



| Language and Literacy | SESE | | | Mathematics and Numeracy |
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| <p>Oral Language Genre - Storytelling & anecdotes– Circle time & Instrumental; Expressing wants and needs, asking questions, looking for clarification if unsure. Using please, thank you, excuse me, may I, can I? I wonder questions Explaining a piece of complete work. Spring- Weather, animals found on the farm, lifecycle of butterfly</p> <p>Story - The Very Hungry Caterpillar Jack and the Beanstalk The Tiny Seed The Toymaker Commotion in the Ocean Billy’s Bucket</p> <p>Poem - Five Little Flowers A Little Seed</p> <p>Phonological Awareness- creating rhyming words nonsense and real Onset & rhyme - ap</p> <p>Writing -Free Writing o Direct teaching: pencil grip; modelling of cursive script o Pre-writing activities o Writing class news o Drawing pictures in response to story/discussions etc o Letter formation: s,i,j,p,r - in</p> | <p style="text-align: center;">Science</p> <p>Living things Plants & Animals Revise story of the ‘Very Hungry Caterpillar’ Group work through Aistear Sort photos/Sequence the different stages of the butterfly life-cycle Discuss the changes that take place Use terminology; caterpillar, cocoon, egg, butterfly Complete task of cutting and colouring worksheet to create a life cycle of butterfly.</p> | <p style="text-align: center;">History</p> <p>Sequencing Listening to the story of the very hungry caterpillar and sequencing the life cycle of a butterfly.</p> <p>Myself & My Family :Toys Circle Time: Discuss favourite toys and reasons Individual Work: Recall favourite toys when younger Group Work: Compare favourite toys now and when younger eg bike/teddy Individual Work: Show-and-tell toys from home; current/old favourites</p> | <p style="text-align: center;">Geography</p> <p>Strand: Human Environments People at work- their roles and responsibilities: The garden centre, florists, farmers. Natural Environments: The farm- Who & what we find on a farm. Where does our food come? How do flowers grow?- Root, stem, flower, petals.</p> <p>Strand Unit: Local natural environment Living in the local Observe, discuss and investigate water in the local environment</p> | <p>Mental Maths</p> <ul style="list-style-type: none"> ● Count forwards/backwards using ● counting stick; counting can, human ● number line; claps/stamps ● Number Song: Five little buns in a bakers ● shop <p>EMA: Sorting – Relationships Classify objects based on one, two or three relationships.</p> <ul style="list-style-type: none"> ● Sort different collections of items that have one, two or three relationships. <p>Matching - Money</p> <ul style="list-style-type: none"> ● Match pairs of related objects in one-to-one correspondence ● Match non-equivalent sets using one-to-one correspondence ● Match equivalent sets using one-to-one correspondence <p>Money;</p> <ul style="list-style-type: none"> ● Identify and use coins up to 5c- 1c. 2c & 5c ● State a price and provide change for customer. ● Select the correct amount of money to purchase an item. ● Show an amount of money using a variety of representations. <p>Number: Ready Set Go</p> <ul style="list-style-type: none"> ● Combining two numbers to make 5- 5 fish game. |



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| <p>cursive script o Tricky Words: , you, your, come o Practice writing own name in motor activities - playdough, scissors activities Letter formation - s, i Procedural Writing-Modelled writing, Shared writing and individual writing; Life Cycle of Butterfly</p> <p>Tricky Words then, there, out, what, with, them, could, would, will.</p> <p>Phonics- Revision of all sounds Learn and perform Jolly phonics rhyme for letters v,y,x,qu,ch,ng, sh,th Learn and perform Jolly phonics actions for letters v,y,x,qu,ch,ng, sh,th sound hunt in stories/names/ food related words for sounds Sound box activities - find items with sounds Sound book activities - draw/identify items with relevant sounds</p> | <p>Sorting pasta into correct container showing life cycle of butterfly- egg, caterpillar, cocoon & butterfly (Aistear) Planting seeds: Learn about the conditions for growth - Sequence steps for planting a seed - Plant variety of seeds Scientifically explore water eg various materials and ascertain if they are waterproof</p> | <p>Whole Class: