



Language and Literacy	SESE			Mathematics and Numeracy
<p>Poetry: Melvin the Mummy/ River Nile / Create a Poem / Egypt</p> <ul style="list-style-type: none"> Discuss the contents and images of the poems. Identifying rhyming words Finding and defining new words in the dictionary and drawing images to represent new vocabulary. Adding words to word wall - discuss the meaning and put into sentences. Link information found in poetry to things learned in SESE through oral discussion. Draw a response to the poem <p>Reading:</p> <ul style="list-style-type: none"> Continued development of word wall, organising words into nouns, verbs, adjectives and adverbs. Reading their own work, the work of others' and that of their project groups during presentations. Headbomz Chapters 13/14/15/16 Word hunt - finding verbs, adjectives, adverbs and nouns from the book. Reading comprehension activities based on SESE theme. Reading websites and information books during research time. Reading content during stations (comprehension, building bridges). Reading lots of examples of explanation and procedural texts <p>Writing</p> <p>Explanation</p> <ul style="list-style-type: none"> Revise and recount of what's been learned about explanation writing so far. Reading of their own explanation writing compositions and identifying areas for improvement. Choosing one of three titles about Ancient Egypt and write an explanation piece based on the title <ul style="list-style-type: none"> What is a pyramid? 	Science	History	Geography	<p>Decimals</p> <ul style="list-style-type: none"> Brainstorm use of decimals Deadly decimal game (see Planet Maths teachers manual) Children make a list of all the places they find a decimal point over the course of a week Use a 100 square to introduce the idea of one tenth. Divide the 100 square into 10 rows, each of which will be one tenth of the whole Division Bingo Look at the household meters: Does the display have a decimal point? Examine the milometer in the car: does it show 1 tenth of a kilometre (sometimes in a different colour)? -Pm decimals to fractions and fractions to decimals <p>2D Shapes: Planet Maths pg.119-123, Mental Maths pg.105</p> <ul style="list-style-type: none"> Brainstorm what 2D shapes are (flat, you can't pick them up) & why it's important to know them Brainstorm related vocabulary (curved, straight, round, edges, faces, lines) Sort items according to their shape; sort regular & irregular shapes Discuss a shape in terms of its properties: how many sides, corners or angles it has; does it have a curved or straight side? Name the correct 2D shape when given its properties Tessellation investigation and art: what 2D shapes will or won't tessellate? Draw 2D shapes dictated by the teacher Use lollipop sticks, matchsticks or card to create 2D shapes Play 'guess the shape' game in pairs: ask ques. & partner can only say yes/no Name 2D shapes with the correct vocabulary <p>3D Shapes</p> <ul style="list-style-type: none"> Revise 2D shapes ; various children draw on board and revise tessellation
	<p>Science:</p> <p>Plants and animals : the camel / papyrus; make egyptian paper</p> <p>Camel:</p> <ul style="list-style-type: none"> Show a picture of a camel's footprint on IWB and they guess what animal owns the print Think/pair/share; What do you know about camels? Record answers on the board Discuss: <i>What do camels look like? Where do they live? What do they eat? How do you feel about camel rides? Is it cruel? Why?</i> Adaptations of the camel: Can you name them? (visual from twinkl) Draw a camel and label adaptation <p>Make egyptian paper (papyrus)</p> <ul style="list-style-type: none"> View a picture of papyrus plant. Kids tell/guess what it is Q's: Who knows where it comes from? What was it used for? Who used it? To make paper, Ancient Egyptians flattened and smashed stalks of the papyrus (puh-PIE-rus) plant. Then they placed the stalks running up and down in one layer and side to side in the other. Make the paper! Mix an equal amount of School Glue and water in a flat bowl. Tear a brown paper bag into strips. Lay a paper towel on the newspaper. Dip strips one at a time in the glue mix. Lay them on the paper towel with their edges overlapping. Press the strips smooth. Arrange more strips going across the first layer. Press smooth. Air-dry your paper. Decorate your paper. Write your name in hieroglyphics <p>Mummifying a tomato</p> <ul style="list-style-type: none"> Video: Show kids a mummification video Explain that we will be investigating mummification using tomatoes 			



