



| Language and Literacy | SESE | | | Mathematics and Numeracy |
|---|--|---------|-----------|--|
| O.L.: Interviews <ul style="list-style-type: none">Brainstorm questions to ask a parent/older sibling about their life in the past.Practice interviewing an adult in school (teacher, SNA) and recording answers using iPad.Listening to recording and writing the answers to their questions.Interviewing a family member about nature/plants/trees for homework using brainstormed questions. Poetry: Daffodils by William Wordsworth, Daffodowndilly by AA Milne, Nature’s Way by Lenore Hetwick, <ul style="list-style-type: none">Discuss the contents and images of the poems.Identifying rhyming wordsFinding and defining new words in the dictionary and drawing images to represent new vocabulary.Adding words to word wall - discuss the meaning and put into sentences.Link information found in poetry to things learned in SESE through oral discussion.Draw a response to the poemCreate a short poem about Spring Reading: The Hawthorn Tree <ul style="list-style-type: none">-Reading outside (Book Week)-Reading poetry composed by themselves-Read a chapter from Under the Hawthorn Tree-Twinkl sheet - Trees in Ireland | Science | History | Geography | Games <ul style="list-style-type: none">Number fan; show me half past etc.Body clocks ; show me o’clock, quarter past etcTelling the time board gameCounting forwards and backwards in 10mins/20mins/5 minsMatching time to clock gameAnalogue-Digital Game (higher) Clocks & Worksheet: <ul style="list-style-type: none">Show me the time on your clock (analogue)Write the time on their clock worksheetAdd on time to the next clock (hour/half hour/10 mins later/ earlier etc)Converting hour to minutes and vice versaDigital time Word Problems: Time <ul style="list-style-type: none">2-4 word problems with the two groups - teacher leadingGroups must create their own problems using times already made on clocks/ teacher instructionWhole class: work on 1 problem together and share strategiesIndependent: lower group aims to complete 2 word problem/ higher to complete upto 5 problems Weight:- Planet Maths pg.114-118 <ul style="list-style-type: none">Brainstorm what weight is & why it is used. Where do we see weight used in everyday life? Give me examples (following a recipe, baking at home, weighing ingredients on Pancake Tuesday, supermarket items, weight restrictions for vehicles on roads, doctor's surgery, finding out baby weight, OT, |
| | Geography: Journey Sticks, Trees <ul style="list-style-type: none">-KWL trees-Learn about the parts of a tree-Draw and label parts of a tree-Look at, identify and discuss pictures of trees-Tree walk-Challenge: how many trees can you identify (hint; names of classrooms)-Discuss evergreen and deciduous trees. Learn the difference and be able to identify them in the local environment-Complete worksheet ‘Types of Trees in my School’• Create leaf rubbings using the leaves and crayons• Identify the characteristics of the leaves; vein, tip, blade, petiole•Collect some leaves and display them in the classroom-Flower Powerpoint-Recognising flowers and identifying them History: Tyrrelstown/ Tyrrelstown House <ul style="list-style-type: none">-Make predictions about history of Tyrrelstown• Examine images of Tyrrelstown - identify differences/changes that have taken place• Make predictions about future developments• Learn about Tyrrelstown House (1720); Examine images and visit if possible•Add a picture to our class timeline• Locate Tyrrelstown House on historic OSI maps and on Google maps | | | |

**Guided Reading and spelling;**

- Red Group** ; Level 3 PM books and comprehension questions. Spelling list 2 and 3 HFW
- Orange Group;** Level 15 PM books and comprehension q's. Spelling List 2/ 3 HFW
- Yellow Group;** Level 23 PM books and comprehension q's. List 3 spellings. Synonyms
- Green Group;** Level 27 PM books and comprehension q's. List 2 spellings. Apostrophes

Writing: Procedure/ Explanation

- How to make pancakes
- How to grow a plant
- Trees and their importance/Bees
- Write a book review (Book Week)
- Writing a poem about spring and flowers.
- Writing down homework
- Writing down experiments in Science
- Mind maps - spring & rhyming words
- Write down some poems
- Writing sentences
- Write our goals for March
- Writing answers to comprehension questions

- Complete information record: bays, storeys, roof style, building material, function, owner, etc

Predict origin/meaning of 'Blanchardstown'

- o Recall streetscape comparison work on Blanchardstown Village from 1 st Class
- o Analyse images of Blanchardstown - identify what they tell us about the past
- o Learn about industries in the area eg. Rathborne Candles (Ireland's oldest company est. 1488)
- o Examine construction images of Blanchardstown Shopping Centre; Draw predict of its future look
- o Discuss impact of S.C. on the locality - amenities, employment, industrialisation, etc
- o Explore the role of the canal in developing and connecting Dublin15; Bridges as built evidence
- o Research traditions and folktales of Dublin 15

Science: Spring, the environment, planting, parts of a flower.

