



Language and Literacy	SESE			Mathematics and Numeracy
<p><b>Oral Language-</b> Story-telling and personal anecdotes oral language games Speaking &amp; 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 Compare stories discussed in History with structure of the narrative genre Create alternative introductions, complications, resolutions for each story Create character profiles using descriptive words (Role on the wall/word mats) Create story sack from archaeological dig</p> <p><b>Reading</b> Revision of sequencing and retelling of stories known and new stories introduced Revision of Jolly phonics, blends Comprehension skills of prediction &amp; connection Spelling strategies &amp; List 2 spelling list 'CK' sounds Books/Stories: PM readers, Stories of;salmon of knowledge, Giant's causeway &amp; cultural other from children, Spellings; 'ff', 'ss' ending words from list 2 phonic books, D.E.A.R. selected reading, reading homework S</p> <p><b>Writing</b> Free writing Cursive alphabet - writing letters in cursive handwriting books. Writing our 5 W's and writing our news Shared Writing - scary stories, funny/nonsensical stories, fairy tales. Discuss and brainstorm describing words for characters in their stories - what they look/smell/sound like. Discuss and brainstorm settings for different genres of narrative writing e.g. castle for fairytale, haunted house for scary story.</p>	Science	History	Geography	<p><b>Number - Algebra:</b> Teacher will demonstrate some simple patterns to the class and the children must identify what comes next; Difficulty will increase with the introduction of a shape and colour; Children make patterns of their own using cubes/counters/sticks; Children analyse peg board and say if pattern or not; Rhyme based on odd and even numbers; Introduce the concept of even numbers by explaining things that come in pairs and group in 2s are even; Children practice grouping items in twos: socks, shoes, glove, counter, cubes etc; Explain that a number is odd when it's left over; Ask children to test if a number is odd or even by giving them that amount of items and asking them to pair them off; Complete odd number worksheet; Rhyme based on odd and even numbers; Introduce the concept of even numbers by explaining things that come in pairs and group in 2s are even; Children practice grouping items in twos: socks, shoes, glove, counter, cubes etc; Explain that a number is odd when it's left over; Ask children to test if a number is odd or even by giving them that amount of items and asking them to pair them off; Complete odd number worksheet; Children finish the patterns; Horizontal addition using 100 square; Colouring patterns on the 100 square.</p> <p><b>Number: Place Value</b> Children group objects into tens and units: unifix, lollipop sticks etc; Children look at numbers and identify how many 10s and units using concrete materials; Children identify which part of the number is the tens and which is the units. Children draw tens and units to represent a given number. (Whiteboards); Demonstrate use of place value grid (WC). Make numbers using concrete materials under visualiser, children state where to put each object on grid (WC).</p>
	<p><b>Science</b> <i>Materials cont'd:</i> mixing oil and water: Observe and predict what happens when water and oil come together; Explain why the two materials do not mix in their own words. <i>Environmental awareness and Care</i> Observe, describe and appreciate the features of the environment in winter: colours, tones, shapes, plants and animals, weather; Sources of heat: sun, fire, radiator Winter clothes and keeping warm Winter walk, observation of the environment Pictures and photographs of the environment Sort and group animals and insects that hibernate / don't hibernate (hedgehog, ladybird, woodlice v's spiders, rabbit, fox).</p> <p><b>Geography</b> Investigate celebrations around the world:Hanukkah Listen to story of Hannukah, Christmas and Diwali – contrast and compare. Investigate how children celebrate this time through youtube clips Explore and draw pictures of the food that children eat and where the food is made/comes from Examine pictures of these celebrations Learn traditional songs based upon these celebrations; Dreidel, Dreidel, Examine a map detailing where Jewish/Hindu people come from</p> <p><b>History</b> Circle Time: How we celebrate special occasions</p>			



<p>Using templates to help plan their stories - children plan their work. Guided writing - scary, funny/nonsensical stories, fairy tales.</p>	<p>Listen and respond to presentations on Jewish celebrations of Hanukkah; Rosh Hashanah; Examine ways Hanukkah is celebrated - dreidels, menorah, gifts, eat foods cooked in oil Examine ways Rosh Hashanah is celebrated - shofar, apples dipped in honey, observe tashlikh; Complete Hanukkah and Rosh Hashanah puzzles.</p>	<p>Children sort 10s and units into grid, writing number as <math>43 = 4 + 3</math>. <b>Measures: Length</b> Measuring the length of the classroom using our steps; Measuring various objects using cubes and a pencil; Estimate the length of an object before we measure. Introducing the idea of hand spans; Introducing the metre stick as a standard unit of measurement; Children estimate and measure objects around the room in pairs using their own metre stick.</p>		
<p><b>Physical Education:</b></p>	<p>THEME</p>	<p><b>The Arts* Integrated with Aistear</b></p>		
<p><b>Dance: Free Dance</b></p> <ul style="list-style-type: none"> <li>Explore and develop a greater range of movements of body parts and body actions, to include turning</li> <li>Explore further different levels, pathways and shape in space and begin to explore directions</li> <li>Observe, describe and discuss simple dances</li> <li>Zumba</li> </ul> <p><b>Games:</b> Revise Games covered in September/October.</p>	<p><b>Celebrations</b></p>	<p><b>Visual Arts</b></p>	<p><b>Music</b></p>	<p><b>Drama</b></p>
<p><b>Gaeilge</b></p>	<p><b>SPHE</b></p>	<p><b>Learn Together</b></p>		
<p><b>Téamaí: Ócáidí Speisialta: Nollaig Bia</b></p> <p><b>Bia</b></p> <p><b>Foclóir:</b></p> <ul style="list-style-type: none"> <li>(na ceapairí, an cháis, an banana, an bainne, an buidéal uisce, an sú oráiste)</li> <li>(piorra, oráiste, úll, ceapairí, banana, iógart)</li> </ul>	<p><b>Myself: Growing and Changing Emotional Resilience</b></p> <ul style="list-style-type: none"> <li>Realise that growth takes place in many different ways and is unique to each individual</li> <li>Realise that growing up brings increased responsibility for himself/herself and others</li> <li>Discuss ways of developing emotional resilience e.g calm down techniques.</li> </ul>	<p><b>Belief Systems</b></p> <p>Examine ways Hanukkah is celebrated - light menorah, play dreidels, give gifts, eat foods cooked in oil Complete Hanukkah puzzles. Listen and respond to powerpoints and videos on Christian celebrations of Christmas and Easter; Examine ways Christmas is celebrated - sing carols, give gifts, decorate tree, visit crib, eat turkey and pudding</p>		



