



Language and Literacy	SESE			Mathematics and Numeracy
<p>Oral Language Procedural language - Giving instructions.</p> <ul style="list-style-type: none"> You will need Remember Firstly, secondly In the beginning To begin with To start Following After a while At this point Before that Finally Lastly To end To finish <ul style="list-style-type: none"> Verbs: Doing words/actions words - pair games using verbs e.g. simon says. Discussing various examples of procedural writing. Comparing examples of procedural writing with one another. <p>Sequencing and retelling story of Town Mouse and Country Mouse</p> <p>Reading Story - Town Mouse and country Mouse Retelling story - reading big book as whole class.</p> <p>Comprehension Strategies - Using Building Bridges of Understanding texts Explicitly Teach:</p> <ol style="list-style-type: none"> Questioning Clarifying Determining Importance <p>Revise:</p> <ol style="list-style-type: none"> Predicting 	Science	History	Geography	<p>Number:</p> <p>Place Value</p> <p>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). Children sort 10s and units into grid, writing number as $43 = 40 + 3$.</p> <p>Measures:</p> <p>Length</p> <p>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>Weight:</p> <ul style="list-style-type: none"> Discuss process of weighing. Select non-standard units from given options Estimate, weigh and record weight of objects using non-standard units. Discuss need for standard unit of measurement. Describe how to use scales. Sort objects as heavier than/lighter than a kilogram. Solve kilogram problems.
	<p>Science</p> <ul style="list-style-type: none"> Static electricity experiments - e.g. Ask the children to rub a plastic pen through their hair. They can then use the pen to pick up small pieces of paper. Ask the children to consider: investigating How many pieces of paper were attracted to the pen? How many times do you need to rub the pen through your hair to pick up the pieces? Find the material which creates the most static electricity - why? vs things that don't produce static electricity. Electrical safety - how to use electricity safely. Design and make electrical safety posters. Magnetism - Investigate how magnets attract some materials <p>Geography</p> <ul style="list-style-type: none"> Presentation and discussion of pictures of different types of houses in local area and around the world. Examine images of gardens/yards/balconies etc Create drawings of own home and simple map of local area House Plan – discussing a bird's eye view picture of a house. Identifying objects from the picture. Describe location of home. Compare and contrast own home with homes in Ireland and around the world. <p>History</p>			



<p>2. Making Connections 3. Visualisation</p> <p>First Steps Familiarising Familiarising children with procedural writing through immersive reading.</p> <p>Spelling/Phonics fl, gl, pl, sl word families - spelling games, memory games, brainstorming word lists and families. Dolch list 7 - 11</p> <p>Grammar Verbs/alphabetical order</p> <p>Poetry <i>Mice</i></p> <p>Writing First Steps - Procedural Writing Familiarisation: showing the children lots of examples of this genre.</p> <p>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.</p> <p>Modelled Writing: teacher writes their own sample of procedure using their own ideas, not the children's.</p> <p>Shared Writing: teacher writes the children's ideas.</p> <p>Free Writing - Children practise writing using topics of their own choice and motivation</p>	<ul style="list-style-type: none"> ● Discuss the homes we live in: materials used, heating, etc. ● Look at images of Irish houses in past. ● Examine images of homes now and then; identify things that have changed/stayed same. ● Draw picture of 'Irish houses then and now'. ● Examine how Dublin has changed through time - buildings, transport. ● Discuss what life would be like without electricity: 'If there was no electricity in the world...' ● Retell story of Thomas Eddison ● Re-enact story and retell through drama 			
Physical Education:	THEME	The Arts* Integrated with Aistear		
Gymnastics		Visual Arts	Music	Drama
		V.A. Clay		



Develop the basic movement actions of balancing, rolling, turning, twisting, stretching, climbing and transferring weight using a variety of body parts while exploring space

continue to develop body awareness through further movement variations of direction, pathways, levels, shape, speed and effort

continue linking of movement skills to produce individual and pair sequences on the floor and using apparatus

develop good body tension and posture through gymnastic positions and movements

Travel on feet.

Run, stop, skip and stop. Walk, stop, hop and stop.

Explore direction – forwards, backwards and sideways.

Explore pathways – straight, curved and zigzag.

Explore speed – fast and slow.

Explore levels – high and low.

