



Language and Literacy	SESE			Mathematics and Numeracy
<u>Oral Language</u>	Science	History	Geography	<u>Operations – Additions & Subtractions</u>
<ul style="list-style-type: none"> Discussing and sequencing events in a child's own past Describing events – Our News, my weekend, what I did after school etc Take turns and extend on others vocabulary – add on sentences Describe experiences – where, when, who, why, what. Retelling and sequencing Generate alternative words for a given word e.g. alternative words for nice. Saying news in pairs/ Morning News/ Morning Meeting Saying a partners news to the class Past Tense: I went, I saw, I did, I bought- changing words - I buy to I bought Oral Language Vocabulary Integrated with Happy Habitat Theme: Autumn, Squirrels, Family Tree, Grandparents, Parents, Siblings, Food Chains, Omnivores, Carnivores.. see SESE Oral Language Stations- Comprehending PM Readers <p><u>Writing</u></p> <p>First steps:</p> <ul style="list-style-type: none"> Revision of Recount- Recount of Weekend Events Generating who, what, where, when, why questions Identifying who, what, where, when, why questions in an oral recount Teacher Modelling New Genre: Narrative Focus on the past tense- I went, I saw, I bought, I did... etc. Character Description- who is involved in the story Setting Description- what does the setting look like <p>Handwriting</p> <ul style="list-style-type: none"> Just Cursive Handwriting book- correct cursive letter formation 	<p>Autumn nature habitat trail:</p> <ul style="list-style-type: none"> Colour hunt Investigate plant and animal life Trees: bark and leaf rubbings, collect leaves and seeds, look at leaves with magnifying glass, sort leaves according to shape, colour, texture and size, examine and describe leaves, insects living on tree Predict and look for animal / mini-beast homes, e.g. under stones, on tree, leaves, flowers, grass, footpath, logs Environmental Code. Properties of an egg - 3 experiments Build a bridge engineering experiment <p>Habitat study - The Squirrel - Learn about the Squirrel:</p> <ul style="list-style-type: none"> KWL. Appearance, sound Note similarities and differences between squirrel and other animals How a squirrel comes to be. Complete the worksheet. Appearance and body parts, food, home, behaviour. Learn about food chains: herbivores, omnivores, carnivores. <p>Recall previous work on families from 1st Class - purpose, benefits, members, types, etc</p> <p>Share family photograph - identify members, compare ages of family members, etc</p> <p>Examine photos of families long ago and share old photos from own family where possible</p> <p>Discuss weekly activities with family - eating together, going to the park, story-time, etc</p> <p>Record weekly diary of events with family</p> <p>Interview older family member about a 'day out' they had when they were younger (EL p.56)</p> <p>Family Tree</p>			<ul style="list-style-type: none"> Recognise that when two numbers are added together it doesn't matter which number comes first. Understand the difference between two sums and recognise how the placing of certain numerals won't affect the product. Recognise that a number stays the same when you add zero before it. Demonstrate using concrete materials Identify and discuss strategies used in mental maths questions Recognising that there is no difference in an equation being written horizontally and vertically. Begin to use the HTU houses and allow children to complete their own equations using lollipop sticks. Recognise the difference between addition and subtraction. 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) Mental Maths strategies & activities <p>https://www.pdst.ie/sites/default/files/MentalMathsManualAdditionSubtraction.pdf</p> <p><u>Comparing & Ordering</u></p> <p><u>Length</u></p> <ul style="list-style-type: none"> Various games demonstrating the use of length Maths trail: Measure differences within the school in non standard units. Draw pictures to specification. Look at road signs showing distances to various locations. Where would we see length in the environment? (Give various examples.) Measure using standard and non standard units Compare length width & height Make rainbow clouds