<p>- What is a hieroglyph? - My Favourite Egyptian Animal.</p> <p>Procedural</p> <ul style="list-style-type: none"> ● Familiarisation stage of the genre ● KWL chart ● Reading of examples of procedural writing ● Shared writing and transcribing of whole class procedural writing: cake in a cup. <ul style="list-style-type: none"> - Children help teacher to write the instructions for making a cake in a cup. - Teacher helps them to order the necessary steps. - Children double check the finished writing for errors and make any additions they want. - The children then use the procedural writing to make the cake in groups in a mug. <p>Interviews:</p> <ul style="list-style-type: none"> ● Discuss what an interview is; who does them? why do we do them? how do we do them? ● Round robin; each child tells the class who they would love to interview ● Think/pair/share; what questions can we come up with to use in an interview? ● Show the kids an interview (with an author) ● Create a list of questions together and record on IWB ● Create a list of possible interviewees ● Pair work; 1 is the interviewer and 1 is the person of choice ● Practice; interview with a mummy/ pharaoh/ camel 	<p>-observe your tomato really carefully. What does it feel like, smell like, what colours can you see, what about the texture of the skin? Keep an un-mummified tomato as a control to provide a comparison.</p> <p>-To dry out our tomato we need to make a small incision in the fruit and scoop out the seeds inside. You can throw these inside bits away. The Egyptians did the same with the internal organs. They kept the heart, which they placed inside the mummy, and the lungs, liver, stomach and guts which were kept inside canopic jars for protection.- The body cavity was then washed with wine; the alcohol was supposed to kill germs. Children can carefully rub their tomato inside and out with a dilute anti bacterial solution like 'Milton' then dry the excess with kitchen paper.</p> <p>-Now weigh your mummy. This is the pre-mummification weight with water.</p> <p>-Next we need to pack the body with a type of naturally occurring salt called natron. We can't easily get real natron, but we can make it from a mixture of table salt and bicarbonate of soda; epsom salts work well too. More able children can explore the different combinations and proportions of chemicals that work best in mummification, but equal quantities of each is a good mix to start with.</p> <p>-Pack your tomato cavity with your natron and then place it in a container so it is completely covered with the salt and bicarbonate of soda mix. Check its progress every few days; you may need to replenish the natron to keep it dry.</p> <p>-The Egyptian embalmers had to wait 70 days to complete their mummy, yours should be ready in a couple of weeks. What does it look like now? How has the colour changed, the texture? Weigh your tomato again – the difference is the weight of the water that has now been removed. If you want, now you can make and decorate a sarcophagus for your mummified fruit!</p> <p>-Write up experiment</p> <p>History</p>	<ul style="list-style-type: none"> ● Show 3D shapes from resource box and pass around. Children describe them and identify real life objects that have those shapes (cube/cuboid/cylinder/sphere/cone/square-based pyramid/triangular prism) ● 3D Shapes: name the 3D shape when given its properties ● What shape am I? I give hints orally, children name the shape ● 3D shape cards: play in pairs, child A asks questions to guess shape. Child B can only say yes/no ● I say the name of a 3D shape, children draw it on their mini boards ● Name as many 3D shapes as they can in the classroom/school/home ● Categorise everyday items according to its shape or properties ● 3D nets – Guess the shape and then construct it from playdough or blue tac & matchsticks ● Use the shapes to investigate their properties ● Planet Maths activities
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- Use K.W.L. chart to establish prior knowledge about Ancient Egypt
 - Identify location of Ancient Egypt on world globe and maps
 - Add Ancient Egypt to class timeline and discuss its placement
 - Create a new timeline on Ancient Egypt & add to it regularly (7,500 BC - River Nile; 3,200 BC - Hieroglyphics; 2,640 BC - Step Pyramid; 2,555 BC - Giza Pyramid)
 - Timeline order activity: work in groups to order A.E. events chronologically
 - Use jigsaw research method to learn about A.E.: clothes; art; architecture; homes; food; farming, etc
 - Investigate importance of the River Nile: look at maps, discuss what it was used for
 - View a powerpoint on the Nile, then complete a worksheet on its importance in A.E.
 - Write names and messages in hieroglyphics
 - Learn about the ruling class: the Pharaohs
 - Research burial practices: mummification, large pyramid burial tombs; grave goods
 - Learn about religion in Ancient Egypt: gods & goddesses; temples; practices, beliefs
 - Create models: pyramids, amulets, death masks from clay or construction materials
- Geography**
- Brainstorm: what do I already know about Egypt? (groups: think-pair-share)
 - Fill in a KWL chart as a class & review at the end of the unit
 - Find Egypt on a selection of different printed maps and world globe
 - Identify what continent Egypt is situated in (lies in both Asia & Africa)
 - List the countries around Egypt and what languages might be spoken there
 - Learn some basic Arabic words (ask children to teach us some)
 - Research the natural features, homes, food and farming of Egypt



