



Language and Literacy	Gaeilge	Mathematics and Numeracy
<p>Oral Language Clothes vocabulary PowerPoint https://www.slideshare.net/afofi/clothes-ppt-9716552 What's in the bag? Clothes activity Clothes Headband game Clothes bingo Create different outfits using the Misfits game Washing clothes in the water tray Describing words- describe the clothes using a variety of clothes- children will construct different outfits Dress Lecky using http://www.crickweb.co.uk/Early-Years.html Clothes matching game https://matchthememory.com/clothes2nd2018 Role Play- Clothes Shop Small world- clothes shop- dolls with removable clothes and plastic dolls house set up as clothes shop Small world The smartest Giant in town What Am I Wearing? Description game Orally telling news Aistear Plenary</p> <p>Reading Rhyme/Poetry cobbler cobbler mend my shoe Ella's New Coat pg 21 Wonderland Big book- Wandsville Rhymes There was an old lady who lived in a shoe Washing Line – Identify a word that rhymes with a given word- http://www.literactive.com/Download/live.asp?swf=story_files/washing_line_rhyme_US.swf</p> <p>Stories Emperor's new clothes Sequence Emperor's new clothes The smartest Giant in Town Bridges of Understanding- Prediction -Willy the Wimp- Pete the Cat I love my white shoes story</p> <p>New sounds- ai, oa, ie, ee Ai https://www.kizphonics.com/phonics/ai-vowel-digraph-long-a-phonics-game/ http://more2.starfall.com/n/make-a-word/two-vowel/load.htm?f Oa</p>	<p>Eiseamláirí Teanga An bhfuil _____sa chófra éadaí? Tá/ Níl _____sa chófra éadaí</p> <p>An _____ é? Sea/ Ní hea.</p> <p>Cad é sin? Sin _____.</p> <p>Cuir _____ isteach sa chófra éadaí. Tóg _____ amach as an gcófra éadaí.</p> <p>Cad atá ort? Tá _____orm.</p> <p>Cén dath atá _____? (ar an mbriste, ar an ngeansaí, ar an sciorta, at an ngúna) Tá _____.</p> <p>Dathaigh _____.</p> <p>Tá _____ air. Cuir _____ air. Cuir _____ ort/ Ná cuir _____ort.</p> <p>Tá _____ uirthi Bain _____ de Niamh.</p> <p>Ceangail _____, más é do thoil é.</p> <p><i>Fuir mé bróga nua. Is maith liom do bhróga nua. Cuir ort do bhróga nua. Ceangail m'iallacha, más é do thoil é. Go raibh maith agat. Siúil timpeall. Tá dó bhróga go hálainn Oscail m'iallacha más é do thoil é.</i></p>	<p>Counting 1-30 as we put on our shoes/coats Counting 1-30 stamping shoes Counting 1-30- swinging tie Counting 10-1 Activ Primary Who has the most shoes/shirts- conservation of number Addition by counting on- use individual number lines and buttons Bring me..... shoes number word game 10 frame work- Clothes data activity Addition- within 10- RSG pg 74 Number after and before boards Mental Addition-RSG pg 84 Mentally add on 1/2 – activity 1 RSG page 83- Activ Primary clothes in the wardrobe Use the children to form queues at the clothes shop till- e.g -who is 4th line the line Activ primary Activity- Queues at the clothes shop till Number sequences- Activ primary washing line activity Paying for clothes- identifying coins use coins in shopping activities, tender appropriate coins, use correct vocabulary: <i>cost, price, cheap/expensive, change, too much/too little</i> Word problems relating to clothes e.g- Tim has 4 jumpers and Sally has 2, how many more does Tim have? Sock Number word cut and stick sheet IWB activ primary clothes patterns- 1,2,3,1,2,3/ 1122,1122... The Add 1 machine activity- RSG pg 85 Ordering shirts on washing line cut and stick - low to high Continue and create Patterns using beads and laces. 2D shape- Change please RSG- 33 Guess my secret -RSG- 45 Length- find things in the classroom that are shorter/longer than a scarf/necklace/tie Aistear- button excavating- use of sieves to find buttons and sort them</p>