<ul style="list-style-type: none"> Children write simple sentences with clear legible handwriting <p>Poetry</p> <ul style="list-style-type: none"> Write a poem that rhymes in the form of ABAB <p>Grammar</p> <ul style="list-style-type: none"> Revision of previously covered grammar Alphabetical Order- arranging words in alphabetical order Sentence structure - Verbs & Nouns Future Tense <p>Listening activities: following instructions</p> <p>Reading</p> <ul style="list-style-type: none"> Reading Independently – DEAR Time- Daily Reading new vocabulary based on the theme of Autumn/ Happy Habitats- 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 PM Reading Station- levelled reading- fluency PM Reading Station- Comprehension Station: Focus on Summarising, Sequencing and Predicting. Reading Dolch Words <p>Poetry</p> <p>Building Bridges- Visualisation - We're going on a bear hunt</p> <p>Phonics: ee, ea, ey & y (long e) - (differentiations)</p> <p>Phonological awareness: Rhyme awareness & production</p>	<ul style="list-style-type: none"> Analyse examples of family trees - identify members and their relationship to one another Complete personal family tree and display <ul style="list-style-type: none"> Record daily weather on chart. Allow a WC discussion on different weather types and allow children to speak about their favourite/ least favourite types of weather. Develop range of vocabulary when discussing weather. Show children PPT showing clouds and rain associated. Explore clouds and their influence on the weather. Describe weather and seasons. Explore local natural environment. Discuss what changes can be observed in the local natural environment at this time of year. Describe animals that hibernate – Squirrel Show children PPT showing extreme windy type. Show children video on extreme wind types. Allow children to complete worksheet on extreme wind 	<ul style="list-style-type: none"> Maths olympics - use measures for high jump, long jump, throwing, running & classify length Measure with a broken ruler activity <p>https://www.pdst.ie/sites/default/files/MeasuresManual.pdf</p> <p>Symmetry</p> <ul style="list-style-type: none"> combine and partition 2-D shapes identify half and quarter of shapes Paper folding & cutting (butterflies/snowflakes) Line/Rotational symmetry in various 2D shapes Use clothes, books, toys, leaves, flowers to demonstrate line symmetry Create ink and paint blots <p>https://www.pdst.ie/sites/default/files/ShapeandSpaceManual.pdf</p> <p>Problem Solving</p>						
<p>Physical Education:</p> <p>Athletics - Recap and build on:</p> <p>Warm ups:</p> <ul style="list-style-type: none"> Number chase. Ship, sea, shore. Sleeping Lions. Jumping beans. Flush the toilet. <p>Week 1:</p>	<p>THEME</p> <p>Happy Habitats!</p>	<p>The Arts</p> <table border="1"> <tr> <th>Visual Arts</th> <th>Music</th> <th>Drama</th> </tr> <tr> <td colspan="3"> <p>Autumn:</p> <ul style="list-style-type: none"> Carry out nature walk if possible around the grounds of the school to collect different leaf cuttings. Select a range of leaves and create an Autumn tree during Autumn Fabric and Fibre: Using crepe paper the children create a fluffy tail for their squirrel 3D paper spider Salt Spider Web </td></tr> </table>	Visual Arts	Music	Drama	<p>Autumn:</p> <ul style="list-style-type: none"> Carry out nature walk if possible around the grounds of the school to collect different leaf cuttings. Select a range of leaves and create an Autumn tree during Autumn Fabric and Fibre: Using crepe paper the children create a fluffy tail for their squirrel 3D paper spider Salt Spider Web 		
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PETNS Monthly Template:

Teacher: **Diarmaid & Clíodhna**

Class: **2nd**

Month: **October**



Running: Zigzag around cones
Each child zigzags round the cones up and back. The second child does not start until the first child touches him/her with their hand having completed the run.

Week 2:

Jumping Standing jump: The children line up at the side of the mat. In turn, they take off from two feet and land on two feet. **Jump with approach:** The children line up behind the beanbag. They run three or four strides to the end of the mat. They take off on one foot and land on two

Week 3:

Skipping Each child skips freely with a skipping rope
Run over hurdles Run and jump over the hurdles. Run around the beanbag at the end and back along the side

Week 4:

Over-arm throw to beat the target. Coloured cones indicate target distances for throwing. Encourage the children to beat their own record.

Cool Down

http://pssi.pdst.ie/pdf/gen/gen_2_cooldown.pdf

All cool down activities available through the following link.