- Trip to Geodome and garden to see plants that the school kids have grown - discuss / compare
- Grow a variety of seeds e.g. tomato, orange, apple, avocado, pumpkin, sunflower, grass etc. When germinated, investigate what they need to grow into healthy plants?
- Draw diagrams, measure growth, graph results and keep a diary.
- Investigate the conditions necessary to maintain a healthy plant. Place plants in different environments, varying the light, water and temperature and observe growth. Choose one variable at a time to test e.g. plant with light and plant with no light (fair test) and record results.
- How does water get from the roots to the tips of the leaves?

people weighing themselves, weighing luggage before boarding a plane for a holiday).

- Brainstorm vocab. What words can you think of that are related to weight?
 - Identify standard units of weight & why we use them. What do we measure items in? (grams, kilograms) Why? Why not?
 - Say rhymes about weight & use them as transitions throughout the week
 - Look at pictures of items and describe them using the correct vocabulary: heavy, heavier, heaviest, light, lighter, lightest, balanced/equal in weight
 - Estimate the weight of specific items as less than/about or more than 1kg (jar of honey, banana, bag of sugar, house plant, bottle of water, computer keyboard, shoe, maths book, pile of copybooks, schoolbag, teddy)
 - Estimate the weight of objects, then weigh items using the scales
 - Handle & compare items as an aid to estimating their weight
- Order objects in terms of weight from the lightest to the heaviest
- Convert weights from grams to kilograms & grams and vice versa
 - If there are 1,000 grams in 1 kilogram, how many g. are in a half/quarter of a kg?
 - Choose correct unit of measurement to use for weighing a given object (g/kg)
 - Figure out the missing weight when viewing a picture of balanced weights
 - Start with the grams (right hand column) when adding/subtracting weights
 - Problem solving focus, working in groups & pairs to solve word & picture problems
 - Use the RUDE approach to solve word problems involving weight (read, underline important words,



| | | |
|--|---|--|
| | -Various plant pots (chimney shoebox houses with windows) using recyclable materials such as foil / juice cartons / shoeboxes / eggshells / egg boxes etc | draw a picture, estimate your answer) Capacity |
| Physical Education: | THEME | The Arts |
| Swimming | Spring/ The Local Environment | <div>Visual Arts</div> <div>Music</div> <div>Drama</div> |
| CéHaka Gaelach <ol style="list-style-type: none"> 1. Mo Dhreoilín 2. Ballaí Luimnigh 3. Ionsaí na hInse 4. Gabh mo leithscéal 5. Dealbha Ceoil | | Music: Irish Music Listening -Listen and learn to 'sean-nós' songs; 'Mo Ghile Mear' 'Beidh Aonach Amarach' -Discuss how the songs sound -Name & describe the instruments/voices -Draw a response to the songs Performing -Learn 'Téir Abhaile' Composing -Pick an Irish legend and create music to go with it Irish traditional instruments -Recognise a variety of traditional instruments by look and by sound -Describe what they look/sound like -Create a fact file on selected instruments -Listen to songs with those instruments Art: Painting flowers/Cherry blossom tree , Sticky panel flower collage -sketch and paint real flowers -Claude Monet ; impressionism - using sponges, cotton buds, fingers to paint trees/flowers -Making natural paint brushes- go outside and collect sticks/leaves/flowers etc. -Make the paint brushes back in the classroom -Claude Monet; shading. Teacher draws 4 trees. Each group will paint the trees using their paint brushes in different shades. |

**Drama:****When the Bees Died**

1. **Vocal warm up;** Children are asked to think of three things they love to eat. They talk to their partner about the 1st item. Teacher calls CHANGE and the children must switch to talking about their next item. Children move around the space saying one of the foods over and over. If they hear another child saying the same food they form a group together. In those groups they will describe the food and write the words on whiteboards.
2. **Discussion:** Remind kids that although the drama is fiction, there will be real concerns for honeybees throughout. Whole class discussion will take place about the honeybees. Teacher will explain words such as *bee*, *honey*, *pollination*. In pairs, children come up with the type of food made by bees (honey) and other foods. Children are asked to imagine in 10 years a world where all of the honey bees have died. Show them the food list that scientists believe we will have. How would you feel about this change in diet?
3. **Teacher in Role:** Tell the children it is now 2023, and teacher puts on a scarf. Teacher has explained to the children that when she puts on the scarf, she is now in role. Teacher is the Minister for Food. Minister gives a speech asking the “experts” (the class) to help her. Show them a statement you have written up (p.186) and that you are worried about the impact it will have. Explain your worries and fears and the children have to recreate the statement so there is no worry from the public.