<p>https://www.kizphonics.com/phonics/oa-vowel-digraph-phonics-game/ http://more2.starfall.com/n/two-vowels/tv/load.htm?f ee http://more2.starfall.com/n/make-a-word/long-e/load.htm?f http://more2.starfall.com/n/level-a/learn-to-read/load.htm?f Jolly Phonics songs, stories and activities Wordbuild- words containing vowel digraphs above Sound swap- words containing phonemes above Dictation of CVC words and sentences containing known sight words and CVC words. CVC/CVCC/CVC wordbuilding laces CVC wordbuilding cube cards fishing for magnetic letters to build CVC words Keywords- 4c, 4d, 5a, 5b - word wall, balloons Keyword games- Activ Primary put the clothes on the line, keyword in my shoes, dress the person by reading the Keyword kims game with clothes Matching keyword word mittens Keyword game- remove items of clothing with words from washing machine and place on their line. First to read all the words and fill their washing line wins High frequency word bingo- http://www.ictgames.com/highFreq/index.html High frequency match game - http://more2.starfall.com/n/matching/sight-words/play.htm?f&redir=www DEAR time Find keywords in the library books Shared reading I want my hat- sight words- I, my, it, is, not, in, on, the, has, look, all http://www.literactive.com/Download/live.asp?swf=story_files/I_Want_My_Hat_US.swf New clothes- I, want, this, to, be, a. http://www.literactive.com/Download/live.asp?swf=story_files/New_Clothes_US.swf Dandelion reading PM reading</p> <p>Writing Explicit teaching of recount genre- First steps Modelled/Shared writing -My weekend news- My news Shared/Guided writing -My weekend news Expose and model explanation genre- why do people where shoes? Handwriting -formation of cursive qu, i, j Just Cursive handwriting programme book- use handwriting formation rhymes</p>	<p><i>Bain diot do bhróga nua.</i> <i>Cuir do bhróga isteach sa chófra.</i></p> <p>Tá _____róbheag/ rómhór.</p> <p>Cé leis é? Is _____é.</p> <p>Cá bhfuil do bhróga? Níl a fhios agam. An bhfuil do bhróga_____? Tá/ Níl mo bhróga_____.</p> <p>Tá _____salach. Cuir _____ salach isteaqch san inneall níocháin. Cuir an t-inneall níocháin ar siúl. Múch an t-inneall níocháin. Tóg _____ glan amach as an t-inneall níocháin</p> <p>An bhfuil ____ san inneall nuíocháin? Tá/ Níl _____ san inneall níocháin.</p> <p>Croch _____ ar an line, más é do thoil é.</p> <p>An bhfuil ____ ar an líne? Tá/ Níl _____ ar an line.</p> <p>Foclóir Cóta, hata, léine, geansaí, bríste, sciorta, gúna. Mo gheansaí, mo bhríste, mo hata, mo bhróga, mo léine, mo chóta, mo ghúna, mo bhuataisí</p> <p>Gorm, buí, bán, bándearg, corcra, dearg, oráiste, dubh, m'iallacha</p> <p>Ar an talamh, ar an mbord, ar an gcathaoir, ar an leaba, sa chófra.</p>	<p>Length- How many socks long are you? Washing line and sock race- who can match and hang up the most socks in 3 minutes? Aistear construction- building with 3D Magnetic blocks and 2D Magnetic shapes</p>
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Write sentences using the words built using cvc worldbuilding cubes
 Free writing
 Aistear- clothes shopping list
 lacing letters
 Fine motor skills wash clothes in the water tray, wringing them out and pegging them on the clothes horse
 Dictation

Rann
 Bríste Gorm
 Tice Teaice Tiú
 Tá Teidí agam.