Revise the five basic jumps (2 feet to 2 feet, 2 feet to 1 foot, one foot to same foot, one foot to other foot, 1 foot to 2 feet)

Curling and stretching.

Run, stop, using the feet as a base, bend the knees and lower the body over the knees. Now stand up tall and stretch.

Run and stop. Using the seat as a base, pull the knees into the chest then stretch the arms and legs up and out.

Run and stop. Using the knees as a base, bend the upper body over the knees then stretch the body and the arms out.

Make sequences – curl and stretch.

Run, stop and show a curled shape.

Run, stop, show a stretched shape and run again.

Create their own sequence.

Living in the City

Look and appraise building styles of cities around Europe and the world.

Name and describe observed shapes and use of line in building design.

Design and make clay houses using cuboid/cube shapes - make clay city.

Paint

Create city silhouettes using city cut out and night sky background.

Drama

Retell story of Town Mouse and Country mouse.

Role play - the Coffee Shop - café in the city.

Music

Write and record tah and ti ti to make their own rhythm patterns.

Clap back their partners patterns based on their written rhythm.

Play rhythmic patterns on percussion instruments.

Record patterns using notation.

Represent score of music heard using paint - line and dot.



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.

Gaeilge	SPHE	Learn Together
<p>Téamaí: Bia, Sa Bhaile Scéal: An Luch Cáthrach agus an Luch Tuaithe</p> <p>Bia Foclóir:</p> <ul style="list-style-type: none"> • (na ceapairí, an cháis, an banana, an bainne, an buidéal uisce, an sú oráiste) • (piorra, oráiste, úll, ceapairí, banana, iógart) • (sa mhála, sa chófra, ar an gcófra, ar an mbord, ar an tseif, • 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) <p>Eiseamláirí Teanga</p> <ul style="list-style-type: none"> • Cuirfidh mé mo bhosca lóin i bhfolach. Ceart go leor. 	<p>Myself <i>Safety & Self Protection</i> Discuss feeling of safety. Brainstorm list of safe vs unsafe. Discuss understanding in context of story. Discuss safety rules. Role play answering telephone/door. Myself and Others <i>My friends & other people</i> Discuss their best friend. Identify the qualities of being a good friend. How we make friends and keep them. Yes/no feelings between others and me.</p>	<p>Equality and Justice Exploring Human Rights and Promoting Equality Recall meaning of ‘wants’ and ‘needs’ Listen to scenarios and decide which involve wants or needs. Complete Wants and Needs Worksheet Recognise you have a right to have your needs fulfilled Recall definition of term ‘Human Rights’ Name basic rights - name, identity, home, food, education, care and protection, etc Watch and respond to video: What is a Human Right?</p>



- 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.)
- 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'íth 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'íth mé _____ ar maidin.
- D'ól mé _____ ar maidin.
- An bhfuil nuacht agat? Tá nuacht agam.

Sa Bhaile:

- Cad atá ar siúl agat?
- An bhfuil tú ____? Tá/Níl mé _____.
- Tá na páistí ag súgradh sa ghairdín.
- Tá Oisín ag luascadh ar an luascán.
- Tá Bran ag sleamhnú ar an sleamhnán.
- Tá Liam agus Niamh ag dreapadh.
- Tá cailín agus buachaill ar an suí-sá.
- Cad í sin? Sin _____.
- Cad atá ar a droim? Tá _____ ar a droim. (spotaí dubha, srl.)
- An maith leat í? Is breá liom í. Is fuath liom í.



PETNS Monthly Template:

Teacher: James & Róisín Class: First Class Month: December



- Tá Liam ag dul suas an staighre. Anois tá sé thuas staighre.
- Tá seomra leapa thuas staighre.
- Tá Niamh ag dul síos staighre.
- Anois tá sí thíos staighre.
- Chuir Niamh ___ agus ___ ar an mbord.
- Rith an chircín rua isteach sa chistin. Rith sí faoin mbord.
- Thosaigh Liam agus Niamh ag gáire.
- 'Amach leat, amach leat go beo,' arsa Niamh.
- An bhfuil peata agat? Tá peata agam.

Foclóir:

- 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)
- (seomra leapa, cistin, seomra suí)
- (scian, forc, spúnóg, pláta, cupán,)
- (crúiscín bainne, babhla siúcra, im, arán)
- (madra, cat, iasc, coinín, capall, éan, cearc, luch)
- (féar, cnámh, luch, leitís)

