



Language and Literacy	SESE			Mathematics and Numeracy
Oral Language Persuasive language/Debates Target Language- <ul style="list-style-type: none"> In my opinion I believe I feel However It has been On one hand/other hand To begin Verbs: classification, descriptive verbs, strong verbs e.g. It is shown etc. <ul style="list-style-type: none"> Discussing various examples of persuasive texts/debates Comparing examples of persuasive debates with one another. Explore non-fiction persuasive texts about topics such as school, homework, healthy eating, rules and routines etc.	Science	History	Geography	Number: Operations: Subtraction & Addition Subtraction: <ul style="list-style-type: none"> Addition/Subtraction (adding numbers in range of 1-100): Mata Sa Rang (Stations) Counting visible items Problem Solving <ul style="list-style-type: none"> Focus on Problem Solving & PS Class Box. Use challenge cards in class as station teaching activities Maths vocabulary: left, take away, more, add, addition, sum, how many, altogether, equals, balance, difference between, sum, total Challenge cards as homework, Class Problem solving poster with the answer given & children have to think of the questions, 'Number Talk': explaining maths strategies and maths thinking Maths journaling: recording our maths thinking and strategies
	Science Topic: Energy & Forces- Light <ul style="list-style-type: none"> Make a collection of light sources, set up an investigation table Light and sense of sight: blind man's buff, shoe box experiment – identifying objects without light/with light shining through Transparent and opaque materials Light and shadow experiments Geography- The Country of Japan <ul style="list-style-type: none"> Locate and identify country on world map Recognise and colour country flag Examine images from country - discuss climate/weather; animals, homes, food, clothing Listen to stories and music from country Learn to say phrases in language of country Discuss the similarities and differences between country and Ireland Classroom visits from parents from country; demonstrating culture of chosen country - dance, music, crafts History- The History of Japan <ul style="list-style-type: none"> People of Japan: speaking to Japanese people known to the class about what life is like in Japan and comparing/contrasting it with Ireland Notable people from Japan study: Yoko Ono, Marie Kondo, Yayoi Kusama and Odo Nunbunaga Japanese culture: food/eating, living in the city/countryside, popular culture (anime, manga, 'cute'). Compare and contrast to the culture of other nations known to the children Children's stories from Japan (see story section in English area) 			

Reading

Stories - (Based upon Children's stories from Japan)

- Adventures of Kintaro: The Golden Boy
- The man with fox shadow
- The Happy Hunter and Skillful Fisher
- My Lord Bag of Rice

<https://www.storyberries.com/category/japanese-stories/>

PM Readers differentiated by grouping

D.E.A.R. time

**Comprehension Strategies - Using Building Bridges of Understanding texts****Explicitly Teach:**

1. Determining Importance
2. Clarifying

First Steps Shared discussion on Persuasive Debates

children & Teacher work together to explore the structure, vocabulary and verbs need to have a debate or write a persuasive text

Spelling/Phonics

tw, c/sc, k/sk and st word families - spelling games, memory games, brainstorming word lists and families.

Dolch list 7 - 11

Grammar

Wk 1: using is and are.

Wk 2: using was and were.

Week 3: using has and have

Week 4: using does and do

Poetry

At the Seaside

Haiku Japanese poetry writing

Other Japanese poems:

- Chugoko regional lullaby
- Fireflies Come!

<https://www.mamalisa.com/?lang=japanese&t=e>

Writing**First Steps - Persuasive Writing**

Exploring & Shared writing: teacher and students collaboratively explore examples and write shared persuasive texts

Topics

- Should homework be banned
- We should eat our vegetables and fruit
- Children should decide their bedtime
- The school day should be longer

<https://www.storyberries.com/category/japanese-stories/>

- Learning Japanese: learning to say: hello, goodbye, please, thank you and counting to 10 in Japanese. Look at Japanese writing and symbols
- Traditional Japanese children's games:
 - Hanetsuki (**Japanese** badminton) Source: Kikugawa Eishin. ...
 - Janken (Rock, paper, scissors) Source: Michael Smith. ...
 - Kendama (ball and cup) ...
 - Keidoro (a **game** of tag) ...
 - Oni Gokko (**Japanese** hide and seek) ...

