



Language and Literacy	SESE			Mathematics and Numeracy
<p><b>Oral Language Genre - Storytelling &amp; anecdotes-</b> Circle time Our news Weather - Discuss weather of today <b>Story -</b></p> <p><b>Poem -</b> Doctor Foster I hear Thunder It's raining it's pouring Pitter patter raindrops rain rain go away <b>Phonological Awareness-</b> creating rhyming words nonsense and real Onset &amp; rhyme - ap</p> <p><b>Writing -Free Writing</b> - Pre Writing Activites Fine motor activities - playdough, scissors activities Letter formation - d, g Narrative writing - children write their own narrative stories <b>Phonics</b> Learn and perform Jolly phonics rhyme for letters p, n, c/k Learn and perform Jolly phonics actions for letters p,n,c/k sound hunt in stories/names/ food related words for sounds p,n,c/k Sound box activities - find items with sounds Sound book activities - draw/identify items with relevant sounds</p>	Science	History	Geography	<p><b>EMA:</b></p> <p><b>Sorting</b> – Random collections – Classify objects based on two attribute.</p> <ul style="list-style-type: none"> <li>Sort different collections of items that have two properties i.e. arctic animals according to animal type/colour</li> </ul> <p><b>Matching -</b></p> <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> <p><b>Time:</b></p> <ul style="list-style-type: none"> <li>Listen to story Night Monkey &amp; Day monkey</li> <li>Discuss children’s lives &amp; what they do at day &amp; Night</li> <li>Sort pictures into day &amp; Night</li> <li>Watch day/night video</li> </ul> <p><b>Number: Ready Set Go</b></p> <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>number before/after 1-5</li> <li>Playing number games: animal hunt</li> </ul> <p>Counting songs</p> <ul style="list-style-type: none"> <li>5 little monkeys</li> <li>works with 5 hammers</li> <li>5 hot cross buns</li> <li>Read and write the numeral 3</li> <li>Read and write the numeral 3</li> <li>Present sets to match a numeral, and vice</li> </ul>
	Energy & Forces	Sequencing	Natural Environment	
	<ul style="list-style-type: none"> <li><b>Heat</b></li> <li>Discuss, sort, taste, draw hot/cold food</li> <li>Discuss &amp; free play with hot/cold water</li> <li><b>Forces</b></li> <li>Floating &amp; Sinking - explore, discuss, sort &amp; free play with items that float/sink</li> <li>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</li> <li><b>Living Things</b></li> <li>The robin factfile sorting robin life</li> </ul>	<ul style="list-style-type: none"> <li>Listen , respond to and sequence stories of                             <ul style="list-style-type: none"> <li>➤ Whatever the weather</li> <li>➤ Day Monkey &amp; Night Monkey</li> </ul> </li> <li>○ Examine images of class tree in Winter</li> <li>○ Order images Autumn, Winter</li> <li>●Recognise and begin to understand vocabulary: yesterday, today, tomorrow</li> <li>Recognise that ‘yesterday’ is in the past</li> <li>Record daily weather on weather chart</li> <li>Report daily weather using ‘Yesterday it was ....; Today it is .....; Tomorrow it might be ....’</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss and describe different types of weather using appropriate language (rainy, sunny, foggy, cold, snowy etc.)</li> <li>● Daily discussion and recording of the weather on wall chart and pictorially by children</li> <li>● Weather discussion: What does snow/rain feel/smell like? What does thunder/rain sound like?</li> <li>● Name the four seasons</li> <li>● Discussion of weather in the different seasons autumn, spring, summer and winter</li> <li>● Identify signs of summer and winter</li> </ul>	



	<ul style="list-style-type: none"> <li>- cycle listening/watching robin sounds</li> <li>- collect twigs for creating robin nest</li> </ul>		<ul style="list-style-type: none"> <li>• Consider impact of weather on human/plant/animal life</li> <li>• Discuss how to keep warm in cold weather – clothing, food, shelter, heating, exercise</li> <li>• Classify appropriate clothes for different types of weather</li> <li>• Match clothes to the people in weather pictures</li> </ul>	<p>versa</p>
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<p><b>Physical Education:</b></p>	<p>THEME</p>			<p><b>The Arts</b></p>		
<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> </ul>	<h1>Weather</h1>			<p><b>Visual Arts</b></p> <p><u>Fabric &amp; Fibre</u> Children will create collages of hats &amp; mittens from a variety of fabrics</p> <p><u>Painting</u> Children will create a winter scene of their choice by</p>	<p><b>Music</b></p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• learning and performing a variety of songs for winter performance e.g. a snowman at sunset, ten tubby snowmen and we’ve a snowman to make</li> <li>• Bua na Cainte songs</li> </ul>	<p><b>Drama</b></p> <p><b>Standalone Lesson</b> Whole Class: Action Rhymes: Primary Movements – Free-play socio-dramatic play in morning activities eg Mime</p> <p>Whole Class: Action rhymes and songs ‘Penguin Song’</p> <p><b>Aistear</b></p>