Examine toys - classify toys into those played with by babies, toddlers, junior infants, older children Individual Work: Discuss changes in toys chosen - soft toys to scooter; and discuss things that have stayed the same eg building blocks Complete worksheet 'My Toy Story' (US) Individual Work: Predict toys will play with when older eg computer games Individual Work: Discuss with parents at home their favourite toys Whole Class: Examine and compare toys now</p> | <p>Observe, collect and investigate a variety of natural materials in the local environment Record and communicate experiences and observations using oral language and pictures</p> | <ul style="list-style-type: none"> ● Partioning and combining sets ● Writing numeral 1-5 ● Count forwards to 5 ● Counting backwards from 5 ● number before/after 1-5 ● Playing number games: animal hunt ● Cuisinaire rods ● <p>Counting songs</p> <ul style="list-style-type: none"> ● 5 little monkeys ● works with 5 hammers ● 5 hot cross buns ● 5 little ducks |
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| | | <p>and long ago – differences/similarities; function, colour, materials, etc Group Work: Classify selection of images of toys into now/long ago</p> | | |
| <p>Physical Education:</p> | | <p>The Arts</p> | | |
| <p>Warm Up /Cool down games</p> <ul style="list-style-type: none"> • Whole Class Warm Up: ‘Shipwreck’/Crusts & Crumbs • Warm up stretches, focusing on hamstring & quadriceps • Whole Class Cool Down: As Gaeilge: ‘Deir O Gradaigh’ / Lúlú, Micí, Rír <p>Gymnastics</p> <ul style="list-style-type: none"> • Jumping from two feet to two feet • Jumping from one foot to one foot • Rolling- Rolling like a ball, pencil roll, forward roll, teddy bear roll. • Balances. • Dance- Seachtain na Gaeilge- An Droilín, Sól agus Bairicín, <p>Athletics - Running</p> <ul style="list-style-type: none"> • run over flat markers • run over flat markers evenly spaced • run over low hurdles, i.e. less than 20 cm high • run over low hurdles, evenly spaced | <h1>SPRING</h1> <p>The Garden Centre</p> | <p>Visual Arts</p> <p>Painting/Fabric & Fibre Children will create a part sunflower using paint and seeds.</p> <p>Painting/Printing Children will create a lillypad painting inspired by Claude Monet using fingerprinting.</p> <p>Colouring</p> | <p>Music</p> <p>Performing</p> <ul style="list-style-type: none"> • learning and performing a variety of songs for performance s.seachtain na gaeilge eg. Sól agus Baricín, Spring is Here, Count on Me. • Bua na Cainte songs & Maths number rhyme songs | <p>Drama</p> <p>Standalone Lesson Whole Class: Action Rhymes: Primary Movements – Free-play socio-dramatic play in morning activities eg Mime Whole Class: Action rhymes and songs - Spring is Here’ Déir Ó Grádaigh’</p> <p>Aistear</p> |



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| <ul style="list-style-type: none"> participate in a pair relay using a beanbag participate in team relays, in small groups, using various means of travelling sprint distances of 10 to 20 m practise reaction sprints practise the standing start practise starting from different positions. walk or jog in a non-competitive setting for periods extending from 30 seconds to 90 seconds <p>Athletics - Jumping</p> <ul style="list-style-type: none"> practise skipping activities with and without ropes experiment with various ways of jumping | | <p>Using different colouring materials to design their own butterflies. Creating a mother's day card using a selection of art materials; crayons, markers and colouring pencils.,</p> <p>Construction Butterfly construction using toilet roll holders and recycled materials. Constructing flowers made from recycled egg packaging.</p> <p>Paint Children will choose a selection of colours and butterflies to create and</p> | <ul style="list-style-type: none"> Develop an understanding of Pulse by learning & performing to songs Develop sense of pitch by singing variety of songs at different pitch <p>Listening & Responding Whole Class: Listen to sounds of animals sounds and respond to music through movement</p> | <p>Whole Class: Discuss spring, the animals, the garden centre, the florist etc. Group Work: Aistear socio-dramatic play - Enter into role as florist, garden centre worker, customer, farmer, animals. Teacher guides children to complete the tasks below</p> <ul style="list-style-type: none"> Offering help to a customer. Using appropriate language to describe different types of flowers, sunflowers, roses, tulips. Using appropriate language to describe different types of vegetable seeds; carrots, tomatoes etc. |