	<p>-Discuss the types of foods that are eaten there and relate it to crops grown</p> <ul style="list-style-type: none"> • Explore & investigate the River Nile: source, route, use • Name 5 Egyptian cities built on the River Nile • Compare your life to an Egyptian child's life: list the similarities & differences • Investigate the clothes people wear in Egypt and relate it to the weather & climate • Investigate what currency they use there (Egyptian pound, divided into 100 piastres) • Identify what animals live there <p>http://kids.nationalgeographic.com/explore/countries/egypt/#egypt-pyramids.jpg</p>							
<p>Physical Education:</p>	<p>THEME</p>	<p>The Arts</p>						
<p>Larry GAA Thursdays 30 mins. Carla Dance Fridays 45 mins Gymnastics <u>Station teaching</u> Stations 1 to 4: Partner sequences using apparatus; Station 5: Teaching station – revise taking weight on the hands. In pairs: Station 1: A performs the sequence; B follows Travel to the bench. Travel on the bench. Hold a narrow balance on the bench. Travel to the end of the bench. Stand, jump off and roll on the first mat. Balance on the second mat.</p> <p>Station 2: A performs the sequence; B follows Travel to the bench. Hold a wide balance on the bench. Travel to the end of the bench. Stand. Jump to make a half turn. Land on the mat and perform a backward roll.</p> <p>Station 3: A performs the sequence; B follows Travel to the mat. Roll on the first mat. Stand. Hold a narrow balance on the second mat. Step onto the</p>	<p style="text-align: center; font-size: 48px;">Egypt</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; color: red; font-weight: bold;">Visual Arts</td> <td style="text-align: center; color: green; font-weight: bold;">Music</td> <td style="text-align: center; color: blue; font-weight: bold;">Drama</td> </tr> <tr> <td colspan="3"> <p>Visual Art Ancient Egypt: Heads, Jewellery, Hieroglyphics</p> <ul style="list-style-type: none"> -Explore, view and discuss a range of Egyptian art, jewellery and hieroglyphics - Create their own drawings of Egyptian art- Cleopatra heads - Create their own Egyptian necklaces by cutting torcs from paper plates and painting in gold. Add gems & crystals with glue when paint is dry -Add gold foil wrapping and mixed media to add texture & detail -Children model their Egyptian jewellery to the song of 'Walk like an Egyptian' -Look and respond to the work of others. Display in the classroom <p>Hieroglyphics:</p> <ul style="list-style-type: none"> • Introduce the hieroglyphic alphabet to the children -Discuss the use of symbols rather than letters -Have you seen or had experience using something like this before?Can you explain. -create their own hieroglyphics by practicing their names first then the name of their jewellery piece -Children will draw the symbols large ad paint them using the appropriate colours -Children will then use cold tea bags to make their drawings look like they were done on papyrus </td> </tr> </table>	Visual Arts	Music	Drama	<p>Visual Art Ancient Egypt: Heads, Jewellery, Hieroglyphics</p> <ul style="list-style-type: none"> -Explore, view and discuss a range of Egyptian art, jewellery and hieroglyphics - Create their own drawings of Egyptian art- Cleopatra heads - Create their own Egyptian necklaces by cutting torcs from paper plates and painting in gold. Add gems & crystals with glue when paint is dry -Add gold foil wrapping and mixed media to add texture & detail -Children model their Egyptian jewellery to the song of 'Walk like an Egyptian' -Look and respond to the work of others. Display in the classroom <p>Hieroglyphics:</p> <ul style="list-style-type: none"> • Introduce the hieroglyphic alphabet to the children -Discuss the use of symbols rather than letters -Have you seen or had experience using something like this before?Can you explain. -create their own hieroglyphics by practicing their names first then the name of their jewellery piece -Children will draw the symbols large ad paint them using the appropriate colours -Children will then use cold tea bags to make their drawings look like they were done on papyrus 		
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bench, travel and hold a wide balance on the bench.
Stand and step off.

Station 4: A performs the sequence; B follows
Create your own sequence.

Station 5: Taking weight on the hands

Revise donkey kicks

Take weight on the hands, kick one or both legs up and
bring them down in a different spot.

Cool Down

http://pssi.pdst.ie/pdf/gen/gen_2_cooldown.pdf

- Children model their Egyptian jewellery to the song of &;Walk like an Egyptian;

Valentines Day

- Paper plate flowers
 - Children receive one paper plate each and use a variety of paints and colours to decorate it.
 - Once it is dry, teacher makes a slit in the plat from the outside to the very centre allowing the plate to be curled into a cone like flower shape.
 - Flowers can be displayed as a class bouquet before being brought home for Valentine's Day to give to someone special.