- (sa mhála, sa chófra, ar an gcófra, ar an mbord, ar an tseilf,
- faoin gcathaoir, faoin mbord)
- (mo bhosca lóin, mo cheapaire, mo bhuidéal uisce)
- (leite, ubh, iógart, gránach, tósta, arán, im agus subh)
- (bainne, sú oráiste, uisce, cupán tae, cupán caife)
- (a haon, a dó, a trí a ceathair, a cúig, a sé, a seacht, a hocht, a naoi, a deich, a haon déag, a dó dhéag)
- (uisce, bainne, cnámh, féar)

**Eiseamláirí Teanga**

- Tá sé in am lóin anois
- Tógaigí amach bhur mboscaí lóin. Osclaigí bhur mboscaí lóin.
- Ith \_\_\_\_\_. (na ceapairí, srl.) Ól \_\_\_\_\_. (an bainne, srl.)
- Tá críochnaithe agam, a mhúinteoir.
- An bhfuil tú cinnte? Tá mé cinnte.
- \_\_\_\_\_ maith \_\_\_\_\_. (Cailín/Buachaill)
- An bhfuil \_\_\_\_\_ i do bhosca lóin? Tá/Níl \_\_\_\_\_ i mo bhosca lóin.
- An leatsa an bosca lóin? Is/Ní liomsa é.
- An bhfuil \_\_\_\_\_ agat? Tá/Níl \_\_\_\_\_ agam.
- Cad atá ag Teidí? Tá \_\_\_\_\_ aige.
- Cuir ort an púicín.
- Cuirfidh mé mo bhosca lóin i bhfolach. Ceart go leor.
- Cá bhfuil mo bhosca lóin? Níl a fhios agam.
- An bhfuil do bhosca lóin \_\_\_\_\_? (sa mhála, srl.)
- Rinne mé dearmad ar \_\_\_\_\_. (mo bhosca lóin, srl.)
- Seo duit \_\_\_\_\_. Go raibh maith agat. Fáilte romhat.
- Cad a d'íth tú don bhricfeasta? D'íth mé \_\_\_\_\_. (leite, srl.)
- Cad a d'ól tú don bhricfeasta? D'ól mé \_\_\_\_\_. (bainne, srl.)

Circle Time: How we celebrate special occasions in my family - eg birthdays, religious events, annual events  
 Listen and respond to powerpoints and videos on Jewish celebrations of Hanukkah and Rosh Hashanah  
 Examine ways Hanukkah is celebrated - light menorah, play dreidels, give gifts, eat foods cooked in oil  
 Complete Hanukkah and Rosh Hashanah puzzles  
 Listen and respond to powerpoints and videos on Christian celebrations of Christmas  
 Examine ways Christmas is celebrated - sing carols, give gifts, decorate tree, visit crib, eat turkey and pudding  
 Complete Christmas worksheet  
 Listen and respond to powerpoints and videos on Hindu celebrations of Diwali and Holi



- Cén t-am é? Tá sé \_\_\_ a chlog.
- Tá sé \_\_\_. (in am bricfeasta, in am lóin, in am dinnéir)
- Cad atá uait don bhricfeasta? Tá \_\_\_ uaim.
  
- Cad atá uait? Tá \_\_\_ uaim. (uisce, bainne, cnámh, féar)
- D'oscail mé mo bhosca lóin. D'ith mé mo cheapairí.
- D'ól mé bainne. Dhoirt mé bainne ar an mbord.
- Bhí fearg ar an múinteoir. Tá brón orm. Ceart go leor.
- An Nuacht. Inniu \_\_\_. Inné \_\_\_. Amárach \_\_\_\_\_.
- Tá an lá \_\_\_. D'ith mé \_\_\_ ar maidin.
- D'ól mé \_\_\_ ar maidin.
- An bhfuil nuacht agat? Tá nuacht agam.

**Ócáidí Speisialta:****Amhráin:**

Ag súil, Ag súil; Daidí Na Nollaig; San Nioclas

**Foclóir:**

Hata dearg, féasóg bán, san nioclas, mála bréagán, buataisí dubha, crios dubh, carr sleamhnán, bronntannas, réinfhia, síog, srón dhearg, stoca nollag, caréid, saighdúir, traein, liathróid.