- Ink blot paintings
- [Autumn scene - Day and Night - Tree Shadows](#)

The Jungle

- Listen to Royal March of the Lion from Carnival of the Animals (Camille Saint-Saens)
- Identify the piano playing, rising and falling melodic patterns in the music
- Identify and imitate the a rhythmic pattern in the music
- Draw the shape of the lion's roar
- Identify the instruments that play the melody
- Develop an awareness of timbre in 'An Dufair'
- Use actions to accompany the chorus in the song
- Use a question and answer format performing the song 'An Dufair'
- Use instruments to play a rhythmic pattern
- Reinforce a sense of pulse in 'The Bare Necessities'
- Use vocal sounds to make a jungle chant
- Create sounds using the body or instruments to accompany a story or picture
- Drama
- Home corner (Turas- Role Play)- Creating a Family in the Classroom- Parents/Siblings/ Grandparents etc. Kitchen, sitting room etc. Using language from home
- Cinderella- Use Persuasive language/ Fairy Tales- Meeting Cinderella and her two ugly sisters- Improvising as the two ugly sisters.
- Playing in role as the two ugly sisters and cinderella.

Gaeilge

Frásaí / Eiseamláirí teanga:

Inis dom fúit féin. (dul siar)

- 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

SPHE

Road Safety:

- Become familiar with and understand the need to adhere to safety rules that apply in school, at home, on the farm, in water, for his/her own safety and that of others
- Recognise places where it is safe to play and understand the importance of adopting responsible and equitable behaviour when playing

Learn Together

- Research and learn about the religious leaders - Muslim Imam; Buddhist Sanga; Sikh Granthi
- Compare the three leaders - similarities/differences
- Compare religious leaders to community leaders - councillors, politicians, residents committees
- Discuss pros and cons of having a leader appointed or elected to the position; which is fair?



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- *Go raibh maith agat. Failte romhat*
- *Dathanna*
- *Deir O Gradaigh- bígí ag rith, cuir do lámh amach..*
- *Glaigh ar an uimhir (0,1,2,3,4,5,6,7,8,9)*

An Fomhair

- Cén séasúr atá ann? An fomhar atá ann.
- Chuaigh mé go dtí an choill
- Chonaic mé iora rua/ grainneog/ duilleoga/ crann
- Bhí na duilleoga ar an talamh
- Dán- duilleoga

An Scoil

- An _ é?
- Sea. Is _ é.
- Ar chuir tú _ I do mhála scoile?
- Chuir mé _ I mo mhála scoile.
- An bhfuil (péint, scuab, siosúr, glú, peann luaidhe, rialor, leabhar) agat?
- Tá/Níl... agam
- An bhfuil cead agam a fháil?
- Tá (cóipleabhar, leabhar, peann luaidh, obair bhaile, rialóir, bosca lóin) I mo mála

Foclóir: (Mamáí, mo dheirfiúr Niamh, Mamó, an dochtúir, an garda, an siopadóir)

(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)

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

(gorm, donn, glas) (Duine amháin, beirt, triúr, ceathrar, cúigear, seisear, seachtar, ochtar, naonúr, deichniúr.)

(deartháir, deirfiúr) 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.

(An Luan, An Mháirt, An Chéadaoin, An Déardaoin, An Aoine, An Satharn, An Domhnach)

(fuar, te, tirim, fliuch, gaofar, scamallach, geal, dorchá, ag cur báistí)

- Recognising the danger associated with fireworks and being careful around this time of the year.
- Recognise how accidents might be caused and what can be done in order to prevent accidents happening not playing with dangerous equipment or machinery, wearing protective headgear

Healthy habits of mind: Oscar Organisation!

- Identify the special books associated with three religions: Islam - Qur'an; Buddhism - Dhammapada; Sikhism - Guru Granth Sahib
- Play memory games to match together the names, key figures and special books of each religion
- Revise ways to maintain Green Flags already achieved - Litter and Waste; Energy
- Discuss ways to conserve water in school
- Design 'Save Water' slogans and posters for display around the school
- Conduct flush survey in class - tick box every time toilets are flushed; tally how many per week
- Launch 'Flush' campaign - design signs to be displayed at each toilet - Flush with care and no blocking toilet
- Conduct Water Hunt at home
- Identify ways to save water at home - turn off taps; showers instead of baths; etc
- Draw up a 'Class Green Promise' outlining plans to maintain Litter and Waste; Energy flags and achieve Water flag