Music

Listening

- Songs from the musical 'Annie'
- Learn the words
- Name the parts/what instruments we hear
- Whole class singing / Call and response

Composing

- Listen to a range of Middle Eastern music and identify the features. Use keywords to prompt.
- Discuss a number of ideas for stimulus for a group composition, e.g. The Desert, The River Nile, Building a Pyramid, inside a tomb, a celebration and collect a number of ideas for each suggestion
 - Directly teach 'composition'. Explain that a composer (Mozart, Beethoven, Ed Sheeran) write music
 - Teacher will use picture cards to create 4 beat music sentences e.g. Nile/ Nile / Egypt
 - Children will offer their own ideas for the teacher to make on the board
 - The kids will work in pairs to create their own composition
 - Class will listen and give feedback to the pairs
 - They will record their composition in their music copies

Drama

- Start practicing for Annie the musical



		<ul style="list-style-type: none"> • Purchasing a one way ticket to Egypt; check-in on a flight or ferry crossing to Egypt • Group work: make a circle and discuss environment, surroundings, weather, climate and how it makes you feel (one child in the middle in character) • Freeze frame scenes throughout the modern day Egyptian adventure in groups • Re-enact famous moments and everyday activities/scenes from Ancient Egypt (Tutankhamen , Cleopatra, building the first pyramid) • Interview a person from Egypt (teacher in role)
Gaeilge	SPHE	Learn Together Thinking Time/ Friendship



Scríbhneoireacht:

- Scríobh na briathre a rinamar ar scoil don obair bhaile
- Ag obair i ngrúpaí chun abairtí a scríobh faoin mbriathre
- Scríobh scéal gearr ag úsáid as na mbriathre
- Abair Liom; Ich 172

Léitheoireacht

- Léigh na habairtí a scríobhann siad
- Téigh timpeall an seomra agus léigh na habairtí scríobhann na grúpaíeile
- Léigh na scéalta a scríbeann siad

Éisteacht

- ag éisteacht leis an múinteoir
- ag éisteacht leo féin ag chur agus a fhreagairt ceisteanna

Labhairt

- Ceisteanna a chur agus a fhreagairt ag úsáid as an liathróid
- ag caint faoin pictiúirí ar an gCBI - na dathanna, daoine, éadaí, aimsir

Graiméir

- Foghlaim na briathre san aimsir chaite; abair/beir/bí/clois/déan/faigh/feic/ith/tabhair /tar/téigh/ól/cuir/rith
- Ceisteanna: cad, cá, cé fath, conas, cathain
- Mionfhocail; agus, mar, freisin, go minic, nuair a, uaireanta

Friendship & Bullying

-Circle with pillows: Discuss friendship
 -Think/pair/share ; words associated with friends/friendship and record on board
 -"I am a good friend when..." Then list the positive words/ideas
 -REMINDER: We cannot be friends with everyone but we treat everyone with respect
 -Acrostic Poem: work in groups to make acrostic poem using the word 'friends'
 • Shared writing activity – create a story together about an imaginary friend
 • The story is then used as a discussion topic: Friends –why they're important; -how to make friends; -how to keep friends; -what to do when friends fall out

Bullying

- What is bullying? It is NOT used to describe when any bad behaviour.
- Bullying is HURTFUL / REPEATED / DELIBERATE

-Videos (stay safe p36) and discuss
 -Worksheet: Types of bullying (stay safe)
 • Directly teach that being bullied produces "no feelings"
 • Imagine... I am a visitor to your school / neighbourhood -what kind of bullying might I see in this school? – I am on your school bus -what kind of bullying might I see? – teacher in role
 • Bullying: children listen to examples & discuss what they could do -what if you were playing football in the playground & a boy came along & started pushing you around? Etc
 -Other types of bullying
 -Cyberbullying

- o Revision of 'Thinking Time' where opinions are shared and respected, and equally valid
- o Discuss why we should listen to; respect others opinions
- o Discuss what we would do if someone had a different opinion to our opinion?
- o Debate and share opinions on various topics eg: Books are better than television
- o Listen and respond to Moral Dilemma powerpoint
- o Consider a moral decision in a fable/scenario eg: You see someone cheating in a test, what do you do
- o Circle Time: Discuss major life events - eg
 - Moving to a new school/country
 - Leaving family behind in home country
 - Arrival of a new sibling
- o Share personal experiences of these events; reflect on how would feel in this situation
- o Kindness