



Language and Literacy	SESE			Mathematics and Numeracy
<b>Oral Language</b> Report language: <ul style="list-style-type: none"> <li>Hello ladies and gentlemen</li> <li>You are all very welcome to ....</li> <li>I am ..... and today I would like to tell you all about/talk to you about.....</li> <li>The topic for my report is.....</li> <li>What I would like to do today is .....</li> <li>At the end of this report I hope you will...</li> <li>This is....</li> <li>These are....</li> <li>Can be found.....</li> <li>For example</li> <li>Thank you for your attention</li> <li>To summarise....</li> <li>In conclusion....</li> <li>Verbs: classification, descriptive verbs,</li> <li>Discussing various examples of report writing.</li> <li>Comparing examples of report writing with one another.</li> </ul> <p>Explore non-fiction/report texts on the Space Race</p> <b>Reading</b> <b>Story - 'The Selfish Giant'/ Recount of a trip to the Garden Centre</b> <b>Retelling story - review story through YouTube, non-fiction texts</b> <b>PM Readers differentiated by grouping</b> <b>D.E.A.R. time</b>  <b>Comprehension Strategies - Using Building Bridges of Understanding texts</b> <b>Explicitly Teach:</b>	Science	History	Geography	<b>Number:</b> <b>Place Value</b> <ul style="list-style-type: none"> <li>Incrementing and decrementing numbers by 10 on and off the decuple.</li> <li>Counting forwards in 10s and backwards in 10s - using concrete visual as guide.</li> <li>When automatic children will use this skill to subtract numbers using jump strategy - ten jump and unit jump.</li> <li>Using empty number line and decrementing language skill to subtract 2 digit numbers.</li> </ul> <b>Subtraction:</b> <ul style="list-style-type: none"> <li>Word problems involving deduction e.g. I had x and I took y away, how many left.</li> <li>Language: took away, moved, disappeared, had, left.</li> </ul> <b>3d Shapes</b> <ul style="list-style-type: none"> <li>collect, sort and describe shapes, referring to Examining photographs, identifying 3d shapes, describing their properties.</li> <li>Finding faces activity: opening cartons, boxes, smarties containers to discover r/ship between 2d and 3d shapes.</li> <li>Record result of investigation: i.e. cube = 6 squares, rectangle = 6 rectangles etc.</li> <li>Progression of activities: from handling, to drawing to describing/classifying.</li> </ul> <b>Money</b> <ul style="list-style-type: none"> <li>Identifying coins up to 1eur</li> <li>mental maths for calculating change up to 20c, 50c, 1Eur</li> <li>Playing shop and using coins to make purchases</li> </ul>
	<b>Science</b> <b>Spring/Tree Week/The Environment:</b> <ul style="list-style-type: none"> <li>Weather recordings</li> <li>Signs of Spring (leaves, flowers, birds, animals)</li> </ul> <i>National Spring Clean:</i> <ul style="list-style-type: none"> <li>Plant vegetables/plants and observe and record growth</li> <li>Make drawings, sketching and rubbings using the adopted tree.</li> </ul> <i>Dandelions:</i> <ul style="list-style-type: none"> <li>Observe the growth of dandelions in hedgerows, grassy areas</li> <li>Investigate the appearance of a dandelion with a magnifying glass / visualiser. Draw / label / name different parts</li> <li>Learn about the life cycle of a dandelion</li> <li>Compare dandelions and tulips</li> <li>Spring Walk / Science trail</li> </ul> <p>School garden Activities – planting, observation of seasonal change, spring walk</p> <b>Geography</b> <b>Weather</b> <ul style="list-style-type: none"> <li>Observe and discuss varying weather conditions – using new terminology, e.g. mild, blustery, breezy, humid.</li> <li>Record daily weather using class calendar and appropriate tools e.g. wind vane, rain gauge.</li> <li>Contrast weather in the locality with that in other areas</li> <li>Plotting various weather symbols in different parts of a map (Directions N,S,E,W discussed)</li> <li>Role playing weather forecaster.</li> </ul>			



