



Language and Literacy	SESE			Mathematics and Numeracy
<p>Oral Language- Story-telling and personal anecdotes oral language games Speaking & Listening rules 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 Compare stories discussed in History with structure of the narrative genre Create alternative introductions, complications, resolutions for each story Create character profiles using descriptive words (Role on the wall/word mats)</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 Books/Stories: PM readers, Stories of;salmon of knowledge, Giant's causeway & cultural other from children, Spellings; 'ff', 'ss' ending words from list 2. ai, ay, a_e sounds phonic books for homework D.E.A.R. selected reading, reading homework</p> <p>Writing Free writing Cursive alphabet - writing letters in cursive handwriting books. Writing our 5 W's and writing our news Shared Writing - scary stories, funny/nonsensical stories, fairy tales. Discuss and brainstorm describing words for characters in their stories - what they look/smell/sound like. Discuss and brainstorm settings for different genres of narrative writing e.g. castle for fairytale, haunted house for scary story.</p>	Science	History	Geography	<p>Number: Number bonds 1-20; number words and sequence 1-100; addition by combining/counting on. Using jump strategies to add numbers. Making numbers 1- 20 on arithmetic racks using 10 wise patterns; using doubles; using near doubles to make numbers. Reciting number sentences for numbers made on arithmetic racks. Recognise numbers flashed on arithmetic racks. Play addition games - Bump, Count around and dot card snap.</p> <p>Measures: Money Name coins 1c - 2 euro. Children handle and analyse coins, describe them in own words. Coin flash on visualiser – quiz, name coin observed. Children describe coin biggest to largest orally, how they know. Then place coins in order from least to most. Role play: Classroom shop, children place coins in the purse to make up a given total for items they have chosen. Children draw coins to make up various totals e.g. 11c. in their copies Children colour the correct amount to total the price of an object e.g. 15c.</p>
	<p>Science Materials</p> <ul style="list-style-type: none"> Investigate materials in the classroom and school environment: <ul style="list-style-type: none"> Revise previous learning: Recognising, naming, grouping materials Materials hunt / trail Check labels of clothes to name materia Describe and compare different materials Investigate and sort materials according to properties Experiment: Mixing different materials <p>Geography The Giant's Causeway</p> <ul style="list-style-type: none"> Discuss the story of Fionn MacCumhaill and the Giant's causeway in relation to the causeway coast in Northern Ireland Examine pictures of the causeway – discuss what can be seen Examine features of the coast – sea, land, cliffs, waves Recreate their own causeway using art materials <p>History</p> <ul style="list-style-type: none"> Listen, recount and sequence story of the legendary Fionn MacCumhaill and the Salmon of Knowledge Create character profile of Fionn - add facts, personality traits and description; continue to add to profile as read stories below (Role on the wall) Listen and respond to the story of Fionn MacCumhaill and the Salmon of Knowledge Complete an artefact dig of items that are linked to stories discuss in terms of :use, story that they're from and what we learn about the characters (Role 			



<p>Using templates to help plan their stories - children plan their work. Guided writing - scary, funny/nonsensical stories, fairy tales.</p>	<p>on the wall)</p>				
<p>Physical Education:</p>	<p>THEME</p>		<p>The Arts* Integrated with Aistear</p>		
<p>Dance: Free Dance Improvise and create isolated bodily movements - magic dust exercise. Perform partner body jives - a movement in sequence when one or more body parts move one after the other in counts of 2. Revise isolated bodily movements - magic dust lands on your body, how will it move? Discuss and create bodily shapes with a partner - what shapes can you make with your body, what parts do you need to move. Perform partner body jives and mirrored partner dances. Create and hold body shapes for counts of 8. Perform movements in time to music. Respond physically to the mood of a song. Retell the story of the Salmon of Knowledge through free dance - celtic music, tell the story using your body. Active flag homework: at discrimination of teacher and set daily</p>	<p>Stories From the Past</p>		<p>Visual Arts</p>	<p>Music</p>	<p>Drama</p>
			<p>V.A. - Stories from the past Construction - hexagon art http://bit.ly/1S4IIWN Celtic art patterns http://bit.ly/1qvzyzN http://bit.ly/209SksW Salmon of knowledge; think, pair share, about what the fish looked like and create their own salmon in a group collage Our Legend; children discuss legends known to them or from their culture and discuss characters; create portrait of characters in 2D or 3D format Music- Animals in stories Respond to and recognise different instruments in the music in 'Arabian Dance' by Tchaikovsky and 'Orpheus by Jacques Offenback Recognise the rhythm pattern ta ta ti-ti ta Songs: 'Don't Change Horses', 'Tinga Layo'- create bodily movement to these songs Drama- We are giants Aistear: Modelled sociodramatic play of based upon language input and stories recount and discussed in history & Gaeilge</p>		



Gaeilge	SPHE	Learn Together
<p>Ócáidí Speisialta: Oíche Shamhna Na Finscéalta: Fionn Macumhaill Breadán Feasa</p> <p>Eiseamláirí Teanga: Oíche Shamhna</p> <ul style="list-style-type: none"> • An bhfaca tú ___? Chonaic mé/Ní fhaca mé • Cad atá sa phictiúr? Tá ___ sa phictiúr. • Cá bhfuil ___? • Tá ___ (sa ar an, faoin ag an....) • Tarraing ___. • Cuir dath ___ • An maith leat ...Is breá liom ... • Tá an puimcín go hálainn. • An bhfuil ___ agat? Tá/Níl ___ agam • Féach, a Dhaidí. Fuair mé an fáinne. • Fuair Daidí puimcín agus scian. • Ghearr sé amach ___. • Las sé coinneal. Chuir sé an choinneal sa phuimcín. • Bhí an puimcín go hálainn. <p>Finscéalta</p> <ul style="list-style-type: none"> • Fadó, Fadó • Bhí file ann. Bhí sé i gcónaí ag scríobh agus ag léamh. • Bhí breadán óir i gcónaí san abhann. Tabharfadh an breadan sin eagna don chéad phearsa a bhlasann é. • Dith Fionn an bhreadan. • Bhí eagna ag Fionn ón lá sin. • Ní raimh Finneagáis sásta ar chor ar bith. • Is mise Fionn. • Is mise Finneagais. • Is breá liom ag scríobh agus ag léamh. • Tá ocras orm. • Is breá liom a bheith ag iascaireacht. • Ó is breá liom bhreadan! • Bhlás mé é. 	<p>Emotional Resilience/RSE Month RSE Themes Growing means changing 77 The wonder of new Life 59 Decisions and their consequences 87 How my body works 67</p> <p>Emotional Resilience Introduce concept Begin Lessons 1-5 87</p> <p>Monday morning circle time: Feelings check in/circle time games. Jellyfish & robot- relaxation exercises for bodies Milkshake breathing Celebrating our mistakes- teacher models mistakes she has made and how they have helped her</p>	<p>Equality-Disability Discuss examples that exemplify learning styles and what you need to help you learn how to do something e.g. baking a cake Discuss achieving learning if elements of learning were challenging and how children would deal with that e.g. communicating without words, breathing through a straw instead of through lungs etc. Poem: 'Each Child is Different' - discuss and reflect Look and respond to Equality in Education Cartoon Celebrate Universal Children's Day Mark celebration of Diwali Stand UP Awareness - LGBTQ+ homophobic and transphobic bullying</p>



PETNS Monthly Template:

Teacher: Ronan & Julie

Class: First Class Month: November



- Dhóigh mé mo lámh/mo méar.
- Ná itheann an iasc a Fhionn!

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