



September					
Language and Literacy	SESE		Mathematics and Numeracy		
<ul style="list-style-type: none"> Free-Writing First Steps Genre: Procedural Writing Concepts of Size CV words and CVC words Capital letters PM Assessment High Frequency sight words Listening & listening skills Poetry: Myself theme Emotions vocabulary Regulation project Presentation <p>Strands/sub strands (Oral Language): <u>Social Conventions and awareness of others</u> Use language appropriately in order to initiate, sustain and engage in conversations on personal and curriculum-based topics and use a language style and tone suited to the audience .</p> <p><u>Engagement, Listening and Attention</u> Recognise themselves as listeners and speakers, engaging purposefully and empathetically with others.</p> <p><u>Sentence Structure and Grammar</u> Vary sentence length and structure, moving fluidly between a range of sentence types; simple, compound and complex, as appropriate to audience , purpose and language being spoken.</p> <p><u>Requests, Questions and Interactions</u> Express personal needs, opinions and preferences, and make requests with confidence. (all ages)</p> <p>Ask and answer a variety of open and closed questions to seek help, get information, develop understanding, clarify and extend thinking.</p> <p>Strands/sub strands (Reading): <u>Conventions of print and sentence structure</u> Use conventions of print and sentence structure to help understand text.</p> <p><u>Phonological and phonemic awareness</u> Compare sounds and patterns in words found in texts in various genres across the curriculum. (3rd and 4th, 5th and 6th)</p> <p><u>Comprehension</u> Recall, discuss and sequence significant details and identify key points of information in text</p> <p><u>Response and authors intent</u></p>	Science	History	Geography		
		<ul style="list-style-type: none"> Healthy habits; sleeping, exercising, drinking water, eating healthy food Washing Habits- Hand washing, cleaning etc. The effects of emotions on the brain <p>Strands/sub strands: Living Things:</p> <ul style="list-style-type: none"> Myself 	<ul style="list-style-type: none"> Myself All About Me What Happened during the summer My personal timeline <p>Strands/sub strands: Myself and my family</p> <ul style="list-style-type: none"> Myself My family When my grandparents were young <p>Local studies</p> <ul style="list-style-type: none"> My family 	<ul style="list-style-type: none"> School Community People at work Frontline Workers Ireland- Counties of Ireland Seasons/Months 	<ul style="list-style-type: none"> Numeral identification and writing Rote counting forwards and backwards Counting Can Number word sequences Ordering number (non-sequential) Number before/after Target Board – What number am I thinking of? Creating, adding sets Place Value (TU & HTU) Days of the week & today/tomorrow/yesterday <p>Strands/sub strands: Number</p> <ul style="list-style-type: none"> Counting and numeration Comparing and Ordering Place Value Operations (subtraction) Place value (thousands/hundreths) Operations Place Value Operations <p>*Assessment of individual numeracy levels*</p>
	Theme			The Arts	
	<h1>Me and My Emotions</h1> <p>{Monthly Focus: Settling into school} Dealing with Covid19- new rules and classroom routines Introduction to Restorative Practice Regulation Strategies Project</p> <p>Special Day's: All Classes: Peace Day 6th Class: Homeless Awareness Day</p> <p>Mainstream Themes: 2nd Class: My Wonderful Self 4th Class: Homes and Habitats 5th Class: Myself and Other People 6th Class: My Place in Society</p>			<p>Music</p> <ul style="list-style-type: none"> Song: Peace like a River Clapping call & response Listen and Respond Song Singing Songs about emotions <p>Musical concepts</p> <ul style="list-style-type: none"> A sense of pulse (all ages) 	<p>Drama</p> <ul style="list-style-type: none"> Drama Contract Drama Warm-Up Games Acting out emotions Scenario cards <p>Strands/sub strands: Prerequisites for making drama (all ages)</p> <ul style="list-style-type: none"> Content The fictional lens Creating a safe environment <p>Drama to explore feelings, knowledge and ideas, leading to understanding (all ages)</p> <ul style="list-style-type: none"> Exploring and making drama Reflecting on drama Co-operating and communicating in making drama



Compare, contrast and critically reflect on the intent of different authors and discuss various interpretations of text in a wide range of genres (3rd and 4th, 5th and 6th)

Strands/sub strands (Writing):
Recognise themselves as writers, take part in and enjoy writing, across languages where appropriate, to communicate with others

Purpose, genre and voice (3rd and 4th, 5th and 6th)
Create text for a wide variety of authentic purposes, demonstrating an increasing understanding of the influence of the audience on their work.

Use, analyse and evaluate the typical text structure and language features associated with a wide variety of genres across the curriculum.

Assessment of individual literacy levels

Physical Education:

- Ball Skills:
 - Throwing and catching
 - Passing and catching
 - Dribbling
- Playground Games:
 - Duck, Duck, Goose
 - Ship, Sea, Shore

Football and Dodgeball focus

Strands/sub strands:
Games (all ages)

- Sending, receiving and travelling
- Creating and playing games
- Understanding and appreciation of games

Speech and Language Therapy

- Observations and assessment

Me and My Emotions

{Monthly Focus: Settling into school}
Dealing with Covid19- new rules and classroom routines
 Introduction to Restorative Practice
 Regulation Strategies Project

Special Day's:
 All Classes: Peace Day
 6th Class: Homeless Awareness Day

Mainstream Themes:
 2nd Class: My Wonderful Self
 4th Class: Homes and Habitats
 5th Class: Myself and Other People
 6th Class: My Place in Society

SPHE

- Weaving Well Being- Settling Back to School
- Feelings: Happy, sad, nervous, scared, anxious, lonely etc.
- Personal Hygiene - washing hands and materials
- Personal Space- Social Distancing.
- Healthy Habits of Mind
- Self-Identity: All About Me; Similarities/Differences;
- Developing Citizenship: Elections, Class Contract
- Circle Time; Restorative Practice
- **Class Project:** There are many ways to regulate our emotions
- Project Presentation/Explanation

Visual Arts

- Drawing - Self portrait
- Paint & Colour – Theory
- Artists who paint emotion
- Paintings that strike emotion

Concepts

- An awareness of line (all ages)

Strands/sub strands:
Paint and colour (all ages)

- Painting
- Looking and responding

Learn Together

- Respect - meaning
- School rules, routines, behaviour
- Class Contract
- School Elections
- Peace
- World Peace Day (Song – Peace like a River)
- Mindfulness; Meditation