



Language and Literacy	SESE			Mathematics and Numeracy
<p>Oral Language Genre - Giving instructions Our news Discussion of people who help us, how they help us and what to do in an emergency</p> <p>Story - The jolly postman Detective Dog</p> <p>Poem - 999, Emergency At the Vets Where do all the teachers go?</p> <p>Writing -Free Writing - Pre Writing Activites Fine motor activities - playdough, scissors activities Letter formation -s, qu Writing Genre: procedural</p> <ul style="list-style-type: none"> ● Exploring instructions & recipes ● Writing recipe for Jam Sandwiches ● Following instructions to make a Lego house ● Guided writing activities <p>Phonics Learn and perform Jolly phonics rhyme for letters l,f,b, j, z, w Learn and perform Jolly phonics actions for letters l,f,b, j, z, w sound hunt in stories/names/ food related words for sounds l,f,b, j, z, w Sound box activities - find items with sounds Sound book activities - draw/identify items with relevant sounds Learn to read Dolch words: do, he, was, she, that, all, so, of, at</p>	Science	History	Geography	<p>Number: Ready Set Go</p> <ul style="list-style-type: none"> ● Count forwards to 10 with special focus on 6-8 ● Counting backwards from 10 ● Playing number games: smiley faces, humpty dumpty ● Read and write the numeral 5 ● Read and write the numeral 5 ● Present sets to match a numeral, and vice versa <p>Number Sense</p> <ul style="list-style-type: none"> ● looking at and identifying dot patterns up to 10 ● Answering questions about dot patterns e.g how many dots in total? How did you see them? What does that tell you about the number... <p>Counting songs</p> <ul style="list-style-type: none"> ● 5 Little Monsters; 10 fat sausages; 12345 Once I caught a fish alive <p>Capacity</p> <ul style="list-style-type: none"> ● Direct Teaching: Vocabulary: full, empty, nearly full, nearly empty, half full, fill, liquid, capacity ● Pair Work: how many times it takes to full a larger jug with a smaller jug ● What holds more, investigate and check predictions ● Individual Work: Sorting pictures into day/night
	<p>Materials:</p> <ul style="list-style-type: none"> ● Observe, investigate, describe and sort a range of materials ● describe shape, texture, size, colour of materials ● Texture rubbings of different materials ● Read The Three Little Pigs or other stories where materials are used for inappropriate things ● Materials hunt in classroom and school environment 	<p>Sequencing Listen , respond to and sequence stories of</p> <ul style="list-style-type: none"> ➤ The Jolly postman ➤ Detective Dog <p>Sequencing phrases – first, then, after, last</p> <p>Retell story using visual cues</p> <p>Role-play the story of the jolly postman</p>	<p>Living in the local community</p> <ul style="list-style-type: none"> ● Identify people who work in the surrounding areas of the school eg. guards, shopkeepers, doctors, lollipop person etc. ● Match people in the community to their place of work eg nurse to hospital ● Match people in the community to their uniforms eg Chef to chef's hat and apron ● Identify what the jobs and duties of each person are ● Interview people in the community about their work 	
	<p>Engineer's Week: Engineering Workshop outing to Imaginosity Learn about engineers Construction challenges: straws, lego, duplo, recycled materials</p>			



