / path

- / under tree / lawn / hedge etc (Exemplar 12, Teacher Guidelines p.64)
- I spy Game: (Teacher Guidelines p.65) Children look for a small number of common plants / trees / birds / animals in appropriate habitat eg. pond / tree / hedge / grass / rocks or soil.
- Colour hunt: Children look for different coloured leaves, flowers. Bring to class and display on card using double sided tape or PVA glue
- Using hoops or opened out hangers to explore, observe and record plants in an grassy area or on an old wall etc. (Exemplar 14, Teacher Guidelines p. 68)
- Seasonal scavenger hunts: Teacher chooses 8/10 objects approx. for children to spot in the schools grounds eg. feather, green leaf, red berry, yellow flower etc. Children should observe and collect some for closer observation in the classroom. Magnifying glasses could be used to spot patterns etc Observe and record.

**Some suggested investigations:**

- Birds: What is the most common visitor? What do they eat? How do they eat?
- Plants: Investigate different plants and animals in a habitat – where found and why there eg. moss on wall, worms in soil, daisies growing low in grass etc

**Some suggested designing and making**

- Simple bird feeders – using orange netting, juice cartons, nuts, cooked rice, oats, lard balls etc

## INFANT CLASSES - PLANTS AND ANIMALS

**Content Objective:**

- **BECOME AWARE OF ANIMALS AND PLANTS OF OTHER ENVIRONMENTS**

**Some suggested activities:**

- Examine pictures / photos of farm / seashore / woodland / other habitats and list animals and plants that the children recognise. Which of these can also be found in local habitats? Why/why not?
- Matching zoo animal picture cards to each other and/or labels. The cards can also be sorted into groups such as living in hot/cold countries, in the sea/wild, how they move, the sounds they make, number of legs etc.
- Visit a zoo, wildlife park or farm or watch suitable videos.
- Listen to animal sounds on tape/CD and identify animal verbally or by holding up relevant animal card.

- **Some suggested investigations:**

- **Some suggested designing and making:**

## INFANT CLASSES - PLANTS AND ANIMALS

### Content Objective:

- **SORT AND GROUP LIVING THINGS INTO SETS**

*Flowers, leaves, trees, birds, fruit and vegetables*

### Some suggested activities:

- Children sort plants and animals into groups using cards with pictures of animals and plants on them. Discuss similarities and differences.
- Sort and group lots of pictures into flower / leaves / bird / animal / fruit or vegetable groups etc. Discuss similarities and differences.
- Use hoops to sort animals with two or four legs and flowers with yellow or pink petals. Put different types of animals / plants with similar characteristics together in groups. (Exemplar 15, Teacher Guidelines p. 70) Record results pictorially.
- Sort autumn leaves, fruits and/or seeds into big/small, rough/smooth, dull/shiny, red / brown etc.
- Cut some vegetables and fruit down the middle middle (horizontally and vertically)– observe and draw. Discuss the similarities and differences. N.B. Fruit always have seeds in the middle eg. tomato / pepper / apples / oranges / grapes etc.

### Some suggested investigations:

- Investigate differences between plants and animals.
- Investigate differences between fruit and vegetables.

### Some suggested designing and making:

## INFANT CLASSES - PLANTS AND ANIMALS

### Content Objective:

- **RECOGNISE AND IDENTIFY THE EXTERNAL PARTS OF LIVING THINGS**

*Flower, leaf, stem, root*

*Tail, leg, beak, feathers*

### Some suggested activities:

- Complete a plant /animal/bird parts matching game (i.e. a drawing with separate labels ). Match picture with a word eg. stem / flower / root / leaf etc. Older classes could make these matching games.
- Grow some bean seeds (with blotting paper / clear jar) and observe and record growth of root/leaf/stem etc.
- Observe and describe birds and their body parts in the school grounds.

**Some suggested investigations:**

**Some suggested designing and making:**

- Plant and animal figures
- Papier mache models of plants and animals

### INFANT CLASSES - PLANTS AND ANIMALS

**Content Objective:**

- **OBSERVE GROWTH AND CHANGE IN SOME LIVING THINGS**

**Some suggested activities:**

- Plant bulbs outside and inside classroom. Observe and note changes.
- Grow a variety of seeds in the classroom e.g. cress (in half egg shells), mustard, grass, broad bean, grass heads, sunflower etc., in a wide range of conditions. Measure growth of plants or animals, observe and record change.
- Look at some dead leaves, some dead flowers, some newly cut stems and a living plant pot; are they dead or alive? How do you know?
- Match pictures of animals and their young eg. horse and foal, caterpillar and butterfly, hen and chick etc
- Observe seasonal changes in the lawn, hedge or trees around the school grounds during the different seasons.

**Some suggested investigations:**

- Do beans grow faster than peas? Observe and record results.
- What do plants need to grow? Investigate water / light.
- Do big seeds grow faster than small seeds?

**Some suggested designing and making:**

### INFANT CLASSES - PLANTS AND ANIMALS

**Content Objective:**

- **EXPLORE CONDITIONS FOR GROWTH OF BULBS AND SEEDS**  
*In soil, damp moss, wet paper*

**Some suggested activities:** see below

**Some suggested investigations:**

- What helps seeds to grow? (Exemplar 20, Teacher Guidelines p. 84)
- Investigate whether seeds sprout faster when it is warmer? Choose a warm and a cool place (fridge) and observe growth.
- Do seeds germinate in the dark? Plant some cress seeds on damp cotton wool in a warm dark place. Observe record what happens.
- Do bulbs need light to grow? Plant a hyacinth bulb in a hot press or in a room which is dark and warm. Check every few days. Record growth.
- Investigate which is the best growing material for bulbs – sand / soil / shredded paper / pencil shavings / damp moss / compost etc

**Some suggested designing and making:**

- Pots for growing seeds using recyclable materials eg. milk cartons.
- Model houses for growing seeds using recyclable materials eg shoeboxes with some windows cut out / juice cartons etc

## INFANT CLASSES - PLANTS AND ANIMALS

**Content Objective:**

- **BECOME AWARE THAT ANIMALS AND PLANTS UNDERGO SEASONAL CHANGE IN APPEARANCE OR BEHAVIOUR**

*Colour change, leaf fall, appearance of buds and shoots, hibernation.*

**Some suggested activities:**

- Going on regular walks outside to observe and discuss the signs of the season – clothes, weather, length of daylight, plants, trees and animals. I spy game to help observation. (Teacher Guidelines p.64)
- Sorting seasonal images into groups. Selecting which images best suit the present time of year. In some cases these images can also be placed in order e.g. seasonal changes to a tree / wild flowers within the school grounds etc.
- Note what animals and plants / flowers are evident at certain times of the year and missing at others. Why is this?

**Some suggested investigations:**

- Seasonal changes in the hedge / lawn / grass / flowers / trees / seashore etc
- Which tree will lose its leaves first (Autumn)? Which tree will bud the earliest (Spring)? Investigate and record pictorially.

**Some suggested designing and making:**