Intercultural May Projects

- Children will complete artwork, the writing of their names in Japanese and write a short Haiku poem about Japan
- The children will also familiarise themselves with the map and flag of Japan that they will decorate for presentation at the Intercultural May celebration



<p>Modelled Writing: teacher writes their own sample of persuasive text 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>								
Physical Education:	THEME	The Arts						
<p>Warm up game:</p> <p>Athletics</p> <p>Outdoor & Adventure</p> <ul style="list-style-type: none"> • 	<p>Intercultural May (Japan) & 'Annie-The Musical'</p>	<table border="1"> <thead> <tr> <th data-bbox="1442 416 1671 453">Visual Arts</th><th data-bbox="1671 416 1899 453">Music</th><th data-bbox="1899 416 2123 453">Drama</th></tr> </thead> <tbody> <tr> <td colspan="3" data-bbox="1442 453 1671 1098"> <p>V.A.</p> <p>Paint & Colour</p> <p>Wk 1: Looking at the work of Japanese artist Yayoi Kusama</p> <ul style="list-style-type: none"> - using pokda dots to create shapes <p>Wk 2: Self portraits using the work of Japanese artist Yoshitomo Nara or</p> <p>Construction</p> <p>Wk 3: Using the Cherry Blossom season in Japan as stimulus for a group construction use crepe paper</p> <p>Fabric & Fibre</p> <p>Wk 4: Using the traditional Japanese Kimono garment as a stimulus children create their own on their own dolls using fabrics and flower prints made with paper stitched on</p> <p>Drama- Annie (whole school musical play)</p> <p>Rehearsal and performance of choreography and movement on stage</p> <p>Music</p> <p>1st class rehearsal of the song 'I think I'm gonna like it here'</p> </td></tr> </tbody> </table>	Visual Arts	Music	Drama	<p>V.A.</p> <p>Paint & Colour</p> <p>Wk 1: Looking at the work of Japanese artist Yayoi Kusama</p> <ul style="list-style-type: none"> - using pokda dots to create shapes <p>Wk 2: Self portraits using the work of Japanese artist Yoshitomo Nara or</p> <p>Construction</p> <p>Wk 3: Using the Cherry Blossom season in Japan as stimulus for a group construction use crepe paper</p> <p>Fabric & Fibre</p> <p>Wk 4: Using the traditional Japanese Kimono garment as a stimulus children create their own on their own dolls using fabrics and flower prints made with paper stitched on</p> <p>Drama- Annie (whole school musical play)</p> <p>Rehearsal and performance of choreography and movement on stage</p> <p>Music</p> <p>1st class rehearsal of the song 'I think I'm gonna like it here'</p>		
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Gaeilge	SPHE	Learn Together						
<p>Téama: Ag Siopadóireacht/ An Teilifís</p> <p>Eiseamláirí Teanga</p> <p>Na Ceisteanna don Mhí</p> <ul style="list-style-type: none"> • Cad atá ar súil ar an teilifís? • Cén sort clár is fearr leat?. • 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 	<p>You can do it theme: Confidence</p> <ul style="list-style-type: none"> • children explore what confidence means, looks and sounds like in themselves and others • Using the character of 'Connie Confidence' and 'Worried William' to compare and contrast situations where we will need confidence 	<p>Intercultural May</p> <ul style="list-style-type: none"> • Learn about selected country - location, flag, climate, food, homes, clothes, native animals, landmarks, language, etc • Locate country on world map • Discus symbols, colours, shapes on flag of selected country - decorate • Learn how to say hello/goodbye and simple phrases in language of selected country • Examine images from selected country 						



<ul style="list-style-type: none">• Cad a cheannaigh tú? Cheannaigh mé _____• Cad a bhfuair tú sa siopa? Fuair mé _____• Cé mhéad é seo? Tá sé deich euro <ul style="list-style-type: none">• Amhráin: Hi didil didil, Chuala mé éinín , an Tarracóir, Ag scipeal <p>Foclóir:</p> <ul style="list-style-type: none">• clár grinn, an aimsir, an nuacht, clár spoirt, cartún, clár caint, siopa breagain, siopa bia, euro amháin, dhá euro, trí euro, ceithre euro, cúig euro, sé euro, seacht euro, ocht euro, naoi euro, deich euro	<ul style="list-style-type: none">• Discuss strategies for becoming more confident in different situations	<ul style="list-style-type: none">• Listen to traditional stories from selected country; Compare with traditional Irish stories• Listen and respond to traditional music and dance; Learn simple traditional dance• Look and respond to images of traditional art and crafts from country; Create art pieces• Respond to classroom visits from parents
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