



Language and Literacy	SESE			Mathematics and Numeracy						
<p>Oral Language- Story telling and personal anecdotes oral language games Speaking & Listening rules Retelling our news Retelling our holidays and weekly experiences Discussing reading material and ideas for free writing, story starters and narrative settings, the 5 W's</p> <p>Reading Revision of sequencing and retelling of stories known and new stories introduced Revision of Jolly phonics, blends Comprehension skills of prediction & connection Spelling strategies & List 2 spelling list 'CK' sounds Books/Stories: PM readers, 'Guess how much I love you', 'Five minutes peace', 'My no, no, no ,no day', 'The big bag of worries'</p> <p>Writing Introduction of free writing Cursive alphabet Passports/All about me/story starters for narrative genre/writing our 5 W's and writing our news Modelled writing of known stories/news</p>	Science	History	Geography	<p>Number: <i>counting</i> FWNS/BWNS/NWB/NWA (Mata sa Rang); <i>number formation</i> on back, sandpaper etc. Story of 10 - children arrange themselves/counters into sets to make 10/story of my age - how to make my age number; <i>ordinal number</i> - matching 1st to first cards in pairs etc; naming ordinal place of runners in a race based on video; number bonds for numbers 0-10.</p> <p>Time: read day, date, month using calendar - how to find my birthday in a calendar; when are my family member's birthdays - homework; using a timetable - daily routine sequencing; making a weekend timetable - visual,</p> <p>Length: how tall am I? - using different items to benchmark measure my height e.g. how many pencil cases am I etc?; using metres to measure our height; problem solving - why not use pencil cases, why need metres.</p>						
	<p>Science Naming body parts and functions; noticing and discussing changes in self - ability and size, features etc; comparing self with past self; doing labelled diagram of the body - collaborative work; growing and changing - sequencing life from baby to adult to elderly person.</p> <p>History Significant events in my life - teachers timeline; naming events in their own life and describing them and determining the importance between those events and non significant ones. Making personal timelines - sequencing the significant events. My Family - naming each member, observing and discussing family tree - purpose and how to design one; making personal family trees - homework - discuss with parents family history and story. Show and tell - toys from my past - why I don't play with it anymore, why it was my favourite toy then - what has changed over time?</p> <p>Geography Where am I from? - me and my family's history - where do I live now, where I lived before, where did my family come from, what things do I do in my community, what is a community, why do we need a community?, how do I get to school from my house?, where is my house in Dublin, what would I like to work as when I grow up - in my community?.</p>									
Physical Education:	THEME			The Arts						
<p>Games we play/Playing as a member of team Warm Up Games: stuck in the mud, flush the toilet, cups & saucers, Horses & jockeys, four square switch CLIL: Grupaí uimhreacha, Deir O gradaigh, Bád/Mara/Talamh Cricket: Practice ball handling skills with bean bags & tennis balls Cricket Skills; bowling, throwing, batting, rolling and collecting</p>	<p>Who am I? (Identity & the family)</p>			<table border="1"> <thead> <tr> <th data-bbox="1444 1230 1671 1267">Visual Arts</th> <th data-bbox="1671 1230 1897 1267">Music</th> <th data-bbox="1897 1230 2123 1267">Drama</th> </tr> </thead> <tbody> <tr> <td colspan="3" data-bbox="1444 1267 2123 1495"> <p>V.A. - Individualism The story of the Dot https://www.youtube.com/watch?v=sw-n-alwgFVo Inspired by Kusma and her use of dots & individualism Family Portraits Self- Portrait with Wacky Hairlines Music- making music on our bodies/music we like</p> </td> </tr> </tbody> </table>	Visual Arts	Music	Drama	<p>V.A. - Individualism The story of the Dot https://www.youtube.com/watch?v=sw-n-alwgFVo Inspired by Kusma and her use of dots & individualism Family Portraits Self- Portrait with Wacky Hairlines Music- making music on our bodies/music we like</p>		
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		<p>Personal taste in music Exploring timbre through using our bodies Songs: Can't stop tapping my feet, arrival of the queen of Sheeba Record rest and busy periods in music with cards Drama- recognising our feelings and the feelings of others The Sad Clown story; identifying feelings and connecting them to our own Aistear: sociodramatic play of 'Families/In the home'</p>
Gaeilge	SPHE	Learn Together
<p>Mé Féin agus mo Chlann Cluichí: Feicim le mo shúilín Beag, Cluiche Kim Amhráin/Dánta: Teidí Beag Aláinn; Ceann, gúlainn, glúain, cos. Eiseamláirí Teanga: Is mise ...; Tá mé 6 bliaina daois; X is ainm dom; tá beirt/triúr/ceathrar/seisear/seachtar/octar is mo chlann; is breá liom; is fearr liom; ca bhfuil tú ina chónaí - tá mé i mo chónaí i Foclóir: droim/grúaig/glúin/smig/ceann/cluas/cos/lámh/súil/beál/srón/fiacla/gúlainn/aghaidh/grúaig/mamáí/daidí/aintín/oncaíl/colcheathrar/tuismitheoirí</p>	<p>Healthy Habits of Mind/Myself/Self Identity Becoming independent Classroom rules/jobs Being organised and how it helps us Defining & setting goals for our year Mindfulness; making time for ourselves, listening to our feelings, our breath, our thoughts, noticing our senses, guided meditation, mindful bell Mediation script and solving our problems Peace song Healthy Habit of Mind: 'I can do it'/Accepting Myself</p>	<p>Setting Goals/Representing ourselves in the school Classroom rules Respect and its importance How are school committees work what part we can play in them Deciding what I can do in a committee Election posters & speeches Voting Peace Day celebrations and performances Guided meditation & celebrating peace in our bodies & feelings</p>