



Language and Literacy	SESE			Mathematics and Numeracy
<p>Oral Language Report language:</p> <ul style="list-style-type: none"> Hello ladies and gentlemen You are all very welcome to I am and today I would like to tell you all about/talk to you about..... The topic for my report is..... What I would like to do today is At the end of this report I hope you will... This is.... These are.... Can be found..... For example <ul style="list-style-type: none"> Thank you for your attention To summarise.... In conclusion.... <ul style="list-style-type: none"> Verbs: classification, descriptive verbs, Discussing various examples of report writing. Comparing examples of report writing with one another. <p>Explore non-fiction/report texts on the Space Race</p> <p>Reading Story - The Moon Landing Retelling story - review story through YouTube, non-fiction texts PM Readers differentiated by grouping D.E.A.R. time</p> <p>Comprehension Strategies - Using Building Bridges of Understanding texts Explicitly Teach:</p> <ol style="list-style-type: none"> Determining Importance 	Science	History	Geography	<p>Number:</p> <p>Place Value</p> <ul style="list-style-type: none"> Incrementing and decrementing numbers by 10 on and off the decuple. Counting forwards in 10s and backwards in 10s - using concrete visual as guide. When automatic children will use this skill to subtract numbers using jump strategy - ten jump and unit jump. Using empty number line and decrementing language skill to subtract 2 digit numbers. <p>Subtraction:</p> <ul style="list-style-type: none"> Word problems involving deduction e.g. I had x and I took y away, how many left. Language: took away, moved, disappeared, had, left. <p>Data:</p> <ul style="list-style-type: none"> Collect data in and out of class - tallying for different criteria. Describing data collected - most, least, same, more, less - taking information from what was gathered. Using data collected to create graphs representing findings - initially using objects such as counters etc. Creating bar charts in copies representing data collected.
	<p>Science Forces:</p> <ul style="list-style-type: none"> Explain the difference between push/pull - using own words to explain level of understanding prior to new learning. Name push/pull forces - in groups using examples from own experience. Then looking at pictures of push and pulls forces - sorting pictures into categories. Observe and explain in own words how air can move objects - creating balloon rocket - explaining observations and recording them in copies. <p>Geography The Sun</p> <ul style="list-style-type: none"> Identify the importance of the sun as a source of heat and light; Explain why we need the sun; Sing Sun song; Draw diagram of Sun. <p>The Earth</p> <ul style="list-style-type: none"> Examine the globe; Identify north and south pole; Explain how gravity affects all on earth; Draw earth in relation to the sun. <p>Space</p> <ul style="list-style-type: none"> Identify the sun, the moon, stars, day and night Explain in their own words why there is night and day time. Explain in their own words what happens to the moon/sun throughout the day and year - seasons, cold and warm etc. Name and describe the planets in our solar system. <p>History</p>			

**2. Clarifying****Revise:**

- 1. Questioning**
- 2. Making Connections**
- 3. Visualisation**

First Steps Familiarising

Familiarising children with report writing through immersive reading.

Spelling/Phonics

sl, br, cr word families - spelling games, memory games, brainstorming word lists and families.

Dolch list 7 - 11

Grammar

Wk 1: Apostrophe

Wk 2: Apostrophe

Wk 3: Comma

Poetry

The Owl and the Pussycat

I caught a fish

Writing**First Steps - Report Writing**

Familiarisation: showing the children lots of examples of this genre.

Discovery (direct model): engaging in focussed talk and discussion, questioning, etc. Teacher models – highlighting the structure, the language features, grammar used in Procedural texts e.g. doing verbs/actions verbs.

Modelled Writing: teacher writes their own sample of procedure using their own ideas, not the children's.

Shared Writing: teacher writes the children's ideas.

Free Writing - Children practise writing using topics of their own choice and motivation

The Moon Landing

- Listen and respond to story of the moon landing; Watch and respond to Apollo 11 take off video; Watch and respond to video of moon landing; Listen and respond to story of the moon landing; Watch and respond to Apollo 11 take off video; Conscience-alley thoughts of astronauts during Apollo 11 take off; Watch and respond to video of moon landing; Reflect on role of television in informing people; Create space themed musical composition using range of school and homemade instruments; Interview family members about their memories of the moon landing event.



