



Language and Literacy	SESE			Mathematics and Numeracy
<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</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: g, o - in cursive script o Tricky Words: , you, your, come</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.</p> <p>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</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 & %c ● 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.



<p>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 litte, his, this, as, but, did, have, they some, then, there, out.</p> <p>Phonics 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 p,n,c/k 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</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>		<ul style="list-style-type: none"> ● Partitoning 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 ● <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>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 • participate in a pair relay using a beanbag 	<h1>SPRING</h1>	<p style="text-align: center;">The Arts</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center; color: red;">Visual Arts</th> <th style="text-align: center;">Music</th> <th style="text-align: center; color: blue;">Drama</th> </tr> <tr> <td style="vertical-align: top;"> <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> </td> <td style="vertical-align: top;"> <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 </td> <td style="vertical-align: top;"> <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> </td> </tr> </table>	Visual Arts	Music	Drama	<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>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>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 team relays, in small groups, using various means of travelling ● sprint distances of 10 to 20 m ● practise reaction sprints ● practise the standing start ● 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.</p>	<ul style="list-style-type: none"> ● Develop an understanding of Pulse by learning & performing to songs ● 'Count on Me' YCDI getting along song. Gaby Get Along song. ● Develop sense of pitch by singing variety of songs at different pitch <p>Listening & Responding</p> <p>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.</p> <p>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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				<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.
Gaeilge	SPHE	Learn Together		
<p>Ocaidí Speisialta : Lá Fhéile Phadráig Sa Bhaile</p> <p>Cluichí: Taispeáin dom, Deir Ú Gradaigh, cluiche kim</p> <ul style="list-style-type: none"> o Cómhra: <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 	<p>Myself & Myself & Others Safety & Protection My friends and other people Relating to others</p> <ul style="list-style-type: none"> ● Revise and perform Gabby Get Along song ● Whole Class: Respond to Teacher-in-Role - model sharing and taking turns ● Individual Work: Reflect on decisions/words used by characters in role-play 	<p>Belief Systems Equality and Justice Ethics & The Environment</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. ● Celebrate Earth Day ● Create earth day collage - recycled paper on earth template o Participate in Water Week 		



<ul style="list-style-type: none">o Déan comhrá beirteo Úsáidtear na puipéad: Taispeáin dom ___beag/mór. Céard atá sa bhosca?o Amhráin/rann a fhoghlaim agus gníomhartha a dhéanamho Cad é seo? Seo é x.o Cé tusa? Is mise x.o An bhfuil sé beag? Tá sé beag/Tá sé mór.o Teach na mBéaro Cathairo Leabao Babhlao Leiteo Daidí Béar, Mamaí Béar, Dadaí Béar, Cinnín Óiro Tá x sa ghairdín.o Buí, óráiste, donn, dubh, dearg. o Treoracha a thabhairt do na páistí: tarraing / dathaigho Cluichí idirghníomhach ar an gclár bán, m.sh. Cluiche Km Rudaí beag/mór a fháil sa rang.o Scéal: Cinnín Óir agus na trí bhéar (clár bán)	<ul style="list-style-type: none">● Whole Class: Listen and respond to Gabby tell her story about ‘thinking first’● Group Work: Role-play ‘thinking first’● Individual Work: Implement getting along skills in daily life● Social Story- Going swimming; steps involved; getting dressed, walking safely,● PAWS lessons- Swimming Safety	<p>events and activities eg Low water lunch; Walking for water; Water themed Art; etc o Learn and perform the ‘Water Song’ Participate in the ‘Walking for Water’ event o Listen and respond to story: ‘Commotion in the Ocean’</p> <ul style="list-style-type: none">● Reflect on achievements in the school to save water.● Plant and care for seeds and bulbs in the school garden.
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