



| Language and Literacy   | SESE   |   |   | Mathematics and Numeracy   |
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| <p><b>Oral Language Genre</b> - Storytelling &amp; anecdotes–<br/>Circle time<br/>Our news<br/>Supermarket/food vocabulary<br/><b>Grammar</b> -<br/>Onset &amp; Rhyme - Word family ‘ar’ &amp; ig<br/><b>Dolch words</b> -<br/>I, am, a, the, is, to, my, you<br/>And, in It Up<br/><b>Story</b> -<br/>Jack &amp; the Beanstalk<br/>The Cook and The King<br/>Little Red Hen<br/><b>Poem</b> -<br/>Pat-a-cake<br/>At the supermarket<br/>Birthday cake<br/><b>Phonological Awareness</b>-<br/>Listening to rhyming words<br/>Clap if the words rhyme game<br/>Alliteration - Make your own alliteration sentence<br/><b>Writing</b> -Free Writing<br/>- Pre Writing Activites<br/>Fine motor activities - playdough, scissors activities<br/>Letter formation - c,a,<br/><b>Phonics</b><br/>Learn and perform Jolly phonics rhyme for letters S,A,T,I<br/>Learn and perform Jolly phonics actions for letters S,A,T,I<br/>sound hunt in stories/names/ food related words for sounds S,A,T,I<br/>Sound box activities - find items with sounds<br/>Sound book activities - draw/identify items with</p> | Science  | History   | Geography   | <p><b>EMA:</b><br/><b>Sorting</b> – Random collections – Classify objects based on two attribute.<br/> <ul style="list-style-type: none"> <li>Sort different collections of items that have two properties i.e. animals according to animal type/colour</li> </ul> <b>Matching</b> -<br/> <ul style="list-style-type: none"> <li>Match pairs of related objects in one-to-one correspondence</li> <li>Match non-equivalent sets using one-to-one correspondence</li> <li>Match equivalent sets using one-to-one correspondence</li> </ul> <b>Length</b><br/> <ul style="list-style-type: none"> <li>What is Length? What can we measure? (Whole Class Length Olympics)</li> <li>Pre measuring activities, order 2/3 or more objects by length - Playdough worms</li> <li>Build a tower using blocks, make the tower shorter/longer.</li> <li>Estimate length of items in non-standard units</li> <li>Use non-standard units for measuring (cubes, books, lollipop sticks, pencils, hands, matchsticks, straws etc.)</li> </ul> <b>Number: Ready Set Go</b><br/> <ul style="list-style-type: none"> <li>Count forwards to 5 with special focus on 1 – 3</li> <li>Counting backwards from 5</li> <li>Playing number games: smiley faces, snail trail etc.</li> </ul>                     Counting songs                 </p> |
|   | Energy & Forces  | Sequencing  | Human Environment   |  |
|   | <p><b>Heat</b><br/>- Discuss, sort, taste, draw hot/cold food<br/>- Discuss &amp; free play with hot/cold water<br/><b>Forces</b><br/>- Floating &amp; Sinking - explore, discuss, sort &amp; free play with items that float/sink<br/>- Experiment squashing, squeezing and stretching different objects, e.g. play-dough, elastic, paper, tinfoil, wood, straws - Sort / group objects: Things that change shape, things that don't change shape<br/><b>Living Things</b><br/><b>RSE -See SPHE</b></p> | <p>Listen , respond to and sequence stories of<br/> <ul style="list-style-type: none"> <li>Litte Red Hen</li> <li>Story of Bread</li> <li>Jack &amp; the Beanstalk</li> </ul> <ul style="list-style-type: none"> <li>Colour scene pictures from stories and create timeline with pictures</li> <li>Recall how bread is made in both stories</li> <li>Make loaves of bread using salt dough place them in supermarket for sale</li> </ul> </p> | <p><b>Human Environment</b><br/> <ul style="list-style-type: none"> <li>Discuss &amp; identify where foods are sourced in the local environment - (supermarket, restaurant/home etc.)</li> <li>Examine role of the farmer/farm</li> <li>Discuss people at work in food production - butcher/baker/chef/ waiter etc.</li> <li>Match role to correct place of work</li> <li>Discuss &amp; match food to their origins. ie. Milk-Cow</li> <li>Picture walk Journey to the local supermarket - look at photos discuss what you see/pass?</li> <li>Highlight &amp; use prepositional language over/around/past/th rough</li> <li>Discuss &amp; sort pictures of zoning areas in supermarkets</li> </ul> </p> |  |