	Construction project in Visual Arts									
<p align="center">Physical Education:</p>	<p align="center">THEME</p>			<p align="center">The Arts</p>						
<p>Continuation of Gymnastics</p> <ul style="list-style-type: none"> The children run around the play area, dodging around obstacles. -stand on one leg beside a cone -touch a cone/dome and sit -run around a cone/dome etc. Each child explores various ways of jumping with the teacher directing, e.g. two feet to two feet, two feet to one foot etc Sprinting distance 10-20 metres Standing jump: · Two children to each hoop. · Stand outside the hoop. · Jump from outside the hoop, land in the hoop. The children adopt different starting positions. Ask the children to think of fun ways to kneel, sit or stand, e.g. sit with your legs straight, crouch down etc. children must move from that position to standing as quickly as possible. Reaction sprints from different starting positions Relays with beanbags from different starting positions <p>Children will begin swimming lessons at National Aquatic Centre with external swim couches</p>	<h1 align="center">People who help us</h1>			<table border="1"> <thead> <tr> <th data-bbox="1491 244 1671 284">Visual Arts</th> <th data-bbox="1671 244 1899 284">Music</th> <th data-bbox="1899 244 2134 284">Drama</th> </tr> </thead> <tbody> <tr> <td data-bbox="1491 284 1671 1474"> <p><u>Drawing</u> Children will design their own valentines cards in Aistear</p> <p><u>Painting</u> Children will paint themselves in jobs they want to do when they grow up</p> <p><u>Construction</u> Children will create hats from different uniforms using variety of materials</p> </td> <td data-bbox="1671 284 1899 1474"> <p>Performing</p> <ul style="list-style-type: none"> learning and performing a variety of songs from Musical Annie for whole school play Bua na Cainte songs & Maths number rhyme songs <p>Listening & Responding</p> <ul style="list-style-type: none"> Listen to 'Peace at Last' by Jill Murphy Discuss the sounds in the story Invent vocal sounds to imitate the sounds Listen to 'The Teddy Bears Picnic' Identify the happy mood of the music </td> <td data-bbox="1899 284 2134 1474"> <p>Standalone Lesson Whole Class: Explore Dramatic styles - Freeze frame and think aloud in response to Detective Dog & The Jolly Postman'</p> <p>Aistear Whole Class: Discuss the Post Office & Garda Station as well as the role of an people who work there</p> <p>Group Work: Aistear socio-dramatic play - Enter into role as postpeople, postal clerks, customers, Gardaí, Criminals etc.</p> </td> </tr> </tbody> </table>	Visual Arts	Music	Drama	<p><u>Drawing</u> Children will design their own valentines cards in Aistear</p> <p><u>Painting</u> Children will paint themselves in jobs they want to do when they grow up</p> <p><u>Construction</u> Children will create hats from different uniforms using variety of materials</p>	<p>Performing</p> <ul style="list-style-type: none"> learning and performing a variety of songs from Musical Annie for whole school play Bua na Cainte songs & Maths number rhyme songs <p>Listening & Responding</p> <ul style="list-style-type: none"> Listen to 'Peace at Last' by Jill Murphy Discuss the sounds in the story Invent vocal sounds to imitate the sounds Listen to 'The Teddy Bears Picnic' Identify the happy mood of the music 	<p>Standalone Lesson Whole Class: Explore Dramatic styles - Freeze frame and think aloud in response to Detective Dog & The Jolly Postman'</p> <p>Aistear Whole Class: Discuss the Post Office & Garda Station as well as the role of an people who work there</p> <p>Group Work: Aistear socio-dramatic play - Enter into role as postpeople, postal clerks, customers, Gardaí, Criminals etc.</p>
Visual Arts	Music	Drama								
<p><u>Drawing</u> Children will design their own valentines cards in Aistear</p> <p><u>Painting</u> Children will paint themselves in jobs they want to do when they grow up</p> <p><u>Construction</u> Children will create hats from different uniforms using variety of materials</p>	<p>Performing</p> <ul style="list-style-type: none"> learning and performing a variety of songs from Musical Annie for whole school play Bua na Cainte songs & Maths number rhyme songs <p>Listening & Responding</p> <ul style="list-style-type: none"> Listen to 'Peace at Last' by Jill Murphy Discuss the sounds in the story Invent vocal sounds to imitate the sounds Listen to 'The Teddy Bears Picnic' Identify the happy mood of the music 	<p>Standalone Lesson Whole Class: Explore Dramatic styles - Freeze frame and think aloud in response to Detective Dog & The Jolly Postman'</p> <p>Aistear Whole Class: Discuss the Post Office & Garda Station as well as the role of an people who work there</p> <p>Group Work: Aistear socio-dramatic play - Enter into role as postpeople, postal clerks, customers, Gardaí, Criminals etc.</p>								



Gaeilge	SPHE	Learn Together
<p>Éadaí Cluichí: Taispeáin dom, Deir Ú Gradaigh, cluiche kim</p> <p>o Cómhra:</p> <ul style="list-style-type: none"> o Élst leis an gcómhra ar an gclár bán o Déan cómhra ranga leis an múinteoir /puipéad/ páisí os comhair ranga o Déan comhrá beirte <p>o Amhráin/rann a fhoghlaim agus gníomhartha</p> <p>Eisimleairí Teanga</p> <p>Cuir ort do chóta. Bain díot do chóta. Croch suas do chóta.</p> <ul style="list-style-type: none"> o Tabhair dom__. Seo duit. o Téigh go dtí an cófra éadaí agus faigh... o Cuir__ sa chófra éadaí. o An bhfuil__ sa chófra éadaí? Tá/Níl o Cuir/Tá __ ar __. o Tá an geansaí mór/beag/salach/glan o Nigh__. Croch amach__ o Cé leis__? Is liomsa é. Is le __ é. <p>Ceisteanna Cé leis é? Is liomsa é. Is le __ é.</p> <ul style="list-style-type: none"> o An bhfuil__ sa chófra éadaí? Tá/Níl <p>Foclóir</p> <ul style="list-style-type: none"> o hata, scairf, geansaí, cóta, léine, bríste, gúna, sciorta, bróg, stoca, mór, beag, salach, glan 	<p>Friendship Month:</p> <ul style="list-style-type: none"> • discuss the meaning of and on the positive of friendship. • Explicit teaching how to be a good friend <p>Kindness Wreath Children will have an opportunity to place a ribbon on the kindness wreath if they do an act of kindness</p> <p>YCDI: Getting Along</p> <p>Explicit Teaching</p> <ul style="list-style-type: none"> • present new material of getting along in small steps • give clear and detailed instructions of same • provide active practice for all learners (barrier game in pairs for example- taking turns, respectful language.) • Guide children during initial practice. • Continue practice until learners are independent and confident. (2 months to teach the skill explicitly) 	<p>Equality & Justice / Moral & Spiritual</p> <ul style="list-style-type: none"> • Introduction to ‘Thinking Time’ where opinions are shared and respected; All opinions are equally valid • Discuss why we should listen to; respect others opinions • Discuss what we would do if someone had a different opinion to our opinion? • Consider and share opinions on various topics: eg • Where do numbers go when we are not using them? • If this pen could talk what would it say? • What happened before photo was taken Consider if something is a good or bad choice: • Consider a moral decision in a story eg: Was Goldilocks right to eat the three bears porridge? • Recognise various emotion facial expressions • Circle Time: ‘I feel happy/sad/angry/scared/etc when...’ • Learn and perform song ‘If you’re friendly and you know it’ • Participate in Amnesty International Friendship Week • Circle Time: Compliment circle



		<ul style="list-style-type: none">● Give compliments to peers and staff during the day● Share favourite toy with class● Participate in co-operative games eg Clumps; Pattern Line-up (girl-boy-girl or sit-stand-sit)● Carry out kind acts during Random Acts of Kindness Week●
--	--	---