



Language and Literacy	SESE			Mathematics and Numeracy
<u>Oral Language</u>	Science	History	Geography	<u>Operations – Additions & Subtractions</u>
<p>● Discussing and sequencing events in a child's own past</p> <p>● Describing events – Our News, my weekend, what I did after school etc - Partners News</p> <p>● Describe experiences – where, when, who, why, what. Retelling and sequencing</p> <p>● Put sentences on particular topic in correct order, e.g. going to school</p> <p>● Generate alternative words for a given word e.g. alternative words for nice.</p> <p>● Interviews (Myself- Getting to know one another)- Questioning one another- presenting clear legible answers about oneself- describing oneself</p> <p>● Presentation: Election presentation- why you should vote for me- Focusing on positive qualities/ characteristics</p> <p><u>Writing</u></p> <p>First steps:</p> <p>● Teacher modelling a recount (Recap)</p> <p>● Generating who, what, where, when, why questions</p> <p>● Write about an imaginary experience using an image as a stimulus, using the recount features. (When, Where, Who, What, Why..)</p> <p>● Teacher Modelling New Genre: Narrative</p> <p>● Children write a narrative about themselves using positive personal characteristics</p> <p>Handwriting</p> <p>● Just Cursive Handwriting book- correct cursive letter formation</p> <p>● Children write simple sentences with clear legible handwriting</p> <p>Poetry</p> <p>Write an Acrostic poem using pupils names</p> <p>Grammar</p> <p>● Revision of 1st class grammar</p> <p>● Correct written sentences using full stops and capital letters</p> <p>● Focus on Present tense</p> <p>Listening activities: following instructions, clapping a rhythm</p> <p><u>Reading</u></p> <p>● Reading Independently – DEAR Time- Daily</p> <p>● PM reading assessment</p>	<p><i>My body</i></p> <p>● Revision of body parts, similarities and differences with others.</p> <p>- Label (detailed) all parts of the body on a poster.</p> <p>● Investigating our hands:</p> <p>- Draw and label parts of the hand.</p> <p>- See what you can do without using your thumb, e.g. can you write?</p> <p>- Measure how far you can stretch your hand.</p> <p>- Can you write without bending your fingers?</p> <p>- Test which person can hold the most cubes in one hand. Discuss what factors are important. Trace around hand and write number inside. Make a display with hands in order.</p> <p>● Investigate handprints / finger prints</p> <p>● Food, impact of germs on slice of bread</p> <p>● Senses - smell & touch games</p> <p>● Reflect on things learned during 1st Class, make predictions about /list goals for 2nd Class</p> <p>● Complete All About Me worksheets and share information about 'myself' with peers</p> <p>● Conduct research with parents/guardians about personal events. - Complete project for homework.</p> <p>● Examine personal photos from significant events - identify similarities and differences</p> <p>● Show-and-tell personal photos, toys, clothes and items from significant events in past</p> <p>● Create personal timeline recording significant events - photos, drawings, artefacts</p> <p>● Name and justify areas in the local area that they like and are familiar with.</p> <p>● Describe natural features in the local environment.</p> <p>● Country mouse/city mouse regarding local community.</p> <p>● Where in my community I come from?</p> <p>● Celebrate the diversity of our local community.</p> <p>● Recognise and label the counties of Ireland</p>			<p>● Understand the difference between two sums and recognise how the placing of certain numerals won't affect the product. (Recognise that 3+ 4 gives the same answer as 4+ 3)</p> <p>● Identify and discuss strategies used in mental maths questions</p> <p>● Demonstrate addition & subtraction using concrete materials (number line/Building blocks etc.)</p> <p>● Recognise the difference between addition and subtraction. .</p> <p>● Apply theory to real life events/situations.</p> <p>● Use of addition and subtraction strategies (break apart, empty number line, algorithm, place value disks, bridging through 10, reordering, counting on, proof drawing, expanded method)</p> <p>● Mental Maths strategies & activities</p> <p>https://www.pdst.ie/sites/default/files/MentalMathsManualAdditionSubtraction.pdf</p> <p><u>Place Value</u></p> <p>● Groups of any number using concrete materials</p> <p>● Exchange groups for a single (larger) item</p> <p>● Use collections of items available in the classroom</p> <p>● Ten Frames - (10s and 1s)</p> <p>● Decompose 100s (525 = 5Hs 2Ts 5Us)</p> <p>● 100 Square (Order Digits & Fill in the blanks)</p> <p>● Card games (nasty or nice, race to 100)</p> <p>● Empty number lines to identify numbers</p> <p>https://www.pdst.ie/sites/default/files/AGuidetoTeachingPlaceValuePercentagesandDecimals.pdf</p> <p><u>Extending pattern</u></p> <p><u>Sequences & relationships</u></p> <p><u>Problem Solving</u></p>