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| <p>relevant sounds</p> |  |  |  | <ul style="list-style-type: none"> <li>● 5 little monkeys</li> <li>● works with 5 hammers</li> <li>● 5 hot cross buns</li> <br/> <li>● Read and write the numeral 1</li> <li>● Read and write the numeral 2</li> <li>● Present sets to match a numeral, and vice versa</li> </ul> |
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| <b>Physical Education:</b>  | THEME         |  |  | The Arts   |  |   |
| <p><b>Warm Up /Cool down games</b></p> <ul style="list-style-type: none"> <li>● Whole Class Warm Up: ‘Shipwreck’/Crusts &amp; Crumbs</li> <li>● Warm up stretches, focusing on hamstring &amp; quadriceps</li> <li>● Whole Class Cool Down: As Gaeilge: ‘Deir O Gradaigh’ / Lúlú, Micí, Rír</li> </ul> <p><b>Athletics - Running</b></p> <ul style="list-style-type: none"> <li>● run over flat markers</li> <li>● run over flat markers evenly spaced</li> <li>● run over low hurdles, i.e. less than 20 cm high</li> <li>● run over low hurdles, evenly spaced</li> <li>● participate in a pair relay using a beanbag</li> <li>● participate in team relays, in small groups, using various means of travelling</li> <li>● sprint distances of 10 to 20 m</li> <li>● practise reaction sprints</li> <li>● practise the standing start</li> <li>● walk or jog in a non-competitive setting for periods extending from 30 seconds to 90 seconds</li> </ul> <p><b>Athletics - Jumping</b></p> <ul style="list-style-type: none"> <li>● practise skipping activities with and without ropes</li> <li>● experiment with various ways of jumping</li> </ul> | <h1>Food</h1> |  |  | <b>Visual Arts</b>   | <b>Music</b>   | <b>Drama</b>  |
|   |               |  |  | <p><u>Clay</u><br/>Create fruit bowl<br/><u>Printing</u><br/>Creating patterns using fruit/vegetables<br/><u>Paint-</u><br/>Painting fruit bowl<br/><u>Drawing</u><br/>Still life drawing of fruit in fruit bowl</p> | <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>● Songs, ‘On top of Spagetti’ ‘Be our Guest’ Action Songs - ‘The Penguin Song’</li> <li>● Bua na Cainte songs &amp; Maths number rhyme songs</li> <li>● Develop an understanding of Pulse by learning &amp; performing to songs</li> <li>● Develop sense of pitch by singing variety of</li> </ul> | <p><b>Standalone Lesson</b><br/>Whole Class: Action Rhymes: Primary Movements – Free-play socio-dramatic play in morning activities eg Mime<br/>Whole Class: Action rhymes and songs ‘Penguin Song’<br/>Group Work: Role-play scenes from story: Jack and the Beanstack; Little Red Hen; The big turnip (Gaeilge)<br/><b>Aistear</b><br/>Whole Class:</p> |



