



Language and Literacy	SESE			Mathematics and Numeracy
<p>O.L.: Interviews</p> <p>Poetry: Daffodils by William Wordsworth, Daffodowndilly by AA Milne, Nature’s Way by Lenore Hetwick,</p> <ul style="list-style-type: none"> ● Discuss the contents and images of the poems. ● Identifying rhyming words ● Finding 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 poem ● Create a short poem about Spring <p>Guided Reading and spelling; Guided Reading Groups (A-Z Readers) Re-telling, summarising, inferring, making connections, justifying. Differentiated spellings-Use spelling copy- Look Say Cover Write Check 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</p>	Science	History	Geography	<p><u>Revise Time</u></p> <ul style="list-style-type: none"> ● Number fan; show me half past etc. ● Body clocks ; show me o’clock, quarter past etc <p><u>Clocks & Worksheet:</u></p> <ul style="list-style-type: none"> ● Show me the time on your clock (analogue) ● Write the time on their clock worksheet ● Add on time to the next clock (hour/half hour/10 mins later/ earlier etc) ● Converting hour to minutes and vice versa ● Digital time <p><u>Word Problems; Time</u></p> <ul style="list-style-type: none"> ● 2-4 word problems with the two groups - teacher leading ● <p>Weight:- Planet Maths pg.114-118</p> <ul style="list-style-type: none"> ● Brainstorm what weight is & why it is used. 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
	<p>Geography: Journey Sticks, Trees</p> <ul style="list-style-type: none"> -Tree Inquiry -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 <p>History: Tyrrelstown/ Tyrrelstown House</p> <ul style="list-style-type: none"> -Make predictions about history of TyrrelstownExamine images of Tyrrelstown - identify differences/changes that have taken place, Make predictions about future development, Learn about Tyrrelstown House (1720); Locate Tyrrelstown House on historic OSI maps and on Google maps, Analyse images of Blanchardstown - identify what they tell us about the past, Learn about industries in the area eg. Rathborne Candles (Ireland’s oldest company est. 1488), Examine construction images of Blanchardstown Shopping Centre; Draw predict of its future look, Discuss impact of S.C. on the locality - amenities, employment, industrialisation, etc, Explore the role of the canal in developing and connecting 			



<p>-Writing sentences -Write our goals for March -Writing answers to comprehension questions</p>	<p>Dublin15; Bridges as built evidence, Research traditions and folktales of Dublin 15</p> <p>Science: Spring, the environment, planting, parts of a flower.</p> <p>-Trip to Geodome and garden to see plants that the school kids have grown - discuss / compare -Grow a variety of seeds -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.</p>	<p>Order objects in terms of weight from the lightest to the heaviest</p> <ul style="list-style-type: none"> • Convert weights from grams to kilograms & grams and vice versa • 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
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<p>Physical Education:</p>	<p>THEME</p>	<p>The Arts</p>		
<p>CéHaka Gaelach</p> <ol style="list-style-type: none"> 1. Mo Dhreoilín 2. Ballaí Luimnigh 3. Ionsaí na hInse 4. Gabh mo leithscéal 5. Dealbha Ceoil 	<h1>Spring/ The Local Environment</h1>	<p>Visual Arts</p>	<p>Music</p>	<p>Drama</p>
		<p>Music: Irish Music</p> <p>Listening</p> <ul style="list-style-type: none"> -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 <p>Performing</p> <ul style="list-style-type: none"> -Learn ‘Téir Abhaile’ <p>Composing</p> <ul style="list-style-type: none"> -Pick an Irish legend and create music to go with it <p>Irish traditional instruments</p> <ul style="list-style-type: none"> -Recognise fa 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 <p>Art: Painting flowers/Cherry blossom tree , Sticky panel flower collage</p> <p>Drama:</p> <p>When the Bees Died</p>		



		<ol style="list-style-type: none"> 1. Vocal warm up; Discussion: 2. Teacher in Role: 3. Reading in Role; 4. Still Images: 5. Thought tracking; 6. Improvisation; T
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 -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 Tornapa Mór’ -Ag léamh na líne ón dráma -Léigh an dán ‘An Leipreacháin’ agus ‘An t-Earrach’</p> <p>Scríbhneoireacht: -Scríobh abairtí faoin t-earrach -An Nuacht</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? -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>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 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 Mark celebrations of Holi and Easter