



Language and Literacy	SESE (Integrated through Aistear)			Mathematics and Numeracy
<p>Oral Language- Storytelling and personal anecdotes Oral language games Poem - October Leaves are Lovely Retelling our news Retelling our holidays and weekly experiences Discussing reading material and ideas for free writing, story starters and narrative settings, the 5 W's</p> <p>Reading Revision of sequencing and retelling of stories known and new stories introduced Revision of Jolly phonics, blends Comprehension skills of prediction & connection Spelling strategies & List 2 spelling list 'CK' sounds Structured spelling list: pl, gl, sl, fl. Books/Stories: PM readers, 'Don't Hog The Hedge', 'Rosie's Walk', 'all' phonic books, D.E.A.R. selected reading, reading homework</p> <p>Writing Introduction of free writing Cursive alphabet Fiction stories about animals/story starters for narrative genre/writing our 5 W's and writing our news Modelled writing of known stories/news Modelled report writing about Animals/animal habitats</p>	Science	History	Geography	<p>Number: Number bonds 1-20; number words and sequence 1-100; addition by combining/counting on. Addition with number lines.</p> <p>Shape and Space - Spatial Awareness: 'Rosie's Walk'- spatial pronouns. Map making using pronouns of local area/environment - school, way to school. Give and follow simple directions in class and around school. map making - personal maps using given language - through, around, over, past etc.</p> <p>CONTD Length: 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.</p> <p>Maths Week Activities: maths trail, maths eyes, maths for fun sessions.</p>
	<p>Science Autumn nature trail</p> <ul style="list-style-type: none"> ● Colour hunt ● Minibeast hunt ● Tree Observation ● Animal homes/habitats ● Learn about the hedgehog (literacy integration) ● body parts, food, habitat, behaviour ● Harvesting vegetables from school garden and cooking them (link with procedure language) <p>Geography Autumn</p> <ul style="list-style-type: none"> ● Changes in the environment ● clothing for exploring the environment ● Animals in our local environment <p>History</p> <ul style="list-style-type: none"> ● History of Halloween - stories from the past. ● Family events we celebrate/mark 			
<p style="text-align: center;">Physical Education:</p> <p>Playground games for warmups Cups & saucers, four square switch, foxes & chickens, crusts & crumbs, suns & snowballs, shipwreck, doctor tag</p> <p>Yoga Downward dog, child's pose, mountain pose, roll down.</p> <p>Throwing and Catching Continued work with balls on walls and throwing to each other. Benchball: Game to consolidate throwing and catching skills.</p> <p>CLIL: Grupaí uimhreacha, Deir O gradaigh, Bád/Mara/Talamh</p>	THEME			The Arts* Integrated with Aistear
	Our Natural Environment	Visual Arts	Music	Drama
				<p>V.A.</p> <ul style="list-style-type: none"> ● Make leaf stamped trees. ● Look and appraise the work of Goldsworthy ● Use Goldsworthy as inspiration to create outdoor sculptures out of natural materials. ● Animals in our environment; exploring how animals conceal, hide, attack and creating masks, costumes and camouflage with fabric and fibre (creative station) <p>Music</p>



<p>Catching, throwing and kicking skills.</p>		<p>Listening & Responding to 'March of the Elephants' and 'Danse Macabre.'</p> <p>Dramatising our bodily responses to music</p> <p>Drawing response to music.</p> <p>Group Composition - making instruments using recyclable materials.</p> <p>Drama- recognising our feelings and the feelings of others</p> <p>Aistear: sociodramatic play of animal/their habitats and using the story of Don't Hog the Hedge.</p>
<p>Gaeilge</p>	<p>SPHE</p>	<p>Learn Together</p>
<p>An Aimsir</p> <p>Cluichí: Feicim le mo shúilín Beag, Cluiche Kim, éist agus tarraingt - tarraing pictúir le lá scamallach srl ann</p> <p>Amhráin/Dánta: An bháisteach</p> <p>Eiseamláirí Teanga: Cuir ort do spéaclaí gréine. Cén sórt aimsir atá againn inniú? Cen saghas lae é? Tá sé X. Féach amach an fhuinneog. Cén saghas lae a raibh ann inné? Bhí sé xyz. Ar chuir tú do chóta bháisti ort? Chuir mé/níor chuir mé .. Caithfidh me xyz a caitheamh.</p> <p>Cén séasúr ina bhfuil muid? Tá muid in t-earrach/nollag/fomhar/samhradh - <i>gaeilge neamhfoirmúil/integration</i></p> <p>Foclóir:</p> <p>tuar cheatha, ag cur báisti, scamallach, fluich, grianmhar, gaofar, te, fuar, ag cur sneachta, dorcha, ceomhar, cóta báistí, hata báistí, buataisí.</p>	<p>Being Organised/Road Safety/Fire Safety/</p> <p>YCDI Organisation Lessons 1-5</p> <ul style="list-style-type: none"> • Being organised in our classroom, at home, in our school <p>Walk Tall</p> <p>Its ok to make mistakes</p> <p>I have opinions 95, 134</p> <p>Road Safety- wearing a seatbelt</p> <p>Fire Safety- Fire alarms, drills, being safe around electricity</p> <p>Monday morning circle time:</p> <p>Feelings check in/circle time games.</p> <p>Milkshake breathing</p> <p>Stay Safe</p> <ul style="list-style-type: none"> • Feeling safe and unsafe • Friendship and bullying 	<p>Leaders in world religion/special books for religions</p> <ul style="list-style-type: none"> o Research and learn about the religious leaders - Jewish Rabbi, Hindu Priest, Christian Priest/Rector o Compare the three leaders - similarities/differences o Compare religious leaders to community leaders - councillors, politicians, residents committees o Compare & discuss religious books <p>The Environment: Green Schools</p> <ul style="list-style-type: none"> o Discuss ways in which we can maintain green flag for waste, water and how we can reduce our use of plastic daily o Plant and care for bulbs/seeds and observe them grow