| | | <p>4. Reading in Role; Ask a member from each group to read out their amended statements. Teacher says <i>That night the statement was announced on TV for everyone in the country to hear.</i></p> <p>5. Still Images: The groups from earlier will now become family groups. No babies or children. Everyone in the family is old enough to read the statement. Each member has just heard the statement and they have to imagine how their character feels (fear, concern, anger, sadness, confusion, panic). Each group must now make a still image to show how they are feeling.</p> <p>6. Thought tracking; Each person in the family group briefly states what their role is and what they are thinking.</p> <p>7. Improvisation; The groups are now asked to improvise a brief scene about how the family may be affected by the crisis. The scene must finish with a still image, it can be the same or different to the start.</p> |
|---|---|---|
| Gaeilge | SPHE | Learn Together |
| <p>An t-Earrach Seachtain na Gaeilge</p> <p>Éisteacht: -Éist leis an dán: An Leipreacháin/ An t-earrach -Éist leis an múinteoir ag caint is ag léamh -Éist leis an dráma 'An Tornapa Mór'</p> <p>Labhairt: -Foclóir nua: bláthanna, uan, luc an chromchinn, sicíní, an t-earrach, -Drámíocht: 'An Tornapa Mór' don seachtain na Gaeilge</p> | <p>YCDI - Getting Along Co-Teaching with Sobhan; Friends For Life Getting Along -Start lesson by sitting in a circle with pillows -Each child will name how they feel at that time -Revise what we have already discussed about friendship -Work in small groups using 'Be A Friend Story Starters'. Groups must work together to orally create a story based on their card -Discuss each groups story -Discuss a compliment. What it is? How do they make us feel? Why do people do it?</p> | <p>Mind-map the term 'ceremony' and list examples</p> <ul style="list-style-type: none"> o Research the definition of the. term 'rite' o Recognise both the solemnity and celebration of rites and ceremonies in belief systems o Mind-map the term 'marriage' and the rites , ceremonies and symbols associated with it o Complete KWL chart on Jewish, Hindu and Christian marriage ceremonies o Listen and respond to powerpoints on marriage ceremonies of Judaism; Hinduism and Christianity |



| | | |
|--|---|--|
| <p>-Ag labhairt na líne ón dráma -Cluiche Kim leis an foclóir nua</p> <p>Léitheoireacht: -Ag léamh na focail nua -Ag léamh an dráma 'An Torna Mór' -Ag léamh na líne ón dráma -Léigh an dán 'An Leipreacháin' agus 'An t-Earrach'</p> <p>Scribhneoireacht: -Scríobh abairtí faoin t-earrach -An Nuacht</p> | <p>-Each child will get a sheet which they write their name on. It will be passed around the circle and everyone will write a compliment about that person.</p> <p>Teamwork and volunteering -Discuss teamwork -Describe what it means to be a good team player -Discuss being a not-so-good team player/ behaviour/ how is it harder for others on the team etc -Write up the do's and don't of teamwork</p> <p>Water Safety</p> | <p>o Watch and respond to videos of marriage ceremonies of Judaism; Hinduism and Christianity o Complete cloze procedure worksheets on Jewish, Hindu and Christian wedding ceremonies o Identify similarities and differences between Jewish, Hindu and Christian wedding ceremonies o Mind-map the term 'funeral' and the rites, ceremonies and symbols associated with it. o Listen and respond to powerpoints on funeral ceremonies of Judaism; Hinduism and Christianity o Complete cloze procedure worksheets on Jewish, Hindu and Christian funeral ceremonies o Identify similarities and differences between Jewish, Hindu and Christian funeral ceremonies o Recognise the role of rites and ceremonies in expressing the values of religions o Research older traditions that celebrated light, fire, sun, homes and their links to modern rites and ceremonies o Research definition of word 'pilgrimage' o Listen and respond to pilgrimages powerpoint o Mark celebrations of Holi and Easter</p> |
|--|---|--|