Amhráin
 Cad atá sa chófra?
 Cuir ort do Chóta.
 Bain díot do Chóta.
 Níl 'Fhios agam
 Nigh na hÉadaí

SESE

Science	History	Geography
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Science
 Myself
 Bring baby clothes to school and share with peers

Heat
 identify ways of keeping our bodies and warm/ cold relating to clothes

Light
 Identify and name different colours- colours of clothes, Pete the Cat I love my white shoes story

Magnetism:
 Purposeful play with magnets of different shapes and sizes
 See Magnetism Cards 1, 2, 5, 11
 Fishing for magnetic letters to build cvc words
 Test a range of materials to see what is attracted to magnets, not attracted to magnets
 Sort a variety of items into compartments in a bun tin / egg carton (e.g. paper clips, screws, stones, paper, etc.). Cover with cling film and move a magnet over it to see which objects are moved.
 Sort and make sets of metal / non-metal objects
 Sort and make sets of magnetic / non-magnetic metals
 Discuss everyday uses of magnets
 Investigative area Aistear- hunting for magnetic materials
 Aistear- construction- building with 3D magnetic shape and 2D magnetic shapes



Theme:

Clothes

Senior Infants

January 2019




The Arts

Visual Art	Music	Drama
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Drama
 Role play Area- The clothes shop
 Home corner- Add variety of dress up clothes.
 Small world- clothes shop- dolls with removable clothes and plastic dolls house set up as clothes shop
 Small world- The smartest Giant in town

Visual Art
 Art and craft
 make bracelets or necklaces using- cut up straws and string.
 design an outfit on people templates- choice of medium
 Fabric and fibre- create a scarf
 Malleable
 clothes playdough mats
 The smartest Giant in town play dough mats
 Malleable- design a pattern play dough mats
 Table top-Create different outfits using the Misfits game
 Construction-
 Addition of different textures of fabric, wool and spools to the blocks areas- large and small blocks
 Painting-
 Designing and painting a variety of clothes of their choice.



DPSM activity 1: Which is the strongest magnet?
 -Complete activity as outlined on DPSM website
 -Upload pictures, children's work, description to Science Blog

History

Listen to the story of 'The Emperor's New Clothes'
 Sequencing phrases – first, then, after, last
 Picture Walk: Retell story using sequencing cards
 Emotions Walk: Pictorially record feelings of characters
 Perform brief role-play of the story using emotions
 Thought-Track Emperor as he walks through town
 Hot-seat characters in story eg Emperor
 Examine and compare clothes worn by babies and children – differences/similarities
 Reflect on the reasons different clothes are worn at different stages of childhood – eg Babygro's have feet because babies don't wear shoes.
 Bring baby clothes to school and share with peers
 Complete 'My Clothes Timeline' (US p.46)
 Predict clothing to wear as an adult eg tie; high heels
 Examine and compare clothes worn now and long ago – differences/similarities; style, colour, function
 Classify selection of images of clothes into now/long ago
 Identify images of clothing - now/long ago (WAWW p.33)

Tree - Time and chronology:

Examine images of class tree in Winter
 Order images Autumn, Winter
 ★ Participate in Heritage Week activities

Geography

Sort clothes for different weather and explain reasoning
 Discuss the clothes shop, the people who work there, what types of things might be sold there.
 Role-play social interactions from the clothes shop through geography/drama integrated lesson.
 Discuss, and create the resources that might be needed for the clothes shop station of Aistear. Brainstorm what will be needed and create through integrated geography/art lesson
 Role-play people who work in a clothes shop through Aistear.
 Improvise different issues that might arise in a clothes shop. (not enough money, returns, damaged clothes, unhappy customers)



Music

Let's Get Dressed Song
<https://www.youtube.com/watch?v=OAVh6StYLq8>
 This Is The Way song
 The Color Song
<https://teachingmama.org/10-preschool-songs-colors/>
 We've all got rights song
 Singing games and rhymes for Early years
 Cobbler, Cobbler mend my shoe- call and response song -page 17
 Thread follows the needle= page 55



