



Language and Literacy	SESE			Mathematics and Numeracy
<p><u>Oral:</u> Conversations continued from September. Use peer mediation script to resolve conflict. Give and receive compliments appropriately.</p> <p><u>Reading:</u> Whole class reading a leveled text. Respond to literal and inferential questions about the text (orally and written). Develop vocabulary, word recognition, decoding skills. Develop as an independent reader Continue to keep a record of personal reading in various forms.</p> <p>Class Novel: The Book of Learning Write a reading log. Produce a script based on the book. Create a collage of key words from the text. Participate in a class discussion on the text. Write a poem on the book’s theme. Conduct an oral or written interview with a character from the book.</p> <p><u>Comprehension:</u> Predicting Revise comprehension strategies of predicting.</p> <ul style="list-style-type: none"> ● A Bad Case Of The Stripes ● The Wolves in the walls <p>https://andreaspindler.weebly.com/uploads/2/9/2/4/2924561/ed_215_r_lesson_1_read_aloud.pdf</p> <p><u>Writing:</u> Narrative Observe the teacher model a wide variety of writing genres Write for an increasingly varied audience. Modelled writing: The teacher will write the children’s ideas Guided writing: using frameworks devised by the teacher. Receive and give constructive responses to writing. Engage in the writing of one piece over a period. Experience varied and consistent oral language activity</p>	Science	History	Geography	<p>Maths: Number operations- Subtraction and Multiplication</p> <ul style="list-style-type: none"> ● Divide a 3-digit number by a 2-digit number with and without a calculator. ● Solve problems involving operations with whole numbers. ● Solve problems involving operations with decimals. <p>Fractions</p> <ul style="list-style-type: none"> ● Compare and order fractions and identify equivalent forms of fractions with denominators 2–12. ● Express improper fractions as mixed numbers and vice versa and position them on the number line. <p>Shape & Space- 2D shapes</p> <ul style="list-style-type: none"> ● Make informal deductions about 2D shapes and their properties. ● Use angle and line properties to classify and describe quadrilaterals and triangles. ● Construct triangles from given sides or angles. ● Tessellate combinations of 2D shapes. ● Classify 2D shapes according to their lines of symmetry. ● Use 2D shapes and properties to solve problems. ● Construct 2D shapes. ● Tessellate 2D shapes. ● Construct tangrams. <p>Recipes: You want a cake that is half the size. How will you change the ingredients? *Class will be encouraged to participate in annual Maths Eyes Poster Competition</p> <p>*Mental Maths Homework each night with 2 problem solving activities Resources: Folens Planet Maths online activities, Super Sleuth Maths, Problem Solving Activities</p>
	<p>Science: Living Things Human Life</p> <p>Develop a simple understanding of the structure of some of the body’s major internal and external organs.</p> <p>Identify and understand ways in which the body protects itself against disease and protection Learn about the structure and function of the skin:</p> <ul style="list-style-type: none"> - Revise previous learning: KWL / mind-map - Learn about bacteria and the protection provided by the skin. - List ways of preventing the spread of germs, enhancing personal hygiene. <p>**Project-based Science: Project for RDS Primary Science Fair Class Question: The effects of a 4 week aerobic programme on improving anaerobic capacity.</p> <p>Discuss class prediction, heart rate, aerobic and anaerobic exercise, gathering evidence and organising information.</p> <p>https://www.heart.org/idc/groups/heart-public/@wcm/@fc/documents/downloadable/ucm_451993.pdf</p> <p>History: Myths and legends</p> <ul style="list-style-type: none"> ● Reflect on the purpose of traditional storytelling - morality, explanation, entertainment etc ● Recognise the legacy of folklore as oral history ● Examine role of nature, animals, music and 			



as part of the pre-writing process.
Observe the teacher improving writing drafting, revising, editing.
The children will compete modelled writing, paired writing and guided/ independent writing.