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|  |  | <p>songs at different pitch</p> <p><b>Listening &amp; Responding</b></p> <p>Whole Class:<br/>Listen to farm animal sounds and respond to music through movement<br/>Listen to animal sounds and decide what animal is represented through each piece</p> <ul style="list-style-type: none"> <li>● Differentiate between loud and soft animal sounds</li> <li>● Imitat sounds that animals make</li> <li>● Listen to 'Carnival of the Animals' by Saint-Sa</li> </ul> <p>Discuss the Supermarket Group Work:<br/>Aistear socio-dramatic play - Enter into role as Shopkeeper, delivery man, baker, butcher, customer etc.<br/>Teacher guides children to complete the tasks below</p> <ul style="list-style-type: none"> <li>▪ Creating a shopping list</li> <li>▪ Collecting shopping</li> <li>▪ Delivering food and stacking shelves</li> <li>▪ Serving customers at cash register</li> </ul> |
| <b>Gaeilge</b>   | <b>SPHE</b>  | <b>Learn Together</b>  |
| <p><b>Bia</b><br/>Cluichí: Taispeáin dom, Deir Ú Gradaigh, cluiche kim</p> <p><b>Amhrán/rann</b></p> | <p><b>Myself - Self Identity</b><br/><b>This is me</b></p> <ul style="list-style-type: none"> <li>○ Whole Class: Play the name game – throw beanbag to someone in the circle and say 'My name is ..... Your name is .....</li> </ul> | <p><b>Equality &amp; Justice / Moral &amp; Spiritual</b></p> <ul style="list-style-type: none"> <li>● Circle Time: What is the best/worst thing about being your age?</li> <li>● Discussion - What do older people look like?</li> </ul>   |



Bosca Lóin, Am Lóin, Tá Teidí ag ól, Gugaí gugaí  
Is maith liom bainne, Bí ag ithe, Teidí beag buí

**Scéal:** An tornapa mór agus dinnear le dadaí  
cé tusa?

**Obair bheirte:**

Cad atá sa bhosca lóin? Tá \_\_\_ sa bhosca lóin.  
An mhaith leat \_\_\_. Is/Ní maith liom \_\_\_  
Cé leis é? Is liomsa é!

- o Whole Class: Discuss individual names
- o Individual Work: Discuss names at home – ask who chose their name and why
- o Individual Work: Decorate name plates
- o Whole Class: Listen and respond to the story of ‘Conor at School’
- o Whole Class: Discuss the story: How did Conor feel when he hears his Mum call his name? How does Mum show her love for Conor? Who loves you? How

**Who are you?**

- o Whole class listen and respond to story of ‘Conor’s new friend
- o Whole class: Discuss the story: Who are the friends? How did they first meet? How are they the same? How are they different? How do you know they are friends?’

**We are friends**

- Listen and respond to rhymes ‘I care’ & ‘Liking each other’
- Circle time discussion about friends
  - o Do you have friends? What are their names? What do you do together?
  - o How to be a good friend?
  - o Where can we make friends?
  - o What do we do when we have a quarrel with friends?

**This is my family**

- Picture making - a celebration at home
- Circle time discussion - About home & Family

**People who teach us about keeping safe**

- Local community Garda visits class to talk about fire/road safety
- Discuss Visitor - Why were they here? What is their job? Who else keeps us safe? Etc.

**We have feelings**

- Listen & respond to different pieces of music that evoke different feelings in us - discuss
- Identify feelings from photos
- Explore feelings through discussion

**New Life**

- Examine images of older people and discuss
- Draw a picture of yourself and of an older person you know - discuss differences
- Discuss people of different ages in own family
- Listen and respond to stories ‘Our Caretaker’ and ‘The Old Schoolteachers’ and answer questions on them
- Listen and respond to nursery rhymes with work theme
- Discuss work that people we know do
- Discuss children’s play; consider adults free time
- Reflect on questions - when do we start working; do we ever stop playing?
- Listen to story Red Riding Hood - describe Gran in the story - is she like other older people we know?
- Think about Peppa Pig’s family - what are the differences between each character - how can we tell their age
- Examine picture of families from around the world
- Listen and respond to the family stories from America, Ireland, Africa and South America
- Compare what life is like for children, adults and older people in different parts of the world
- Circle Time: When I’m older -visualise what you will look like, where will you live, what you will do etc
- Draw picture of you as an older person
- Celebrate Universal Children’s Day



- Listen & respond to Rhyme - New life
- Whole class discussion - Baby animals, baby siblings, cousins etc. how are they different/the same?

**Making Choices**

- **Mime time** - Children listen and respond to a story. Children act scenes from story that highlight making choices
- Discuss choices children make every day and how we can solve simple problems by making decisions