



October

Language and Literacy	SESE			Mathematics and Numeracy
	Science	History	Geography	
<ul style="list-style-type: none"> ○ Cursive handwriting; Free-Writing; Brendan Culligan Spelling ○ First Steps Genre: Narrative (revision), the forest as a setting, perspectives ○ Adjectives ○ Concepts of Space ○ PM Level Readers ○ Comprehension: Making Connections ○ Listening & listening skills ○ Novel: Teacher Read Aloud ○ Full stops & Capital Letters ○ Poetry: Habitats and animals ○ Speech and Language Therapy ○ Therapy commencing with SLT <p>Strands/sub strands (Oral Language): Engagement, Listening and Attention Express their individuality through their knowledge and use of various languages.</p> <p style="color: red;">Actively listen and extract meaning and enjoyment from conversations and texts in a range of genres and where possible, in various languages.</p> <p><u>Sentence Structure and Grammar</u> Use coherent sentences of increasing complexity with correct tense, word order and sentence structure, while using connectives and producing compound and complex sentences to elaborate appropriately</p> <p><u>Requests, Questions and Interaction</u> Select how and when it is appropriate to ask and answer a wide range of question types; open, closed, leading and rhetorical, for an increasing range of complex purposes</p> <p>Strands/sub strands (Reading): Vocabulary Acquire deep and broad vocabulary knowledge to facilitate independent comprehension of texts, to include subject-specific texts. <u>Purpose, genre and voice</u> Experience and respond to the aesthetic, creative and imaginative aspects of texts and a wider range of genres justifying preferences and opinions</p> <p style="color: green;">Critically reflect on their response to the aesthetic, creative, and imaginative aspects of a wide range of texts in various genres across the curriculum</p> <p>Strands/sub strands (Writing):</p>	<ul style="list-style-type: none"> ○ Autumn – Signs; Forest School ○ habitats- The Woods ○ Animals life cycles ○ Interdependence of plants and animals 	<ul style="list-style-type: none"> ○ My Family ○ My Family Tree ○ The Woods as a resource in the past ○ Traditional Tales set in the woods <p>Strands/sub strands: Local Studies • My school locality</p>	<ul style="list-style-type: none"> ○ Introduction to Map reading ○ The woods as a habitat ○ Plants and animals of the woods ○ Animals' life cycles ○ Interdependence at different stages of plant and animal life cycles. ○ Types of woodlands ○ Class Project: The woods help animals <p>Strands/sub strands: Natural environments • The local natural environment • Weather • Natural environmental features</p>	<p>Mental Maths</p> <ul style="list-style-type: none"> ○ Numeral identification: Reading & Writing ○ Rote counting forwards and backwards: Buzz ○ Number word sequences ○ Ordering number (non-sequential) ○ Target Board – What number am I thinking of? <p>Fractions and Decimals</p> <ul style="list-style-type: none"> ○ Value of fractions ○ Place Value (tenths, hundredths, thousandths) ○ Finding the Lowest common denominator ○ Mental addition & subtraction of fractions ○ Written addition & subtraction of fractions ○ Decimals to Fractions ○ Tables: Multiplication Tables <p>2D Shapes</p> <ul style="list-style-type: none"> ○ Names of 2D shapes ○ Properties of shapes ○ Symmetrical shapes ○ Shapes in Nature <p>Strands/sub strands: Number</p> <ul style="list-style-type: none"> • Fractions • Fractions • Decimals • Fractions and percentages <p>Shape and Space</p> <ul style="list-style-type: none"> • Spatial Awareness • 2d shapes • 2d shapes • 2D Shapes
	<p>Theme</p>			
	<p>Habitats – The Woods {Monthly Focus: The Woods} Animals Life Cycles DLD Day Preparation</p> <p>Special Day's: All Classes: DLD Day (15th October) Tyrrelstown House Trip Phoenix Park Trip Barnalslingan Trip</p> <p>Mainstream Themes: 2nd Class: Happy Habitats 4th Class: Exploring Education 5th Class: Stories and Legends 6th Class: My Place in Society</p>			
				<p>SPHE</p>
				<ul style="list-style-type: none"> ○ YCDI- Organisation ○ Emotions – expressing emotions ○ Social Conversation: Appropriate & Inappropriate things to say. "Think before you speak" "Thinking" & "Speaking Bubbles" ○ Road Safety Week & Fire Safety Week ○ Stay Safe Programme- Safe & Unsafe, Friendship & Bullying



<p><u>Engagement</u> Engage positively and purposefully while creating text in a variety of genres, other languages where appropriate and across the curriculum.</p> <p><u>Conventions of print and sentence structure</u> Use more sophisticated conventions of print and sentence structure, and a range of verb tenses and connectives in their writing</p> <p><u>Response and authors intent</u> Examine and critically reflect on their own intent and influences as authors.</p> <p>Discuss and evaluate others' interpretation of their texts</p>				
Learn Together	Visual Arts	Music	Drama	Physical Education:
<ul style="list-style-type: none"> ○ Religious leaders ○ Important books in religions ○ School Elections ○ Green School Activities- water, recycling 	<ul style="list-style-type: none"> ● Tree Art/ Autumn Art ● The woods ● Observational Drawing of forest items <p><u>Concepts</u></p> <ul style="list-style-type: none"> • An awareness of shape <p><u>Strands/sub strands:</u></p> <p>Drawing</p> <ul style="list-style-type: none"> • Making drawings • Looking and responding 	<ul style="list-style-type: none"> ○ Tin Whistle- Learning the notes ○ Song Singing ○ Safe Cross Code <p><u>Musical concepts</u></p> <ul style="list-style-type: none"> • A sense of duration 	<ul style="list-style-type: none"> ○ Social Situations ○ Narrative FairyTale Stories 	<ul style="list-style-type: none"> ○ Gaelic football: Throwing, Catching, kicking, Dribbling, shooting ○ Therapy to commence ○ Playground games- Winning & Loosing Games ○ Team Games <p><u>Strands/sub strands:</u></p> <p>Games (all ages)</p> <ul style="list-style-type: none"> • Sending, receiving and travelling • Creating and playing games • Understanding and appreciation of games <p>Outdoor and adventure (all ages)</p> <ul style="list-style-type: none"> • Walking • Orienteering • Outdoor challenges • Understanding and appreciation of outdoor and adventure activities

Black Objectives – 1st/2nd curriculum

Red Objectives – 3rd/4th curriculum

Green Objectives – 5th/6th curriculum