<p><b>1. Determining Importance</b></p> <p><b>2. Clarifying</b></p> <p><b>Revise:</b></p> <p><b>1. Questioning</b></p> <p><b>2. Making Connections</b></p> <p><b>3. Visualisation</b></p> <p><b><i>First Steps Shared discussion on reports</i></b> children &amp; 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><b><i>Spelling/Phonics</i></b> fr, gr, tr and pr word families - spelling games, memory games, brainstorming word lists and families. Dolch list 7 - 11</p> <p><b><i>Grammar</i></b> Wk 1: to, two, too Wk 2: Names and initials Wk 3: using a/an Wk 4: using is and arephe</p> <p><b><i>Poetry</i></b> The Daffodils The Flowers Mad Weather we're having</p> <p><b><i>Writing</i></b> <b><i>First Steps - Report Writing</i></b> <b>Shared &amp; Independent writing:</b> teacher and students collaboratively create reports before children independently write their own on modelled topics Topics</p> <ul style="list-style-type: none"><li>• Trees</li><li>• The Garden</li><li>• Plants &amp; Flowers: The tulip, Dandelions</li><li>• The Garden Centre</li></ul> <p><b>Modelled Writing:</b> teacher writes their own sample of</p>	<ul style="list-style-type: none"><li>• Selecting appropriate symbols to describe weather types</li></ul> <p><b>History</b></p> <ul style="list-style-type: none"><li>• Revise stories of historical figures across the world following on from work about St. Patrick</li><li>• Explore stories of environmental protection and awareness</li></ul>	
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<p>procedure using their own ideas, not the children's.</p> <p><b>Shared Writing:</b> teacher writes the children's ideas.</p> <p>Free Writing - Children practise writing using topics of their own choice and motivation</p>					
<p><b>Physical Education:</b></p> <p><b>Warm up game: Shamrocks &amp; Leprechauns</b></p> <p><b>Aquatics</b> Children attending weekly swimming lessons in the National Aquatic Centre</p> <ul style="list-style-type: none"> <li>Teachers will instruct children on hygiene practises entering and exiting the swimming pool as well as general safety</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Explore the different ways of running, walking and jogging and how to recognise and adapt your pace</li> </ul>	<p>THEME</p> <p><b>Gardens &amp; The Outdoors &amp; Protecting our Environment</b></p>	<p><b>The Arts* Integrated with Aistear</b></p> <table> <tr> <td><b>Visual Arts</b></td><td><b>Music</b></td><td><b>Drama</b></td></tr> </table> <p><b>V.A.</b> <b>Drawing</b> Environmental Awareness posters <b>Paint &amp; Colour</b> Flower hunt and spring paint palette <b>Clay</b> Clay huts for garden centre in small world</p> <p><b>Drama</b> Role play of the Garden Centre &amp; Weather forecasters Use of story of 'Crimson Rouge &amp; The Red Garden' as drama stimulus Use role play to explore visiting our local Garden Centre <b>Music</b> <b>Music of Annie the Musical</b> Songs: Tomorrow, Maybe, It's a hard knock Life</p>	<b>Visual Arts</b>	<b>Music</b>	<b>Drama</b>
<b>Visual Arts</b>	<b>Music</b>	<b>Drama</b>			
<b>Gaeilge</b>	<b>SPHE</b>	<b>Learn Together</b>			
<p><b>Téama: An Teilifís</b></p> <p><b>Eiseamláirí Teanga</b></p> <ul style="list-style-type: none"> <li>Cad atá ar súil ar an teilifís?</li> <li>Cén sort clár is fearr leat?.</li> <li>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</li> <li>Cén seisiúr atá ann? Tá sé an _____</li> <li>Amhráin: Hi didil didil, Chuala mé éinín</li> </ul> <p><b>Foclóir:</b></p>	<p><b>Circle time Topics: Water Safety &amp; Getting Along with others</b></p> <p>Importance of sharing Using kind words and using our calming down thermometer when we feel frustrated/upset or experience any difficult emotions Water safety &amp; hygiene</p>	<p><b>Environmental Action- Our School Spring Clean</b></p> <p>Discuss and compare environments and importance of keeping our local area clean Revise knowledge on recycling, reusing and reducing our waste Discuss National Spring Clean and the equipment needed for it and carry out clean up in the local school grounds Discuss how we can contribute to doing the same work in our own local area near our homes</p>			



PETNS Monthly: March

Teacher: James & Róisín

Class: First Class Month: March



- clár grinn, an aimsir, an nuacht, clár spoirt, cartún,

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