



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 Thank you for your attention To summarise.... In conclusion.... 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 Story of St. Patrick & 'The Selfish Giant' Retelling story - review story through YouTube, non-fiction texts PM Readers differentiated by grouping D.E.A.R. time</p> <p><i>Comprehension Strategies</i> - Using Building Bridges of Understanding texts Explicitly Teach: 1. Determining Importance</p>	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>Capacity (integrated with Gardening & watering plants):</p> <ul style="list-style-type: none"> pour, fill, full, empty, holds more, less or the same amount as find the capacity of a larger container by using teaspoons, egg-cups, cups find containers that hold more or less than a given container; estimate, and check by measuring discuss the need for standard units collect sets of containers that hold more than, less than or about the same as a litre collect litre containers of different shapes and sizes; label; check capacity by pouring from one to the other Solve problems: how many children could have a full cup of water from a litre bottle? <p>3d Shapes</p>
	<p>Science Spring/Tree Week/The Environment:</p> <ul style="list-style-type: none"> Weather recordings Signs of Spring (leaves, flowers, birds, animals) <p><i>Tree Week:</i></p> <ul style="list-style-type: none"> Identify and describe the Oak tree: leaves, fruit Explore the tree as a habitat: <ul style="list-style-type: none"> mini-beasts Parts of a tree: Identify, name, describe Determine age of tree Plant a tree Make drawings, sketching and rubbings using the adopted tree. <p>Flowers: Tulip</p> <ul style="list-style-type: none"> Observe growth of tulips in the school garden, community Investigate a tulip in the classroom: identify and name different parts <p><i>Dandelions:</i></p> <ul style="list-style-type: none"> Observe the growth of dandelions in hedgerows, grassy areas Investigate the appearance of a dandelion with a magnifying glass / visualiser. Draw / label / name different parts Learn about the life cycle of a dandelion Compare dandelions and tulips Spring Walk / Science trail <p>School garden Activities – planting, observation of seasonal change, spring walk</p>			