Grammar:

Observe the conventions of grammar, punctuation and spelling in his/her writing.
Punctuation and sentence structure
Revise nouns proper, concrete, abstract

Spelling:

Observe the conventions of grammar, punctuation and spelling in his/her writing.
Use dictionaries and thesauruses to extend and develop vocabulary and spelling.
Topic words from the novel (16 per week)
Whole class – homophones, - ance - ence
Dictation
Using dictionaries

Poetry:

Listen to, read, learn, recite and respond to a challenging Range of poetry
Write in a wide variety of genres.
Write a poem on Road safety
Recite the poem For Old Time's Sake: A Tree Speaks, by James Kirkup

- dance in African storytelling
- Compare African storytellers to Irish seanacáí
 - Compare creation stories from southern Africa 'Tales of the Bushmen' (US p. 96) and West Africa 'The Story of Creation' (Africa Myths p.8)
 - Learn about common character 'Anansi'
 - Listen and respond to story 'How Anansi came to own all the tales that are told' (Africa Myths p.28)
 - Recognise the role of 'animal tricksters' in African mythology eg Anansi
 - Read story 'Anansi and the turtle (US p. 97)
 - Reflect on the moral of the story
 - Read other animal fables from Africa eg 'How the leopard got his spots', 'How the zebra got his stripes' or 'How the snake lost his legs'
 - Research the origins of these tales - tribe/area
 - Retell these stories in own words in whole class storytelling circle

Resources:

- African storytelling pdf*
- Book: 'Africa Myths' - Gary Jeffrey
- Textbooks:
 - US (6th) p. 94-99

Geography:

Natural Environments: Lands, Rivers and Seas of Ireland.

- Become familiar with the names and locations of some major natural features in Ireland.
- Become familiar with the relationship of these features with each other, with elements of the built environment and with significant natural features of Ireland.
- Understand some of the interrelationships between these natural features and the lives of plants, animals and humans.

Content I want to teach: The Burren

Vocabulary: limestone, sedimentary rock, flora, fauna, turlough, dolmen, caverns, stalactites, stacmites.

Develop an understanding and appreciation of the



	<p>environmental richness of the Burren area. Identify the Burren on a map Examine photographs of the Burren and the flora and fauna of the eco system. Discuss where the name “The Burren” came from Describe the properties of limestone rock. http://www.askaboutireland.ie/learning-zone/primary-students/5th-+-6th-class/5th-+-6th-class-environme/leafy-lovelies/plant-habitats/the-burren/</p>						
<p align="center">Physical Education:</p> <p>Strand: Games Strand Unit: Creating and Playing Games: Focus on Ball Handling. Understanding and Appreciation of Games.</p> <ul style="list-style-type: none"> • Develop further and extend carrying and striking skills • Develop an understanding of the tactics and strategies for use in mini-games: • - dispossession skills, evading and marking an opponent. • Play small-sided game, 4 v 4. • Develop an increased understanding of use of space: • - moving to receive a ball. <p>PDST lessons</p> <p>Game: The Non Stop Game</p> <p>http://pssi.pdst.ie/pdf/gam/gam_d_2.pdf</p> <p>http://pssi.pdst.ie/pdf/gam/gam_d_3.pdf</p>	<h1 style="margin: 0;">THEME:</h1> <h1 style="margin: 0; color: red;">The Environment</h1>	<p align="center">The Arts</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; color: red;">Visual Arts</td> <td style="width: 33%; text-align: center; color: green;">Music</td> <td style="width: 33%; text-align: center; color: blue;">Drama</td> </tr> </table> <p>Visual Art: Fabric and Fibre: Creating in Fabric and Fibre Small inventive pieces in fabric and fibre The children will complete weaving on cardboard using different fabrics. The children will use the African flag as a stimulus.</p> <p>The children will then create friendship bracelets using different coloured fabrics.</p> <p>Drawing: Making drawings/ Looking and responding Painting Paint and colour</p> <p>Respond to Road Safety week The children will create a poster using different instruments to promote Road Safety. The teacher will provide pictures and posters as a stimulus for the children.</p> <p>Responding to Fire safety week The children will create a poster to promote Fire Safety in our Homes. The children will have a talk about Fire Safety with the local Guard. The teacher will show posters as a stimulus. https://www.google.ie/search?q=poster+ideas+for+fire+safety&safe=strict&rlz=1C1CHBD_enIE814IE814&tbm=isch&source=iu&ictx=1&fir=KX_QTYk1xrW3sM%253</p>			Visual Arts	Music	Drama
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Music:

