



Language and Literacy		SESE			Mathematics and Numeracy		
<b>Oral Language-</b> Storytelling and personal anecdotes oral language games Speaking & Listening rules Retelling our news, holidays, weekly experiences. Discussing reading material and ideas for free writing, story starters and narrative settings, the 5 W's. <b>Reading</b> Revision of sequencing and retelling of stories known and new stories introduced Revision of Jolly phonics, blends - ck, bl, cl, pl. Comprehension skills of prediction & connection Spelling strategies & List 2 spelling list 'CK' sounds Books/Stories: PM readers, Bucket Filler, Ruby's Worry. Three Little Pigs and The Big Pad Pig. <b>Writing</b> Introduction of free writing Cursive alphabet Passports/All about me/story starters for narrative genre/writing our 5 W's and writing our news Modelled writing of known stories/news	Science	History	Geography		<b>Number:</b> <i>counting</i> FWNS/BWNS/NWB/NWA (Mata sa Rang); <i>number formation</i> on back, sandpaper etc. Story of 10 - children arrange themselves/counters into sets to make 10/story of my age - how to make my age number; <i>ordinal number</i> - matching 1st to first cards in pairs etc; naming ordinal place of runners in a race based on video; number bonds for numbers 0-10.  <b>Time:</b> read day, date, month using calendar - how to find my birthday in a calendar; when are my family member's birthdays - <b>homework</b> ; using a timetable - daily routine sequencing; making a weekend timetable - visual.  <b>Length:</b> how tall am I? - using different items to benchmark measure my height e.g. how many pencil cases am I etc?; using metres to measure our height; problem solving - why not use pencil cases, why need metres.		
	<b>Science</b> Naming body parts and functions; discussing changes in self - ability, size, features etc. Comparing self with past self; labelled diagram of the body - collaborative work. Sequencing life from baby to adult to elderly person. <b>History</b> Significant events in my life - teachers timeline; naming events in their life and describing them. Determining importance between those and non significant ones. Personal timelines - sequencing events. My Family - naming members. Making personal family trees - <b>homework</b> - discuss with parents. Show and tell - toys from my past - why it was my favourite toy - what has changed? <b>Geography</b> Where am I from? - me and my family's history - where do I live now, where I lived before, where my family come from, what I do in my community, what is community, why do we need community? How do I get to school? Where is my house in Dublin? What do I want to be when I grow up?						
Physical Education:		THEME Who am I? (Identity & The Family)			The Arts		
<b>Games we play/Playing as a member of team</b> Warm Up Games: stuck in the mud, flush the toilet, cups & saucers, Horses & jockeys, four square switch CLIL: Grupaí uimhreacha, Deir O gradaigh, Bád/Mara/Talamh Cricket: Practice ball handling skills with bean bags & tennis balls Cricket Skills; bowling, throwing, batting, rolling and collecting.	Visual Arts				Music	Drama	
	<b>V.A. - Individualism</b> The story of the Dot Yayoi Kusama - using peppers to print, cotton bud dots. Self- Portrait with Wacky Hairlines Aistear - junk art building houses from Three Little Wolves. <b>Music -</b> Personal taste in music, body percussion. Songs: Peace Songs for Peace Day <b>Drama- recognising our feelings and the feelings of others</b> Have You Filled A Bucket Today? - identifying feelings. Aistear: role play: 'Three Little Wolves and The Big Bad Pig.'						



Gaeilge	SPHE	Learn Together
<p><b>Mé Féin agus mo Chlann</b></p> <p><b>Cluichí:</b> Feicim le mo shúilín Beag, Cluiche Kim</p> <p><b>Amhráin/Dánta:</b> Teidí Beag Aláinn; Ceann, gualainn, glúain, cos.</p> <p><b>Eiseamláirí Teanga:</b> Is mise ...; Tá mé 6 bliaina daois; X is ainm dom; tá beirt/triúr/ceathrar/seisear/seachtar/ochtar i mo chlann; is breá liom; is fearr liom; ca bhfuil tú ina chónaí - tá mé i mo chónaí i</p> <p><b>Foclóir:</b> droim/grúaig/glúin/smig/ceann/cluas/cos/lámh/súil/beál/srón/fiacla/gualainn/aghaidh/grúaig/mamá/daidí/aintín/oncaíil/colcheathrar/tuismitheoirí</p>	<p><b>Healthy Habits of Mind/Myself/Self Identity</b></p> <p>Becoming independent Classroom rules/jobs Being organised and how it helps us Defining &amp; setting goals for our year Mindfulness; making time for ourselves, listening to our feelings, our breath, our thoughts, noticing our senses, guided meditation, mindful bell Mediation script and solving our problems Peace song Healthy Habit of Mind: 'I can do it'/Accepting Myself</p>	<p><b>Setting Goals/Representing ourselves in the school</b></p> <p>Classroom rules Respect and its importance How are school committees work what part we can play in them Deciding what I can do in a committee Election posters &amp; speeches Voting Peace Day celebrations and performances Guided meditation &amp; celebrating peace in our bodies &amp; feelings</p>