<p>2. Clarifying</p> <p>Revise:</p> <ol style="list-style-type: none"> 1. Questioning 2. Making Connections 3. Visualisation <p>First Steps Shared discussion on reports children & Teacher work together to write reports using their familiarity with the report writing structure and known topics to report on e.g. book reviews, reports on animals, trees and the garden</p> <p>Spelling/Phonics fr, gr, tr and pr word families - spelling games, memory games, brainstorming word lists and families. Dolch list 7 - 11</p> <p>Grammar Wk 1: to, two, too Wk 2: Names and initials Wk 3: using a/an Wk 4: using is and arephe</p> <p>Poetry The Leprechaun The Daffodils The Flowers Mad Weather we're having</p> <p>Writing First Steps - Report Writing Shared & Independent writing: teacher and students collaboratively create reports before children independently write their own on modelled topics Topics <ul style="list-style-type: none"> ● Trees ● The Garden ● Plants & Flowers: The tulip, Dandelions </p> <p>Modelled Writing: teacher writes their own sample of</p>	<p>Geography</p> <p>Weather</p> <ul style="list-style-type: none"> ● Observe and discuss varying weather conditions – using new terminology, e.g. mild, blustery, breezy, humid. ● Record daily weather using class calendar and appropriate tools e.g. wind vane, rain gauge. ● Contrast weather in the locality with that in other areas ● Plotting various weather symbols in different parts of a map (Directions N,S,E,W discussed) ● Role playing weather forecaster. ● Selecting appropriate symbols to describe weather types <p>History The Story of St. Patrick and other National figures in countries across the world</p> <ul style="list-style-type: none"> ● Listen and respond to story of St. Patrick ● Discuss the cause and affect of his life and life events that led him to his connection with island of Ireland ● Compare and contrast this story with known stories of other historical figures from other countries ● Investigate historical sites connected to the story of St. Patrick around Ireland ● Discuss, compare and contrast traditions associated with st. Patrick and those of other countries around the world 	<ul style="list-style-type: none"> ● collect, sort and describe shapes, referring to number and shapes of faces, edges, vertices (corners on 3-D shape) ● identify shapes that stack, roll or slide-sorting activities, explaining why one can't roll vs other. ● use boxes, cardboard packs or containers in construction activities ● 3d shape trail (Maths Eyes) ● Examining photographs, identifying 3d shapes, describing their properties. ● Finding faces activity: opening cartons, boxes, smarties containers to discover r/ship between 2d and 3d shapes. ● Record result of investigation: i.e. cube = 6 squares, rectangle = 6 rectangles etc. ● Progression of activities: from handling, to drawing to describing/classifying.
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<p>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>					
<p align="center">Physical Education:</p> <p>Warm up game: Shamrocks & Leprechauns</p> <p>Aquatics Children attending weekly swimming lessons in the National Aquatic Centre</p> <ul style="list-style-type: none"> Teachers will instruct children on hygiene practises entering and exiting the swimming pool as well as general safety <p>Outdoor & Adventure/</p> <ul style="list-style-type: none"> Follow directions given by teacher Introduce a sequence and children following. Use of control cards. Photostar orienteering. Show the children the photograph and the number on the back. Walk the children to the items in the photograph; show them the hanging control and how to record the number in their control cards. <p>Traditional Irish Dancing</p> <ul style="list-style-type: none"> Children learn the 'Siege of Ennis' and other basic group and individual Irish set dancing and Irish traditional dancing reels and jigs for use in the whole school Ceili in the school hall 	<p align="center">THEME</p> <p align="center">Gardens & The Outdoors</p>	<p align="center">The Arts* Integrated with Aistear</p> <table border="1"> <tr> <td align="center">Visual Arts</td> <td align="center">Music</td> <td align="center">Drama</td> </tr> </table> <p>V.A. Construction Four seasons collage St. Patrick's Day badges Toilet roll Snakes</p> <p>Paint & Colour Flower hunt and spring paint palette</p> <p>Clay Clay huts for garden centre in small world</p> <p>Drama Role play of the Garden Centre & Weather forecasters Use of story of 'Crimson Rouge & The Red Garden' as drama stimulus</p> <p>Music Listen and respond to traditional Irish Music http://www.askaboutireland.ie/learning-zone/pri-mary-students/1st-+-2nd-class/music/ Identify Instruments in Irish Traditional Music Listen and Respond to Blackbird(Sharon Shannon) and Caoineadh Cú Chulainn – compare mood</p>	Visual Arts	Music	Drama
Visual Arts	Music	Drama			
<p align="center">Gaeilge</p>	<p align="center">SPHE</p>	<p align="center">Learn Together</p>			
<p>Téamaí: Ócáidí Speisialta: Seachtain na Gaeilge/Aimsire/Lá Fhéile Phádraig Eiseamláirí Teanga</p> <ul style="list-style-type: none"> Conas a mbeidh an aimsir amarach? Beidh sé Conas a bhí an aimsir inné? Bhí sé..... 	<p>Circle time Topics: Water Safety & Getting Along with others</p> <p>Importance of sharing Using kind words and using our calming down</p>	<p>Rites & Ceremonies Discuss daily routines eShare any religious routines observed Group research religious observances eg Evaluate any similarities in religious observances eg lighting candles as part of worship</p>			



<ul style="list-style-type: none">• An bhfuil nuacht agat? Tá nuacht agam, innu an _____. Tá sé _____. Tá tuar ceatha sa spéir/Tá an grian at taitneamh go hard sa spéir• Lá fheile Padraig shona duit. <p>Foclóir:</p> <ul style="list-style-type: none">• Na baill choirp – dul siar• Na huimhreacha – dul siar• Na dathanna – dul siar• beag, mór, traein, carr, scath báistí• Naomh Pádraig, a chóta, a hata, a bhachall, an tseamróg)• (glas, donn, buí, oráiste)	<p>thermometer when we feel frustrated/upset or experience any difficult emotions</p> <p>Water safety & hygiene</p>	<p>Discuss, compare and talk to family about name origins</p> <p>Listen and respond to information in Signposts about the naming ceremonies of Judaism (p.108); Christianity (p.105); and Hinduism (p.107)</p> <p>Watch videos and powerpoints on Jewish, Hindu and Christian naming ceremonies</p> <p>Identify similarities between each of the ceremonies eg use of oil, water, special clothing, light, name, etc</p> <p>Celebrate St Patrick's Day</p> <p>Celebrate important women on Mother's Day</p> <p>Mark celebrations of Holi and Easter</p>
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