Performing
 Playing an instrument
 Song singing
 Participate in external Ukulele lesson with Fergus.
 Learn the chords of the Ukulele and accompany the song 'Riptide'.
 Practice singing the song 'Riptide'
 Accompany the song 'Flash Bang Wallop' with clapping and stamping sequences.
 Dramatise a performance of 'Flash Bang Wallop'
https://www.youtube.com/watch?v=w_fLQVSx-eA

Drama:

- Exploring and making drama
- Reflecting on drama
- Cooperating and communicating in making drama

Drama lessons will be based on the class novel: The Book of Learning.
 The drama lesson will help inspire thought processes in children based on important issues that occur in the book such as friendship, bullying, family, sharing and look after animals.
 Role on the wall (Ebony Smart, Judge Ambrose)
 Conscience Alley
 Flashbacks and flashforwards
 Freeze framing



<http://www.primaryresources.co.uk/pshe/pdfs/dramawarmups.pdf>

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<p style="text-align: center;">Gaeilge</p> <p>Éisteacht</p> <ul style="list-style-type: none"> ● Éisteacht leis an múinteoir ag caint is ag léamh ● Féach agus éist le cartún ar an gCBI ● Éisteacht le dlúthdhoisca na ndaltaí ● Cluichí: <ul style="list-style-type: none"> ○ Biongó – LM Ich 206 ● Éist le hamhrán – Balún Aer Te ● Tascanna éisteachta <ul style="list-style-type: none"> ○ Éist agus dean athrá ○ Éist agus líon na bearnaí ○ Éist agus ceist a fhreagairt ○ Éist agus tarraing, dathaigh, scríobh ○ Foghraíocht – e/é, i/í – focail a chur san áit ceart <p>Labhairt</p> <ul style="list-style-type: none"> ● Labhairt faoin bpostaeir – ceisteanna a chur ar na páistí, aithint agus ainmniú ● Seanfhocal a phlé: Nuair a bhíonn an bolg lán is maith leis na cnámha síneadh ● Cómhra beirte / ranga <ul style="list-style-type: none"> ○ Ag cur síos ar bhia éagsúla ○ Ag plé ar an bia/deoch is fearr leo, béilí, bialainne, bia an domhain ● Cluiche teanga: <ul style="list-style-type: none"> ○ Cluiche tomhais – cén bia (LM Ich 202) ● Drámaíocht: am béilí, sa bhialann ● Ceisteanna roimh agus ag deireadh gach scéil a dhéanamh ó bhéal ● Amhrán a fhoghlaim de ghlanmheabhair – Balún Aer Te <p>Léitheoireacht:</p> <ul style="list-style-type: none"> ● Sliocht/Biachlár a léamh agus ceisteanna a fhreagairt chun tuiscint a léiriú ● Lipéid cearta a chur ar phictiúir ● Abairt / focail a mheatseáil le pictiúir ● Focalchuardach 	<p style="text-align: center;">SPHE</p> <p>Myself <i>Self identity</i> <i>Myself and My family</i></p> <p>Developing self-confidence Take increasing personal responsibility for himself/herself Become more independent and autonomous Self awareness Identify realistic personal goals and targets and the strategies required to reach these Explore and discuss families and homes and how they can vary in many ways</p> <ul style="list-style-type: none"> ○ Explore what belonging to a family means ○ Discuss possible changes in family relationships and expectations as he/she grows and matures and how he/she can cope with them. <p>Discuss and identify behaviour that is important for harmony in family life. Different Kinds of Love: provide pupils with opportunities to discuss and develop awareness of different types of love.</p> <p>Content:</p> <ul style="list-style-type: none"> - Organisation - Goal Setting - Aspirations: reflect on themselves as they are now and to consider how they would like to be in the future <p>Learning Activities</p> <p>Organisation: Discuss organisation Long term and short term goals Aspirations: Personal Reflection: if I were Personal Projection: Dreams of the Future Letter Writing - letter to Myself Different Kinds of Love:</p>	<p style="text-align: center;">Learn Together</p> <p>Ethics and Environment (1st- 12th October)</p> <p>Activation of responsibility and stewardship Knowledge and awareness of environmental issues Begin to understand the interdependence of the relationship between man and nature and how this contributes to the delicate balance of life on earth Participate in drawing up a school environment charter Discover ways to move towards an environmentally friendly lifestyle such as turning off lights, reducing the amount of water used, recycling paper in the classroom and home</p> <ul style="list-style-type: none"> ○ Revise importance of maintaining Green Flags already achieved - Litter and Waste; Energy ○ Learn about the Water Conservation Flag ○ Draw up list of ideas for Water Conservation Action Plan - to be discussed by Green Schools Committee ○ Design 'Save Water' slogans and posters for display around the school ○ Conduct Water Audit of school ○ Consider benefits of collecting rainwater and identify ways in which this water could be used ○ Calculate the amount of rainwater expected to harvest from school roof ○ Launch: 'Rainwater Collection' project - design and build rainwater collection system (Adult assistance) <p>Belief Systems (15th-26th October)</p> <ul style="list-style-type: none"> ○ Explore the common links in any of a range of religious codes of conduct ○ Explore the concept of authority as exercised by religious leaders ○ Find out how these leaders are chosen ○ Identify any common features which may exist between religious leaders eg the emergence of



