



- Discussing and sequencing events in a child's own past
- Describing events – Our News, my weekend, what I did after school etc
- Take turns and extend on others vocabulary – add on sentences
- Describe experiences – using the 5w's- where, when, who, why, what. Retelling and sequencing
- Saying news in pairs/ Morning News/ Morning Meeting- repeating partners news
- Present Tense: Pour, Put, Cut, Place, Water
- Oral Language Vocabulary based on Growing..., see SESE (Growing, Planting, seeds, germination, Sping, new growth, trees etc etc.)
- Oral Language Stations- Comprehending PM Readers
- Oral Language- Growing, Planting

#### Writing

##### First steps:

- Revision of -Explanation- What is a seed? What is Germination.
- Children writing new Genre: Procedural (Introduce Orally)
- Sequencing events using verbs
- Focus on the present tense- Plant the seed, Mix the soil. Water the plant etc. etc.
- Stimulus: How to plant a seed.
- Title, Goal, Equipment or Materials, Method, Conclusion.

##### Handwriting

- Just Cursive Handwriting book- correct cursive letter formation
- Children write simple sentences with clear legible handwriting

##### Grammar

- Correct written sentences using full stops and capital letters
- Sentence Structure: Focus on

y

#### Operations – Addition and Subtraction:

##### Measures - Time

- count the number of objects in a set
- read, write and order numerals 0-199
- estimate the number of objects in a set 0-20
- solve one-step problems involving addition or subtraction
- use the symbols +, -, =
- subtract numbers without and with renaming within 99
- estimate differences within 99
- construct number sentences involving subtraction of whole numbers; solve problems involving subtraction
- develop and recall mental strategies for subtraction 0-20
- develop an understanding of subtraction as deducting, as complementing and as difference
- explore and discuss repeated addition and group counting
- add numbers without and with renaming within 99
- construct number sentences and number stories; solve problems involving addition within 99
- explore, develop and apply the commutative, associative and zero properties of addition
- develop and recall mental strategies for addition facts within 20
- develop an understanding of addition by combining or partitioning sets
- Use of real life materials
- Various games using time – Looking at the clock poster and writing times on it. Looking toward golden time clock and wondering how many stars we would need to get to half an hour and hour
- Creating their own mini – clocks. Using clocks provided by the teacher the children will create own clocks and use them to tell different times once asked.
- Use of the environment – (Ask children to mark their shadow at certain times of the day. Discuss the shadow has moved.)
- Various games using time – Looking at the clock poster and writing times on it. Looking toward golden time clock and wondering how many stars we would need to get to half an hour and hour
- Cut up a comic strip to sequence the events in a day / story.
- List key things the class do on different days, during the day, including the times.
- Poem to remember days in each month.

shorter sentences, using commas and full stops.

- conjunctions- and, then, because, suddenly...
- Past Tense Verbs vs Present tense verbs: When my grandparents were you they had, they did.. today I play, I go, I have...
- Homophones- there, their, they're, Your you're, are and our

**stening activities:** following instructions

### Reading

- Guided Reading (Twice a Week)
- Book Week- reading books, book reports, sharing books, reading HW.
- Reading Independently – DEAR Time- Daily
- Reading new vocabulary based on the theme of- Sequencing the story
- Word Wall- building a class word wall with commonly used words and phrases
- Teacher Read Aloud- Story time in the evening based on the theme 'Growing' (planting, trees, seeds, newborn in Spring)- Children engage in modelled reading
- Summarise and sequence story orally
- Phonological awareness: Clapping syllables,
- Phonics: letter sounds- a,e,i,o,u- CVC word using letter sounds (differentiations)
- PM Reading Station- levelled reading- fluency
- PM Reading Station- Comprehension Station: Retrieval of knowledge, Focus on Summarising and Sequencing.
- Building Bridges- Making

- Continue observations of weather and the environment for Green Wave as part of Discover Primary Science programme
  - Weather recordings
  - Signs of Spring (leaves, flowers, birds, animals)

### **Tree Week:**

- Identify and describe the Sycamore tree: leaves, fruit, etc.
- Explore the tree as a habitat: mini-beasts
- Parts of a tree: Identify, name, describe
- Plant a tree/bulbs
- Make drawings
- See Lesson Plans from Tree Council website (Stephen to get folder off Luke)
- PP Presentation: discuss the different parts of the plant and what their functions are.
- Video: watch a video explaining the different parts of a plant.
- The class draw and picture of a flower and of a tree and label the different parts of the plant in