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| | | design their own butterflies. | | <ul style="list-style-type: none"> • Using appropriate language to discuss garden tools; rake, shovel, watering can, gardening gloves. • Using appropriate mathematical language- euro, cent, total, amount, change, cost when purchasing items in the garden centre. |
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| Gaeilge | SPHE | Learn Together | | |
| <p>Sa Bhaile</p> <p>Cluichí: Taispeáin dom, Deir Ú Gradaigh, cluiche kim</p> <p>o Cómhra:</p> <ul style="list-style-type: none"> o Éist leis an gcómhra ar an gclár bán o Déan cómhra ranga leis an múinteoir /puipéad/ páisí os comhair ranga o Déan comhrá beirte | <p>Myself & Myself & the Wider World Self identity and Developing Citizenship</p> <p>YCDI- Teaching Persistence</p> <ul style="list-style-type: none"> • Revise & Review classroom & School Rules • Role-play/model expected behaviors/undesired behaviors • You Can Do It | <p>Equality and Justice</p> <ul style="list-style-type: none"> • Discuss what makes us the same and what makes us unique. • World Down Syndrome Day- Odd sock day. • Listen and respond to story ‘Michael Recycle’ • Learn vocabulary and definition of ‘Spring Clean’ • Become Spring Clean Superheroes o Circle Time: My Spring Clean Superhero powers o Create Spring Clean Superhero Goggles from | | |



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| <p>o Úsáidtear na puipéad: Taispeáin dom ___beag/mór. Céard atá sa bhosca?</p> <p>o Amhráin/rann a fhoghlaim agus gníomhartha a dhéanamh</p> <p>Éisteacht</p> <p>o Treoracha a thabhairt do na páistí: tarraing / dathaigh</p> <p>o Cluichí idirghníomhach ar an gclár bán, m.sh. Cluiche Km Rudaí beag/mór a fháil sa rang.</p> <p>o Scéal: Cinnín Óir agus na trí bhéar (clár bán)</p> <p>Frasaí agus Eiseamláirí:</p> <p>o Cad é seo? Seo é x.</p> <p>o Cé tusa? Is mise x.</p> <p>o An bhfuil sé beag? Tá sé beag/Tá sé mór.</p> <p>o Teach na mBéar</p> <p>o Cathair</p> <p>o Leaba</p> <p>o Babhla</p> <p>o Leite</p> <p>o Daidí Béar, Mamaí Béar, Dadaí Béar, Cinnín Óir</p> <p>o Tá x sa ghairdín. ; Bláthanna, madra, éin,</p> <p>o Buí, óráiste, donn, dubh, dearg.</p> | <ul style="list-style-type: none"> ● Whole Class: Respond to Teacher-in-Role - model ● persistent and non-persistent behaviour ● Whole Class: Listen and respond to Pete speak about how ● he learned to be persistent ● Individual Work: Cut out difficult shapes - be persistent ● until task complete ● Whole Class: Observe puppet Pete Persistence being persist to complete a challenging task ● Individual Work: Learn and use persistent self-talk ● Group Work: Participate in role-play game: ‘Persistent Detectives’ ● Individual Work: Implement persistence skills in daily life ● Individual Work: Reflect on how to be persistent | <p>recycled egg cartons and paint o Discuss why is it our responsibility to keep our community clean o Identify ‘grot spots’ around the school and wider community and how they can be cleaned</p> <ul style="list-style-type: none"> ● Discuss National Spring Clean - equipment needed; areas to be cleaned; plan for cleaning o Participate in National Spring Clean of school grounds ● o Aistear Theme: Recycling Centre o Make and decorate compost bins from recycled materials for use at home ● Visit school garden and observe changes in bulbs and seeds planted in Autumn ● Plant and care for seeds or bulbs in school garden ● Observe and record changes - eg photo diary Participate in nature walks in the around school grounds; respond to natural environment ● Celebrate Earth Day ● Create earth day collage - recycled paper on earth template ● Participate in Water Week events and activities eg Low water lunch; Walking for water; Water themed Art; etc o Learn and perform the ‘Water Song’ o Participate in the ‘Walking for Water’ event o Scientifically explore water eg various materials and ascertain if they are waterproof o Listen and respond to story: ‘Commotion in the Ocean’ o Reflect on achievements in the school to save water |
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