



Language and Literacy	SESE			Mathematics and Numeracy
Oral Language- Story telling and personal anecdotes oral language games Speaking & Listening rules Retelling our news Retelling our holidays and weekly experiences Discussing reading material and ideas for free writing, story starters and narrative settings, the 5 W's Reading Revision of sequencing and retelling of stories known and new stories introduced Revision of Jolly phonics, blends Comprehension skills of prediction & connection Spelling strategies & List 2 spelling list 'CK' sounds Books/Stories: PM readers, 'just lucky I guess', 'Fantastic Mr. Fox', 'Rosie's Walk', 'all' phonic books, D.E.A.R. selected reading, reading homework Writing Introduction of free writing Cursive alphabet Fiction stories about animals/story starters for narrative genre/writing our 5 W's and writing our news Modelled writing of known stories/news Modelled report writing about Animals/animal habitats	Science	History	Geography	Number: Number bonds 1-20; number words and sequence 1-100; addition by combining/counting on. Shape and Space - Spatial Awareness: 'Rosie's Walk' - spatial pronouns. Map making using pronouns of local area/environment - school, way to school. Give and follow simple directions in class and around school. Aistear - map making - personal maps using given language - through, around, over, past etc. COND Length: how tall am I? - using different items to benchmark measure my height e.g. how many pencil cases am I etc?; using metres to measure our height; problem solving - why not use pencil cases, why need metres. (1st Week Aistear)
	Science Autumn nature trail <ul style="list-style-type: none"> • Colour hunt • Minibeast hunt • Tree Observation • Animal homes/habitats • Environmental code Learn about the fox: (integrated with Geography) <ul style="list-style-type: none"> • body parts, food, habitat, behaviour Needs of a plant study Geography Autumn <ul style="list-style-type: none"> • Changes in the environment • clothing for exploring the environment • Animals in our local environment History <ul style="list-style-type: none"> • Milestones in our lives • presenting our family timelines • identifying different types of families • Family events we celebrate/mark 			
Physical Education:	THEME			The Arts* Integrated with Aistear
Playground games Warm Up Games: cups & saucers,, four square switch, foxes & chickens, circle dodgeball, crusts & Crumbs, suns & snowballs, shipwreck, doctor tag CLIL: Grupaí uimhreacha, Deir O gradaigh, Bád/Mara/Talamh Cricket: Practice ball handling skills with bean bags & tennis balls	Our Natural Environment Integrated through Aistear & Station Teaching			Visual Arts
				Music
				Drama
				V.A. - Individualism Clay houses - continued from previous theme of identity (Art Station) Graffiti Art-- making names from chalk linked with previous theme (Art station)



<p>GAA with external coach: practice ball handling skills and gross motor movements required for Gaelic football</p>		<p>Animals in our environment; exploring how animals conceal, hide, attack and creating masks, costumes and camouflage with fabric and fibre (creative station)</p> <p>Musical score for Animal music using art materials</p> <p>Music- making music on our bodies/music we like</p> <p>Listening & Responding to 'March of the Elephants'</p> <p>Dramatising our bodily responses to music</p> <p>Group Composition- making instruments using recyclable materials</p> <p>Drama- recognising our feelings and the feelings of others</p> <p>Aistear: sociodramatic play of animal/their habitats and using the story of 'Fantastic Mr. Fox' by Roald Dahl</p>
Gaeilge	SPHE	Learn Together
<p>An Aimsir</p> <p>Cluichí: Feicim le mo shúilín Beag, Cluiche Kim, éist agus tarraingt - tarraing pictúir le lá scamallach srl ann</p> <p>Amhráin/Dánta: An bháisteach</p> <p>Eiseamláirí Teanga: Cuir ort do spéaclaí gréine. Cén sórt aimsr atá againn inniú? Cen saghas lae é? Tá sé X. Féach amach an fhuinneog. Cén saghas lae a raibh ann inné? Bhí sé xyz. Ar chuir tú do chóta bháisti ort? Chuir mé/níor chuir mé .. Caithfidh me xyz a caitheamh.</p> <p>Cén séasúr ina bhfuil muid? Tá muid in t-earrach/nollag/fomhar/samhradh - <i>gaeilge neamhfoirmúil/integration</i></p> <p>Foclóir:</p> <p>tuar cheatha, ag cur báisti, scamallach, fluich, grianmhar, gaofar, te, fuar, ag cur sneachta, dorchá, ceomhar, cóta báistí, hata báistí, buataisí.</p>	<p>Being Organised/Road Safety/Fire Safety</p> <p>YCDI Organisation Lessons 1-5</p> <ul style="list-style-type: none"> • Being organised in our classroom, at home, in our school • Play and sing Oscar Organised song as transition/lunch time (WC). • Hometime get ready steps <p>Walk Tall</p> <p>Its ok to make mistakes</p> <p>I have opinions 95, 134</p> <p>Road Safety- wearing a seatbelt</p> <p>Fire Safety- Fire alarms, drills, being safe around electricity</p> <p>Monday morning circle time:</p> <p>Feelings check in/circle time games.</p> <p>Jellyfish & robot- relaxation exercises for bodies</p> <p>Milkshake breathing</p>	<p>Leaders in world religion/special books for religions</p> <ul style="list-style-type: none"> o Research and learn about the religious leaders - Jewish Rabbi, Hindu Priest, Christian Priest/Rector o Compare the three leaders - similarities/differences o Compare religious leaders to community leaders - councillors, politicians, residents committees o Compare & discuss religious books <p>The Environment: Green Schools</p> <ul style="list-style-type: none"> o Discuss ways in which we can maintain green flag for waste, water and how we can reduce our use of plastic daily o Plant and care for bulbs/seeds and observe them grow