<p>Discuss the best way to care for our clothes. Looking after them by making sure our coats are hung up properly, not putting our jumpers/t-shirts over our knees etc. Clothes around the world</p>		
<p>P.E</p>	<p>SPHE</p>	<p>Learn Together</p>
<p>Topic games Shoe relay Magic shoes</p> <p>GAA- Oak Class</p> <p>Gymnastics <u>Lesson 1 and 2</u> Make a travelling sequence</p> <ul style="list-style-type: none"> ● Directions: forwards, backwards or sideways. ● Pathways: straight, curved or zigzag. ● Levels: high or low. <p>Curling and stretching levels -Standing, Sequence, Sitting, Lying Rocking and rolling Stations Station1: Balancing Station 2: Teach the forward roll</p> <p><u>Lesson 3 and 4</u> Make a travelling sequence a) Guided Sequences b) Develop a sequence without any suggestions and demonstrate them.</p> <p>Balance: large body parts small body parts a) Take weight on hands and feet; b) Take weight on knees and elbows. c) Take weight on knees only.</p> <p>Station 1</p> <ul style="list-style-type: none"> ● Walk to the bench. ● Slide along the bench using a large body part. ● Balance. Stand. Step onto the mat. ● Balance on a large body part. ● Stand. Walk back to the beanbag. <p>Station 2</p> <ul style="list-style-type: none"> ● Travel on the bench on hands and feet, stop, balance on hands and feet and step off. ● Walk back to the beanbag. ● Hold a balance for a count of three. 	<p>Stay Safe Month Following the Stay Safe Programme 2016 Revised Edition</p> <p><u>Topic 3 - Touches</u> Lesson 1 Identifying touches they like Identify touches they do not like Identify touches that confuse them Learn how to deal with touches they dislike or find confusing Learn the importance of telling and how to tell</p> <p>The 5 Senses Song Worksheet 8 in school Worksheet 9 at home</p> <p><u>Lesson 2- Never keep a Touch a Secret</u> Learn how to deal with touches they dislike or that they find confusing Identify and name the private parts of their bodies Understand that sometimes it's difficult to tell, especially if there are bribes or threats involved Understand that no one should ever ask them to keep a secret about touch Pupils need to be reminded of the adults in their lives that they can approach with a problem.</p> <p>Track 13 My Body (check suitability re vocab) Story: The Tickling Game pg 50</p> <p><u>Secrets and Telling</u> Distinguish between good and bad secrets Learn that they should never keep 'bad' secrets including secrets about touches</p>	<p>Recall and use term 'Human Rights' Recognise that every child has the same rights and name some of those rights - name, identity, home, food, water, education, care and protection Learn and perform song 'We've all got rights' Design a poster for phrase 'We've all got rights' Participate in Holiday Wants and Needs lesson - Create list of things to take on holidays; Then prioritise list on items needed when told can only take two items Recognise and define terms 'wants' and 'needs' Compose list of needs - water, food, home, clothes Complete cut and paste sorting Wants and Needs worksheet Listen and respond to Martha's story (Signposts p.16-18) Answer and reflect on questions about story Mind-map 'What is play?' Watch and respond to video: 'Unicef Article 31' Watch and respond to video: 'This is Me' Discuss why play is important Circle Time: I like to play..... Draw picture of favourite times to play Participate in Fair Play activity (Right Start p.87) - Reflect on fairness and its role in play Role play how to play fairly with each other Learn about international organisation Right To Play Play games together eg Duck Duck Goose; 40/40; Tag; Snatch the Bacon; Ship Sea Shore, etc Reflect on feelings experienced during play Recognise that all children have a right to play</p>



<p>Station 3</p> <ul style="list-style-type: none">• Hop to the bench.• Stand on the bench.• Balance on three parts, stand and step off. <p>Walk back to the beanbag.</p>	<p>Learn that sometimes it's difficult to tell if there are bribes or threats involved</p> <p>Game</p> <p>Guess what's in the Box</p> <p>TR 16- Good and bad scenarios</p> <p>Worksheet 10</p> <p><u>Strangers</u></p> <p>Understand the concept of strangers</p> <p>Learn two key rules:</p> <p>Never go anywhere with a stranger</p> <p>Never take anything from a stranger.</p> <p>Maria's Story pg 63</p> <p>Worksheet 11 for Home School Links</p> <p>Sharing and kindness- the Smartest Giant in Town</p>	
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