Physical Education:	THEME	The Arts* Integrated with Aistear		
<p>Warm up game: Astronauts & Aliens, Moon Tag</p> <p>Gymnastics Develop the basic movement actions of balancing, rolling, turning, twisting, stretching, climbing and transferring weight using a variety of body parts while exploring space</p> <p>continue to develop body awareness through further movement variations of direction, pathways, levels, shape, speed and effort</p> <p>continue linking of movement skills to produce individual and pair sequences on the floor and using apparatus</p> <p>develop good body tension and posture through gymnastic positions and movements</p> <p>Create their own sequence to space themed music</p> <p>Work with a partner – make a sequence of three curled and three stretched shapes with a partner. The children perform the sequence together or in turn.</p> <p>Advanced gymnastics</p> <p>Handstand practice, cartwheels, forward rolls</p> <p>Skipping practice</p> <p>backward, forward, double under, group skipping, double dutch (two skipping ropes)</p>	<p>The Space Race and Space Exploration</p>	Visual Arts	Music	Drama
		<p>V.A. Construction Make rockets using recycled plastic bottles and other dry mixed recyclables.</p> <p>Drawing Create space drawings using crayons and pastels - colourful under layer - black pastel on top and scratch planets out.</p> <p>Drama Retell story of the Moon Landing through drama and role play Role play - The Moon Landing Listen and respond Holst' Mars - moving in space to music, role playing zero gravity.</p> <p>Music Listen and respond to Gustav Holst's 'The Planets' Create bodily movements in space responding to music. Create drama responding to 'The Planets'. Respond to music through art - using paint to record music visually.</p>		
Gaeilge	SPHE	Learn Together		
<p>Téamaí: Sa Bhaile/Caitheamh Aimsire</p> <p>Sa Bhaile: Eiseamláirí Teanga</p> <ul style="list-style-type: none"> • Cá bhfuil an téidi? Tá sé sa seomra x. • Cuir x sa seomra... 	<p>Myself <i>Safety & Self Protection</i> Safe use of medicine - rules for taking medicine.</p> <p>Myself and Others <i>My friends & other people</i></p>	<p>Friendship & Anti-Bullying Month/Thinking Time</p> <ul style="list-style-type: none"> ○ Revision of 'Thinking Time' where opinions are shared and respected, and equally valid ○ Respecting the opinions of others ○ Making moral decisions 		



<ul style="list-style-type: none"> • An bhfuil x sa ...? Tá/Níl x sa ... • Ar mhaith leat caisleán? Níor mhaith liom/ba mhaith liom x. <p>Foclóir:</p> <ul style="list-style-type: none"> • seomra sui, seomra folcadh, seomra leaba, cistin, clog, tolg, teilifís, leithris, thuas staighre, thíos staighre, gairdín. • (ag rith, ag siúl, ag léim, ag ithe, ag ól, ag léamh, ag rothaíocht, ag iomáint) • (ag imirt peile, ag caint, ag canadh, ag súgradh, ag iascaireacht, ag marcaíocht) • Geata, crann, balla, díon, íoslach, ailéar. <p>Caitheamh Aimsire</p> <p>Eiseamláirí Tenga</p> <ul style="list-style-type: none"> • An imríonn tú x? Imrím x. • An maith leat ag x? Is maith liom x ach is fearr liom x. • Cad a bhí mé ag deanamh? Bhí tú ag x. <p>Foclóir</p> <ul style="list-style-type: none"> • (an bhábóg, an pram, an t-eitleán, na brící, an chnámh) • (an róbó, an cluiche, an ríomhaire, an bád, an liathróid) • (saighdiúir, caisleán, rothar, scútar, buachaill bó) • (teach bábóige, téad scipeála, tarracóir, leabhar, capall) • (clogad, camán, sliotar) • (ag iomáint, ag tiomáint, ag imirt peile, ag rothaíocht) • (ag péinteáil, ag snámh san uisce, ag damhsa, ag canadh) • (an Luan, an Mháirt, an Chéadaoin, an Déardaoin, an Aoine, an Satharn, an Domhnach) 	<p>What is bullying?</p> <ul style="list-style-type: none"> - That bullying someone online is cyberbullying - Why bullying behaviour is totally unacceptable - Some of the ways bullying can hurt us. <p>Exclusion</p> <ul style="list-style-type: none"> - Understand that exclusion is bullying - Develop strategies to prevent and manage bullying - Understand the role of the bystander. <p>The Effects of Bullying</p> <ul style="list-style-type: none"> - How bullying makes others feel and that it is wrong to use bullying behaviour - The importance of telling to help yourself or others to be safe. 	<ul style="list-style-type: none"> o Exploring friendship, how to be a good friend, benefits of getting along with others and having friends o Participate in Amnesty International Friendship Week o Participate in co-operative games eg Silent Alphabetical Name Line-Up; Sitting Circle o Carry out kind acts during Random Acts of Kindness Month
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