<ul style="list-style-type: none"> • Léigh, scríobh agus dathaigh pictiúr • Léigh an t-oideas agus dean flapóga (LM Ich 204) • Tráth na gCeist (CBI) <p>Scríbhneoireacht:</p> <ul style="list-style-type: none"> • Ceisteanna a fhreagairt a bhaineann le sliochtanna / pictiúir i leabhar an pháiste <i>BB6</i> • Líon na bearnaí – béim ar na feidhmeanna teanga • Focail a chur in ord chun abairtí a chur i gceart • Scríobh faoin mbia gur mhaith leo sa bhialann • Scríobh faoin bia/deoch is fearr leo • Tarraing agus scríobh faoin mbricféasta • Scríobh cómhra sa bhialann leis an bhfreastalaí • Déan biachlár – réamhchúrsa, príomhchúrsa, milseog • Scríobh liosta bia do phicnic • Ríomhphost a scríobh faoin mbia a itear i rith an lae • Litriúcháin: e/é, i/í, Liosta i LM Ich 260, 261 <p>Graiméar:</p> <ul style="list-style-type: none"> • Briathra: Ól, Ith • An dtaitníonn...leat? Ar thaitin...leat? • Réamhfhocail ‘ar’, ‘o’ • An aidiacht sealbhach • Na mothúcháin • An aimsir fháistineach: Ól, ith 	<p>Role Play: different types of love Let's Talk: about different types of love Writing: What is Love?</p> <p>Resources</p> <p>YCDI Organisation Lessons 1-5 (With worksheets)</p> <p>RSE Different kinds of love 141</p> <p>Families 151</p>	<p>different Christian traditions, the problems that arose across these traditions and the move towards closer integration</p> <p>Resources:</p> <ul style="list-style-type: none"> o Religion websites list* o Books: 'This is my Faith' Islam; Buddhism; Sikhism o Green Flags o Green Promise o Art Materials o Water Conservation Resources* https://greenschoolsireland.org/wp-content/uploads/2016/09/General-Handbook.pdf https://www.seai.ie/resources/schools/5th_and_6th_Class_Teacher_Book.pdf