<ul style="list-style-type: none"> <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>		<p>painting with winter colours</p> <p><u>Construction</u></p> <p>Children will create a collage of a globe layered with paint, glue, paper and fake snow</p>	<p>&amp; Maths number rhyme songs</p> <ul style="list-style-type: none"> <li>● Develop an understanding of Pulse by learning &amp; performing to songs</li> <li>● Develop sense of pitch by singing variety of songs at different pitch</li> </ul> <p><b>Listening &amp; Responding</b></p> <p>Whole Class: Listen to weather sounds and respond to music through movement</p> <ul style="list-style-type: none"> <li>● identify sounds of rain, hail, thunder, wind etc.</li> </ul>	<p>Whole Class: Discuss the weather station and the role of a meteorologist</p> <p>Group Work: Aistear socio-dramatic play - Enter into role as meteorologist. Teacher guides children to complete the tasks below</p> <ul style="list-style-type: none"> <li>▪ describing the weather</li> <li>▪ identifying correct weather symbols</li> <li>▪ highlighting north/east/south/west on map</li> <li>▪ imitate doing research on computer while using topical vocab</li> </ul>
<b>Gaeilge</b>	<b>SPHE</b>	<b>Learn Together</b>		
<p><b>Caitheamh Aimsire</b></p> <p>Cluichí: Taispeáin dom, Deir Ú Gradaigh, cluiche kim</p>	<ul style="list-style-type: none"> <li>○ Whole Class: Discussion: Who makes the decisions at home/school? When do you make decisions?</li> <li>○ Whole Class: Play game of Follow the Leader; alternating the leader</li> </ul>	<p><b>Equality &amp; Justice / Moral &amp; Spiritual</b></p> <ul style="list-style-type: none"> <li>● ○ circle Time: Why is sharing important? I share with....</li> <li>● ○ Circle Time: My special days eg</li> </ul>		



<ul style="list-style-type: none"> <li>o <b>Cómhra:</b> <ul style="list-style-type: none"> <li>o Éist leis an gcómhra ar an gclár bán</li> <li>o Déan cómhra ranga leis an múinteoir /puipéad/ páisí os comhair ranga</li> <li>o Déan comhrá beirte</li> </ul> </li> <li>o Úsáidtear na puipéad: Taispeáin dom ___beag/mór. Céard atá sa bhosca?</li> <li>o Amhráin/rann a fhoghlaim agus gníomhartha a dhéanamh</li> <li>o Bosca Lóin</li> <li>o Am Lóin</li> <li>o Tá Teidí ag ól</li> <li>o Gugalaí gug</li> <li>o Is maith liom bainne</li> <li>o Bí ag ithe</li> <li>o Teidí beag buí</li> <li>o Treoracha a thabhairt do na páistí: tarraing / dathaigh</li> <li>o Cluichí idirghníomhach ar an gclár bán, m.sh. Cluiche Km Rudaí beag/mór a fháil sa rang.</li> <li>o Scéal: An rás (clár bán)</li> </ul>	<ul style="list-style-type: none"> <li>o Whole Class: Circle Time: Discuss – what did you like/dislike about following someone else and about being the leader; Who is the leader during play-time? Why is it important to take turns being the leader, deciding games etc.</li> <li>o Direct Teaching: Revision of word ‘Resilience’ - calming down when upset</li> <li>o Whole Class: Perform Ricky Resilience song</li> <li>o Whole Class: Listen and respond to Ricky’s story of how he calms down by finding a grown-up to talk to</li> <li>o Role-play talking to a grown-up when feeling upset</li> <li>o Whole Class: Listen and respond to Ricky’s story of how he takes three big deep breaths to calm down</li> </ul>	<p>Birthdays/Christmas/Eid Diwali/Halloween/etc – Discuss activities, food, people celebrate with; list similarities/differences</p> <ul style="list-style-type: none"> <li>● o Draw picture of family celebrating a special day</li> <li>● o Watch the story of Hanukkah</li> <li>● o Examine modern Hanukkah traditions – menorah, latkes, sufganiyot, eg spin the deridel, etc</li> <li>● o Colour and decorate Hanukkah pictures for card</li> <li>● o Listen to the story of Christmas story of baby Jesus</li> <li>● o Colour picture of Baby Jesus in the crib</li> <li>● o Examine modern Christmas traditions Carols, Crib, Turkey, Tree, Santa, Gifts, etc</li> <li>● o Recall Diwali celebrations from November</li> <li>● o Listen and respond to stories ‘Chanukah Lights Everywhere’ and ‘Home for Christmas’</li> <li>● o Retell story and freeze-frame scenes from the stories</li> <li>● o Hot seat characters in the story eg Judah; Rollo</li> <li>● Discuss personal celebrations and experiences of Hanukkah, Christmas and Diwali</li> <li>● Compare and contrast Christmas, Hanukkah and Diwali - origin stories and contemporary celebrations</li> <li>● Examine other celebrations in the Jewish, Hindu and Christian belief systems eg Rosh Hashanah; Holi; Easter</li> <li>● Discover what is being celebrated at each of these and other festivals</li> <li>● Discuss similarities with festival celebrations eg music, food, etc</li> <li>● Mark the celebrations of Hanukkah and</li> </ul>
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Monthly Template:

Teacher: Anita Woods

Class: Junior Infants\_ Month: December



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