<ul style="list-style-type: none"> • Reading new vocabulary based on the theme of myself- body parts, personal characteristics etc. • Word Wall- building a class word wall with commonly used words and phrases • Teacher Read Aloud- Story time in the evening.- Children engage in modelled reading • Summarise and sequence story orally <p>Poetry Building Bridges: Predicting- Tiddler the Story Telling Fish Phonics: First class revision, Magic E - Differentiation Phonological awareness: Clapping syllables, words into syllables</p>								
<p>Physical Education: Athletics</p> <ul style="list-style-type: none"> • Complete the five basic jumps. • Begin skipping/skip with confidence and competence. • Sprint from a standing start. • Sprint over a short distance using a reaction start. • Sprint over a short distance using a reaction start from varying starting positions. • Complete an out and back relay, passing the beanbag to a teammate on return. • Show good sportsmanship towards teammates and others teams by congratulating winning teams. <p>Games - Basketball</p>	<p>THEME</p> <h1>My wonderful self!</h1>	<p>The Arts</p> <table border="1"> <thead> <tr> <th>Visual Arts</th><th>Music</th><th>Drama</th></tr> </thead> <tbody> <tr> <td colspan="3"> <p>Portraits:</p> <ul style="list-style-type: none"> • Look towards the work of famous self-portraits. Examine and discuss a number of portraits, identifying facial features and features of a portrait. • Complete drawings starting with <u>just a dot</u> for dot day on September 15th • I can't imagine life without • Fruit Bowl drawing • Listen to The storm (Teacher's discretion) • Identify the instruments playing the music • Identify the changes in the music and responding to them through movement • Draw a picture in response to the music. • Create sounds using the body or instruments to accompany a story in pictures • recognise and sing with increasing vocal control and confidence a growing range of songs • Discuss and compose a set of drama rules for a drama contract. • Take on the role of a chosen person for a short period. • Play a number of whole class games that require teamwork and listening skills. • <u>Jack and the beanstalk</u> </td></tr> </tbody> </table>	Visual Arts	Music	Drama	<p>Portraits:</p> <ul style="list-style-type: none"> • Look towards the work of famous self-portraits. Examine and discuss a number of portraits, identifying facial features and features of a portrait. • Complete drawings starting with <u>just a dot</u> for dot day on September 15th • I can't imagine life without • Fruit Bowl drawing • Listen to The storm (Teacher's discretion) • Identify the instruments playing the music • Identify the changes in the music and responding to them through movement • Draw a picture in response to the music. • Create sounds using the body or instruments to accompany a story in pictures • recognise and sing with increasing vocal control and confidence a growing range of songs • Discuss and compose a set of drama rules for a drama contract. • Take on the role of a chosen person for a short period. • Play a number of whole class games that require teamwork and listening skills. • <u>Jack and the beanstalk</u> 		
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Gaeilge	SPHE	Learn Together						



Mé Féin

Frásaí / Eiseamláirí teanga:

Inis dom fúit féin.

- *Conas atá tú? Tá mé go maith- Níl mé go maith*
- *Cád is ainm duit? Aoife is ainm dom*
- *An bhfuil cead agam... deoch a fhail/ dul go dtí an leithreas*
- *An bhfuil? Tá/Níl*
- *Dia duit, Dia's Muire Duit*
- *Go raibh maith agat. Failte romhat*
- *Cé é/í sin? Sínn é/í.. (daidí, mamaí, mamó, mo dheirfiúr, mo dheartháir.. srl.*
- *Tá shuíle __ agam*
- *Tá dath __ ar mo chuid gruaige. Tá mo ghruaig fada*
- *Cad atá ar súil agat? Tá mé ag __*
- *Cuirp...sron, béal, lámh srl.*
- *Conas atá tú? Tá mé go maith, go raibh maith agat.*
- *An mó duine atá i do chlann? Tá __ i mo chlann. An bhfuil deartháir agat? Tá/Níl deartháir agam. An bhfuil deirfiúr agat? Tá/Níl deirfiúr agam*

Foclóir:

Daidí, Mamaí, Daideo, Mamó, mo dheartháir Oisín, mo dheirfiúr Niamh,
(an dochtúir, an garda, an siopadóir an feirmeoir, an múinteoir)
Tá mé (ag rith, ag léim, ag imirt peile, ag siúl, ag obair, ag léamh, ag scríobh, ag canadh)

(mo bholg, mo lámh, mo chos, mo cheann, mo chluas, mo ghlúin, mo ghualainn, mo bhéal, mo smig, mo shrón, mo shuíle, mo méara coise, mo rúitin, m'ordóg, mo uillinn, mo ghruaig, m'aghaidh, mo muineál, mo dhroim)

Gruaig (donn, dubh, fionn, rua, liath) (fada, gearr)

Suíle (gorm, donn, glas)

Duine amháin, beirt, triúr, ceathrar, cúigear, seisear, seachtar, ochtar, naonúr, deichniúr

A náid, a haon, a dó, a trí, a ceathair, a cúig, a sé, a seacht, a hocht, a naoi, a deich, a haon déag, a dó dhéag, a trí déag, a ceathair déag, a cúig déag, a sé déag, a seacht déag, a hocht déag, a naoi déag, fiche.

ina chonaí (sa chathair, sa bhaile mór, faoin tuath, i mBaile Átha Cliath)

Litriú a & á

- Develop an appreciation of and talk about personal strengths, abilities and characteristics.
- Recognise and appreciate the similarities and differences between people.
- Identify and talk about personal preferences, dreams for the future and hopes.
- Become aware of his/her immediate world through the senses.
- Become more independent and self-reliant.
- Explore different ways of coping with change. Express personal opinions and preferences and acknowledge those of others and comment on them
- Recognise and reflect on choices that are made every day.
- Discuss the factors that may influence personal decisions or choices.
- Realise that being involved in decision making demands more personal responsibility.

- Draw up and sign Class Contract regarding rules, expected behaviour, work ethic and respect, Discuss and decide on classroom roles and responsibilities, draw up rota system for daily jobs.
- Participate in Student Council and Green Schools Committee elections - campaigning; voting; etc
- Discuss 'Peace' what does it mean; how do we show or express peace?
- Learn and perform 'Peace like a River' song
- Celebrate World Peace Day
- Discuss ways we find to be peaceful; be mindful. Develop stillness using visualisation and quiet time
- Practice mindful techniques - mindful bodies, movement, listening, eating, colouring, etc. Participate in guided meditation. Respond to daily mindful minute chime.