



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, 'just lucky I guess', 'Fantastic Mr. Fox', 'Rosie's Walk', 'all' phonic books, D.E.A.R. selected reading, reading homework</p> <p>Writing Introduction of free writing Cursive alphabet Fiction stories about animals/story starters for narrative genre/writing our 5 W's and writing our news Modelled writing of known stories/news Modelled report writing about Animals/animal habitats</p>	Science	History	Geography	<p>Number: Number bonds 1-20; number words and sequence 1-100; addition by combining/counting on.</p> <p>Shape and Space - Spatial Awareness: 'Rosie's Walk'- spatial pronouns. Map making using pronouns of local area/environment - school, way to school. Give and follow simple directions in class and around school.</p> <p>Aistear - map making - personal maps using given language - through, around, over, past etc.</p> <p>CONTD 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. (1st Week Aistear)</p>						
	<p>Science Autumn nature trail</p> <ul style="list-style-type: none"> ● Colour hunt ● Minibeast hunt ● Tree Observation ● Animal homes/habitats ● Environmental code <p>Learn about the fox: (integrated with Geography)</p> <ul style="list-style-type: none"> ● body parts, food, habitat, behaviour <p>Needs of a plant study</p> <p>Geography Autumn</p> <ul style="list-style-type: none"> ● Changes in the environment ● clothing for exploring the environment ● Animals in our local environment <p>History</p> <ul style="list-style-type: none"> ● Milestones in our lives ● presenting our family timelines ● identifying different types of families ● Family events we celebrate/mark 									
Physical Education:	THEME			The Arts* Integrated with Aistear						
<p>Playground games Warm Up Games: cups & saucers,, four square switch, foxes & chickens, circle dodgeball, crusts & Crumbs, suns & snowballs, shipwreck, doctor tag CLIL: Grupaí uimhreacha, Deir O gradaigh, Bád/Mara/Talamh</p>	<p>Our Natural Environment Integrated through Aistear & Station Teaching</p>			<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;">Visual Arts</th> <th style="width: 33%; text-align: center;">Music</th> <th style="width: 33%; text-align: center;">Drama</th> </tr> </thead> <tbody> <tr> <td colspan="3"> <p>V.A. - Individualism Clay houses - continued from previous theme of identity (Art Station) Graffiti Art-- making names from chalk linked with previous theme (Art station)</p> </td> </tr> </tbody> </table>	Visual Arts	Music	Drama	<p>V.A. - Individualism Clay houses - continued from previous theme of identity (Art Station) Graffiti Art-- making names from chalk linked with previous theme (Art station)</p>		
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<p>Cricket: Practice ball handling skills with bean bags & tennis balls GAA with external coach: practice ball handling skills and gross motor movements required for Gaelic football</p>		<p>Animals in our environment; exploring how animals conceal, hide, attack and creating masks, costumes and camoflaue with fabric and fibre (creative station) Musical score for Animal music using art materials Music- making music on our bodies/music we like Listening & Responding to ‘March of the Elephants’ Dramatising our bodily responses to music Group Composition- making instruments using recyclable materials Drama- recognising our feelings and the feelings of others Aistear: sociodramatic play of animal/their habitats and using the story of ‘Fantastic Mr. Fox’ by Roald Dahl</p>
Gaeilge	SPHE	Learn Together
<p>An Aimsir Cluichí: Feicim le mo shúilín Beag, Cluiche Kim, éist agus tarraingt - tarraing pictúir le lá scamallach srl ann Amhráin/Dánta: An bháisteach Eiseamláirí Teanga: Cuir ort do spéaclaí gréine. Cén sórt aimsr atá againn inniú? Cen saghas lae é? Tá sé X. Féach amach an fhuinneog. Cén saghas lae a raibh ann inné? Bhí sé xyz. Ar chuir tú do chóta bháisti ort? Chuir mé/níor chuir mé .. Caithfidh me xyz a caitheamh. Cén séasúr ina bhfuil muid? Tá muid in t-earrach/nollag/fomhar/samhradh - <i>gaeilge neamhfoirmúil/integration</i> Foclóir: tuar cheatha, ag cur báisti, scamallach, fluich, grianmhar, gaofar, te, fuar, ag cur sneachta, dorcha, ceomhar, cóta báistí, hata báistí, buataisí.</p>	<p>Being Organised/Road Safety/Fire Safety YCDI Organisation Lessons 1-5</p> <ul style="list-style-type: none"> • Being organised in our classroom, at home, in our school • Play and sing Oscar Organised song as transition/lunch time (WC). • Hometime get ready steps <p>Walk Tall Its ok to make mistakes I have opinions 95, 134 Road Safety- wearing a seatbelt Fire Safety- Fire alarms, drills, being safe around electricity</p> <p>Monday morning circle time: Feelings check in/circle time games. Jellyfish & robot- relaxation exercises for bodies Milkshake breathing</p>	<p>Leaders in world religion/special books for religions</p> <ul style="list-style-type: none"> ○ Research and learn about the religious leaders - Jewish Rabbi, Hindu Priest, Christian Priest/Rector ○ Compare the three leaders - similarities/differences ○ Compare religious leaders to community leaders - councillors, politicians, residents committees ○ Compare & discuss religious books <p>The Environment: Green Schools</p> <ul style="list-style-type: none"> ○ Discuss ways in which we can maintain green flag for waste, water and how we can reduce our use of plastic daily ○ Plant and care for bulbs/seeds and observe them grow