PETNS Monthly Template Teacher: Eoin & Sarah Class: 4th Class (Beech & Laurel) Month: October

Language and Literacy

- **Researching relevant information for projects.**
- **Presenting projects to their classmates and others classes/teachers.**
- *Continuing Class Novel "The Wreck of the Zanzibar" (Eoin)/ "The BFG" (Sarah).*
  - *Various discussions and written activities based on characters from the novel (diary entries, letter writing etc.)*
- *Station teaching 3 days per week (Wed, Thurs, Fri)*
  - *Guided Reading*
  - *Grammar*
  - *Spelling*
  - *Free Writing*
  - *Dictation*

SESE

Science | History | Geography

Geography:

- **School community.**
- **Maps of school grounds.**
- **Comparing schools from different areas and countries.**

Science:

- **Nature in grounds (trees, daffodils, nettles, birds)**

History

- **History of education. From Ancient Greeks up to today. What has changed? What has stayed the same?**
- **History of School – How it has changed and grown over the years.**

Projects (Integration of Geography and History):

- **School Brochure – Design and make a school brochure to include information about the school, community, staff, grounds, history etc.**

Mathematics and Numeracy

- **Maths trail around school community**
- *Moving forwards and backwards on the clock.*
- *Converting time between analogue and digital (12 and 24-hour clock)*
- *Revision of times tables. Each week a new focus (2/3, 4, 5, 6)*
- *Children completing word problem 3 times a week (Brainsnack CD – On Drive)*
- *Numeracy Stations*
  - *Operations*
  - *Problem Solving*
  - *Number Talks*
  - *Khan Academy*
  - *Topic (Time)*

Physical Education:

- *Athletics Strand*
  - *Throwing and aiming for targets*
  - *Completing relay races*
  - *How to pass a baton*
  - *Short timed sprints*

SPHE:

- *World Mental Health Day (10th Oct)*
  - *Discussion and revision of mental health*
  - *Exploration of Growth Mindset*
- *Road Safety Week (7th – 11th Oct)*
  - *Discussion and exploration of safety precautions in a car*
- *Fire Safety Week (21st – 25th Oct)*
  - *Discussion and exploration of fire safety at school and home*
  - *Talk from Fire Officer*

THEME

Education

All content not related to overall theme/project will be italicised.

The Arts

Visual Arts | Music | Drama

Arts:

- *Completion and Decoration of Futuristic Homes*
- *Lotus flowers from Buddhism*
- *Islamic Geometric Art – Why does traditional Islamic art not include human/animal figures?*
- *Sikh Khanda mosaic*

Music

- *Ukulele Lessons (Every Second Week)*
- *'Under the Sea': Listen, discuss, practice and perform in class and assembly*

Drama

- **Creating and playing out scenes of school then and now**
- **Constructing, exploring and playing out scenes from class novel**

• **Organisation in School**
  ○ **What it looks like, benefits of it etc.**
• *Accountability*
  ○ *Definition, What it looks like, Why it's necessary, Role Play of accountability in situations (Peer Mediation)*		

Gaeilge	**Learn Together**	

Briathar – Chuaigh, Ghortaigh, Thit, Buail le, Leag, Chuir	• *Cá raibh tú ar a leathanta saoire? Bhí mé i/sa…*
	• *Ar thaitin … leat? Thaitin … go mór liom.*
	• *Cé mhéad duine i do theach? Tá … i mo theach.*
	• *An mó dearthair/deirfiúr agat? Tá …. dearthair/deirfiúr agam.*
	• *Cá bhfuil tú i do chónaí? Tá mé i mo chónaí…*
	• *Is duine … mé.*
	• *Cad a tharla? Bhrís mé …/Ghortaigh mé…/Thit mé…*
	• *An bhfuil pian i do …? Tá/Níl pian i mo …*
	
	Na paistí ag scríobh gach maidin – an lá, an dáta agus an aimsir ar dtús. Gach seachtaine ag cur isteach briathar nua nuair atá sé mhúineadh. Paistí ag éist le comhráite, agus ag déanamh comhráite ag baint le Bua na Cainte 4.
		• *Study of Buddhism, Islam and Sikhism:*
		  ○ *Key Values*
		  ○ *Comparing and contrasting*
		  ○ *Special Books*
		  ○ *Visiting a mosque.*
		  ○ *How different religions can influence your life (dietary restrictions, clothing, community etc)*
		• *Marine Environment (Green Schools)*
		  ○ *Exploration of marine environments and life in these environments*
		  ○ **Main threats to marine environments, ways we can help/prevent these threats in school**