



Language and Literacy	SESE			Mathematics and Numeracy
<ul style="list-style-type: none"> • Oral Language: • <i>Spellings and dictation</i> • <i>Poetry: “Here is the house”, “Why Do I have to Clean My room?”, “A Little House”.</i> • Create our own poem with the title “My Dream Home”. • <i>Conversations: Our News/Weekend, Homes, Class discussions, Check-in/ Well being , Routines</i> • <i>Storytelling: based on class novel</i> • Reading: • <i>Beginning Class Novel “The Wreck of the Zanzibar” / “The BFG” and activities based on the novels.</i> • <i>Dictionary work</i> • <i>Researching for projects</i> • <i>Comprehension based on novel</i> • <i>DEAR Time</i> • Writing: • <i>Procedural writing: hand washing</i> • <i>Dictation sentences 3 times per week.</i> • <i>Gratitude Journal/Free writing everyday</i> • <i>Revise Recount: my weekend / events / lockdown</i> • <i>Explicit teaching of narrative</i> • Project: • Researching relevant information for projects. • Presenting projects to their classmates and others classes/teachers. • Discussion about projects • Writing information / creating posters 	Science	History	Geography	<ul style="list-style-type: none"> • Identifying maths around the home. • <i>Place Value</i> <ul style="list-style-type: none"> ○ <i>Thousands, hundreds, tens, units. Recognise and convert.</i> ○ <i>Rounding to the nearest thousand, hundred, or ten.</i> • <i>Practicing estimating strategies using real-life examples. How much will the shopping be? How much will the petrol cost? How long will it take...etc.</i> • <i>Revision of times tables.</i> • <i>Revise addition and subtraction</i> • <i>Mental Maths – Daily Mental Maths activities, Mental Maths Homework, strategies</i>
	<p>Geog:</p> <ul style="list-style-type: none"> • Homes – What types of homes are there? • Homes from around the world. <p>Comparing and contrasting between homes from different climates.</p> <p>Sci:</p> <ul style="list-style-type: none"> • Hedgerows habitat • Badgers • What materials are our home built from? Why? <p>History</p> <ul style="list-style-type: none"> • Homes from the past – How have they changed? What is still the same? <p>Project (Integration of Geo & Science):</p> <ul style="list-style-type: none"> • Animal Homes – Researching, creating and presenting a project on an animal’s home 			
Physical Education:	THEME			The Arts

· *Beginning the Athletics Strand*

- *Walking, running and jogging around the yards in a non-competitive setting.*
- *Practicing the relay handover adhering to rules.*
- *Practising the standing jump with and without approach run.*
- *Measure and compare both jumps above to see which is longer. Following PSSI lessons for Athletics strand 3rd/4th*

http://pssi.pdst.ie/pdf/ath/ath_c_1.pdf

http://pssi.pdst.ie/pdf/ath/ath_c_2.pdf

http://pssi.pdst.ie/pdf/ath/ath_c_3.pdf

http://pssi.pdst.ie/pdf/ath/ath_c_4.pdf

Homes

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

Visual Arts

Music



Art:

- **Designing home from the future.**
- **Building piece of new technology from a futuristic home (junk art)**

Music:

- *Artistic reflections during music study.*
- *Study of Disney's Fantasia.*
 - *The Sorcerer's Apprentice – Children creating comic strip based on the music. Discussing the story and feelings coming through in the music.*
 - *Rite of Spring – Children create one large piece of art (can be abstract/realism) based on what they imagine when listening to the piece.*
 - *Recognising the instruments from the orchestra playing music. Identify sound and label high/low tone instruments.*
 - *Peace Day – Children will learn, practice, sing and perform with actions the song Pipes of Peace by Paul McCartney*

Drama:



PETNS Monthly Template

Teacher: Shauna & Sarah

Class: 4th Class

Month: September

		<ul style="list-style-type: none"> ● Creating still-images of home-life in the past. (integrated with History) ● <i>Peer Mediation – Children will revise peer mediation through role play</i>
Gaeilge	SPHE	Learn Together

<p>Sa Bhaile/ Me Féin Feidhmeanna Teanga</p> <ul style="list-style-type: none"> • Cé mhéad duine atá sa theaghlach? • Tá...i mo theaghlach • Tá gruaig...ort/ort/air/uir thi • Tá súile...agam/agat/aige/aici • Tá mé i mo chónaí... • Táimid inár gcónaí... • Tá siad ina gcónaí... 	<ul style="list-style-type: none"> • <i>Dia duit/daoibh.</i> • <i>Dia's Muire duit/daoibh</i> • <i>Conas atá tú? Tá mé go maith.</i> • <i>Is cúpla sinn.</i> • <i>Is mise ...</i> • <i>Tá mé/sé/sí ... d'aois</i> <p>Briathar – Cheannaigh, Ith, Chuaigh</p> <p>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.</p> <p>Paistí ag éist le comhráite, agus ag déanamh comhráite ag baint le Bua na Cainte 4.</p>	<p>My time at home</p> <ul style="list-style-type: none"> • What does my home look like? • Who lives with me? • What do I contribute to at home? • What does my family contribute at home? • How was my home different during lockdown/ changes. <p>Well-being Work</p> <ul style="list-style-type: none"> • <i>daily check in with lollipop sticks</i> • <i>All About me / lockdown activities</i> • <i>What is our mental health/ well-being?</i> • <i>What can we start doing in this new school year to help look after our mental health?</i> • <i>Creating classroom contract to display on wall. Revising whole school rules.</i> • <i>5 Keys to Success – Confidence, Persistence, Resilience, Getting Along and Organisation* (Focus on Organisation for month of September)</i> • <i>The Dot</i> https://www.youtube.com/watch?reload=9&v=t5mGeR4AQdM&list=PLEB0F1516D3B01C60&index=3 	<ul style="list-style-type: none"> • <i>What does democracy mean?</i> • <i>How does the government of Ireland work? Who can vote, how do we vote?</i> • <i>Who are the main political parties, what do they stand for and who are their leaders? (Involving IND research)</i> • <i>Taking part in class elections for Student Council, Green Schools, and Forest Schools (running campaign, making speech etc.)</i> • <i>Peace Day – Participating in celebrations and discussions about peace and mindfulness</i>
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