- Reading Dolch Words- List 1-8 (dolch words games, dolch word snap, dolch word flashcards)

- Write the process of how to plant a seed

### Oisín in Tír na nÓg/ Táin Bó Cuilnge

#### Story - Stories

- Learn about the early life of Oisín, son of Fionn MacCumhaill and Sadbh; his poetry and music
- Listen and respond to the story of Oisín and Níamh in Tír na nÓg/ Táin Bó Cuilnge
- Identify elements in the story that indicate it was a fictional account rather than historical
- Draw pictures of scenes from story
- Create a photostory using pictures from story
- Circle time discussion: What would you do if you lived in Tír na nÓg forever?  
Learn about the origin of the Táin Bó Cuilnge story - recorded in manuscript 'Book of Leinster'
- Reflect on differences in legends recorded through oral history versus manuscripts  
Discuss the motivation of the characters -

	<p>Allill, Ferdia, Cú Chulainn, etc</p> <p><u>Trees</u> <u>Natural Environments</u> <u>The Local Natural environment</u> <i>Weather</i></p> <ul style="list-style-type: none"> <li>Observe changes in the local environment.</li> <li>What are the signs of Spring?</li> <li>Compare and contrast weather in the different seasons</li> <li>Compare weather in Ireland to weather in other countries around the world.</li> <li>Tree Week activities</li> </ul>			
<b>Physical Education:</b>	THEME	The Arts		
	<h1>Growi ng!</h1>			
<p><u>quatics:</u> <i>vimming</i></p> <ul style="list-style-type: none"> <li>Recognise hazards of water</li> <li>Observe the rules of the local pool</li> <li>Identify correct procedure for dealing with hazards</li> <li>Appreciate the importance of hygiene when using the pool</li> </ul>		Visual Arts	Music	Drama
		<p><b>Art:</b></p> <ul style="list-style-type: none"> <li>Banyan Art: using different colour pastels to create dramatic banyan tree- follow link: <a href="https://www.google.com/search?q=banyan+art&amp;safe=strict&amp;source=lnms&amp;tbm=isch&amp;sa=X&amp;ved=0ahUKEwjpmSyM19ngAhWrShUIHUiNA8EQ_AUIDigB&amp;biw=1366&amp;bih=657#imgsrc=SsRcwTDqIVqytM:">https://www.google.com/search?q=banyan+art&amp;safe=strict&amp;source=lnms&amp;tbm=isch&amp;sa=X&amp;ved=0ahUKEwjpmSyM19ngAhWrShUIHUiNA8EQ_AUIDigB&amp;biw=1366&amp;bih=657#imgsrc=SsRcwTDqIVqytM:</a></li> <li>Crepe Paper Flowers. Children fold and crumple different coloured crepe paper. Cover the flower template. (Mothers day Cards )Follow link: <a href="https://www.powerfulmothering.com/crepe-paper-flower-cards/">https://www.powerfulmothering.com/crepe-paper-flower-cards/</a></li> </ul>		

- Enter the water
- Glide forward or backwards along the surface in a stretched position
- Explore use of arms and legs to travel in water
- Walk in shallow water
- Develop a selection of swimming strokes
- Participate in pair and group play
- Extend knowledge of swimming strokes
- Develop an appreciation of the freedom of movement in water
- Become aware of local organisations and clubs that promote aquatics
- Understand how to stay safe in water
- Develop an increased understanding of flotation
- Appreciate the dangers of water

**ayground Games:**

*reating and Playing Games:*

- Create and develop games in pairs or small groups
- Play small-sided (mini) versions of games
- Play playground games

arms, stick together. Follow link :  
<https://www.pinterest.ie/pin/433753007842519599/?lp=true>

**Music:**

- Learn and perform ‘Tír na nÓg’ song as Gaeilge
- <http://www.askaboutireland.ie/learning-zone/primary-students/1st-+-2nd-class/music/>
- Identify Instruments is Irish Traditional Music
- Listen and Respond to ‘Lord of the Dance’ ( Ronan Hardiman)
- Identify instruments- respond imaginatively the music through movement
- Listen and respond to Patrick Cassidy – The Children of Lir -  
[https://www.youtube.com/watch?v=fEA-00I449Q&list=PLFTyqz0qXQWeQm7vJxw771cbQk7Spyd\\_0&index=7](https://www.youtube.com/watch?v=fEA-00I449Q&list=PLFTyqz0qXQWeQm7vJxw771cbQk7Spyd_0&index=7)

**Drama**

**Jack and The Beanstalk**

*Introduction to the story- The Cow must be Sold*

- Circle Time: Engage in Ice Breaker Games
- Revise drama rules and drama contract
- Recall the story of Jack and the Beanstalk and share prior knowledge
- Voice Changer: Children react to how the mother would tell jack to ‘Get Lots of Money for Food Jack’
- Gestures and Voice: What gestures would you use with the voice

*Jack Takes the beans*

- Jack Meets a Strange woman: ‘Take these Magic Beans’
- Debate: (Class divided in two- Woman vs Mother ) Groups Persuade jack (teacher in role) to either ‘Get money for food’ vs ‘Take these Magic Beans’
- Conscious Alley: Teacher in Role walks pass the children as they share their positive or negative thoughts about Jacks decision (*The beans are magic, they will make you rich, you are silly etc.*)

*Climbing the Beanstalk and Meeting the Giant*

- Jack Plants the seeds
- Mime and Movement: Follow teacher instruction of climbing the beanstalk (*Right hand first, reach and grab stalk, take a step, left, right*)
- Keeper of the Keys: Children creep up on giant by taken the golden key under his chair
- The Giant Wakes up: What does he do? Is it a negative or positive end

Gaeilge	SPHE	Learn Together
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## is dom fúit féin. (dul siar)

*Conas atá tú? Tá mé go maith- Níl mé go maith*

*Cád is ainm duit? Aoife is ainm dom  
Dia duit, Dia's Muire Duit  
Go raibh maith agat. Failte romhat*

*Deir O Gradaigh- bígí ag rith,  
cuir do lámh amach..*

*Cén séasúr atá ann? An  
Geimhreadh atá ann.*

*Inniú an.. Amarach an.. Inné an..*

*Chuaigh mé go dtí an...*

*Chonaic mé ...*

*Bhí mé ag...*

### **eisteanna:**

- An bhfuil\_\_ ort? Tá/Níl\_ orm
- Conas atá gleasta ort?
- Cén seasúr atá ann?
- Inis dom faoi Aimsir?

### **achtain na Gaeilge**

- Céilí Dancing- insteach, amach

### **Eadaí\_\_**

- An bhfuil\_\_ oí sciorta, háta, (carbhat)
- Dathanna: gor dhúghorm, do
- Cén dath atá a hata, do t-lein
- Tá dath \_\_ ar í ghúna...
- Seo Faiseanta: gleasta? Tá – ai
- Chuaigh mé go mé...
- Dén cur síos a

- Discuss with children how everyone as a different opinion and that these should be respected.
- Present children with scenarios to role play based on people disagreeing with each other.
- Each group must show through role play the best way in which to resolve the conflict.
- Distinguish between verbal and non-verbal behavior and know how they are used in performing social functions
- Introducing oneself and others expressing concern and appreciation expressing thanks, asking questions, offering help Listen, hear and respond to what is being said by others
- Accepting compliments and affirmations received

### **YCDI - Gabby Getalong**

Revisit concept lessons 1 - 5  
Healthy Habits of Mind -  
Following the Rules

- Share any religious routines observed and meanings -Group research religious observances eg fasting, ablutions, meditation and prayer of: Islam, Buddhism, Sikhism
- Present religious observances findings to peers in chosen format eg poster or ICT presentation - Evaluate any similarities in religious observances eg lighting candles as part of worship
- Ask family about origin of your first name and any naming ceremony you participated in
- Watch videos and powerpoints on Muslim, Buddhist Sikh and Humanist naming ceremonies
- Identify similarities between each of the ceremonies eg use of oil, water, special clothing, light, name, etc
- Answer revision questions about each ceremony - Signposts p.109
- Celebrate St Patricks Day
- Celebrate important women on Mother's Day

sios ar na caitl  
leoir.

An tEarrach:

- Ainmnigh na sé
- Cén séasúr atá i
- An tÉarrach a b
- nead sa gcrann,
- bhí an ghrian ag
- an
- talamh, bhí sé f
- Cén saghas aim
- go deas.
- Tá an ghrian ag
- tirim.
- Ainmnigh míon
- Cén mhí atá an
- An tarrach atá a
- dian.
- Tá caora agus u
- banbh óg sa
- pháirc.
- Tá bó agus lao c



