



Language and Literacy	SESE			Mathematics and Numeracy
	Science	History	Geography	
<p><u>Poetry/Oral Language:</u></p> <ul style="list-style-type: none"> • 'Antarctica' by Derek Mahon • 'Antarctica' acrostic poem • 'Two Penguins Once Collided' • 'A Question About Penguins' <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Continued development of word wall, organising words into nouns, verbs, adjectives and adverbs. • Reading their own work, the work of others' and that of their project groups during presentations. • Reading websites and information books during research time. • Reading content during stations (comprehension, building bridges) <p><u>Writing - Narrative Genre/Recount</u></p> <ul style="list-style-type: none"> • Revision and reinforcement of the features of the genre. • Cinquain based on Antarctica. • Plan 1-2 pieces of narrative writing, using a visual organiser. • Use a checklist to double check the content of their narrative writing pieces. • Write a draft of their story into their copybooks using the checklist. • Re-draft their work in their copybooks, correcting spelling mistakes, adding in extra detail and adjectives. • Type their finished story into a google document including a title and their name as author. • Publish their work in a class book to be included in the class library. • Comprehension questions and answers • Handwriting copies • Recount writing 	<p>*Science Week</p> <p><u>Science:</u></p> <ul style="list-style-type: none"> -Brainstorm "light" on the whiteboard -Vocab: prism, spectrum, reflection, refraction, translucent, opaque, transparent. Teacher will directly teach these words. -Sort light sources into groups – artificial, natural -Use a prism to create a spectrum (card 16,17) <ul style="list-style-type: none"> - Identify colours and order in which they appear; Investigate spectrum using plastic ruler, bubbles, mirror in water -Investigate transparent / opaque / translucent materials <ul style="list-style-type: none"> - e.g. frosted glass, waxed paper -Investigate mirrors and reflection (flat and curved surfaces <ul style="list-style-type: none"> - Unstructured exploration of mirrors, 'light spot tag', bouncing light to different places in the room; Image reversal <p>See Light Cards 9 and 10</p> <p>-Science week: DPSM blog / experiments for 3rd class</p> <p><u>History:</u></p> <p>Antarctic Exploration- Tom Crean</p> <ul style="list-style-type: none"> • Locate Antarctica on the globe/map & state what other name it's called (South Pole) • Consider reasons/motivation for people being interested in Antarctic exploration (adventure, research, Tom wanted to be the first person to reach the South Pole) <ul style="list-style-type: none"> • View photos of Tom Crean & search for clues: who he was/when he lived/what he did • View a powerpoint file on the life of Tom Crean and discuss. Answer questions on it • Sort pictures of Tom Crean's life on a timeline. <p>Groupwork, discuss, cut & paste, present it to the class</p> <ul style="list-style-type: none"> • Discuss the story of Tom's 3 Antarctic expeditions: Discovery, Terra Nova, Endurance 			<p>Multiplication:</p> <ul style="list-style-type: none"> • Mental maths activities: counting games: Splat! game to revise tables learned • counting forwards and backwards in a certain number (2,3,4,5,6,7,8,9,10) • Real life examples of multiplication • strategies/ patterns/ hundred square • Mangahigh to supplement tables <p>Data</p> <ul style="list-style-type: none"> - Whole class discussion: When is data used? Discuss examples of when data is used such as during the census, when voting for government, statistics used in news reports or used in advertising - View different types of charts on-screen and discuss how they work: pictograms, block graphs, bar charts - Read data from a prepared graph and answer questions relating to it : Read the data/ reading between the data/ reading beyond the data - Human graph: I draw a horizontal and vertical axis on the board with the names of 5 different games on the horizontal axis. I ask the children to choose their favourite game and stand in that column. What's the most/least popular game? - Tally graph: now ask the children to tally their favourite game to begin the recording process. - Pictograms: use children's photos to create a pictogram chart to show the hair colour of the children in the class - Our favourite subjects pictogram: chart displayed on wall, each child places a counter in the column of their choice to create a class survey. What's your favourite subject? English/ Maths/ Science/ Art/ PE/ Music • - Pictograms: carry out a whole class survey & children record the data in their own pictogram: favourite ice-cream flavour



- Answer a cloze procedure worksheet on Tom Crean's life orally as a class
- Look & Discuss: view photos of Tom Crean & crew; answer questions relating to it
- Children suggest adjectives that might describe Crean & his crew, add words to our word wall
- Add the Antarctic explorations to our class timeline
- Antarctic Exploration- Ernest Shackleton*
- View pictures of Ernest Shackleton & search for clues about who he was, when he lived and what he did. Use goggles, wooly hat, etc.- clothes he might have worn
- Discuss: why he wanted to go to the Antarctic (wanted to be the 1st to cross continent)
- Consider reasons/motivation for people being interested in Antarctic exploration
- Brainstorm in groups -what do we know about the Antarctic? Write/draw minibords • Locate the Antarctic on the globe & map & state if it's in the north or south
- Discuss what it might be like and how Shackleton might travel there
- Show pictures of the boat Endurance & crew. Discuss, look for details in imagery
- Discuss the different roles/skills; sailors, cook, carpenter, navigator, photographer, scientist, artist, 2 doctors, dog handlers, engineer, captain.
- A journey to/across the Antarctic would take longer in the past than today and would be very dangerous –Why do you think that is?
- Children suggest adjectives that might describe Shackleton & his crew eg. brave, strong, healthy, adventurous, hard working, good team mate, follows orders, good sailor, etc. Create word flashcards/ 'role on the wall' to add to throughout unit.
- View powerpoint file on Ernest Shackleton • Read fact file on E.S.
- Add the Antarctic explorations to our class timeline

Geography:

Fill in a KWL chart on Antarctica, brainstorm in groups -what do I already know?

-Locate Antarctica on the world globe

- Use maps. Children locate Antarctica

- Concrete materials: create a pictogram chart on the floor with the following headings: laces/ velcro/ buttons/ zip/ nothing. Children take off one shoe and place it in the correct column. What's the most popular type of footwear? What's the least?
- Block graph: class survey: Who is your favourite author? / What's your favourite food? Children record the data in a block graph and discuss the results
- Bar chart: modes of transport to school/ time spent doing homework over the week. How long does it take you to do your homework in the evening? -over 4 evenings? Children record data in a block graph and discuss the results •
- Name chart: children write letters of their name on individual pieces of paper & attach them to a wall chart representing how many letters in everyone's name. Who has the longest/shortest name? Who has 5 letters in their name?

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- Use compass to find North and South
- Discuss and name the various Continents
- Discuss Antarctica's main features from a downloaded youtube video
<https://www.youtube.com/watch?v=t3StWheKtq8> Key Questions: What are Antarctica's features? What countries surround it? Do people live there? What kinds of houses do you think they have?
- Go on a digital trip to Antarctica
- Children will work in groups of 3 to create projects on Antarctica. Each group will cover 1 of the following: penguins, seals, whales, birds, weather & climate, landscape
- Children will research given topic at home through link to websites from class blog
- Each project must have a title, information organised into sections with subtitles, pictures, a fun facts section and a list of group members involved
- Children will present their projects to the class when completed
- Use video: March of the Penguins to explain the cycle of their existence
- Discuss the summer and winter daylight. How this happens.
 - Dangers to Antarctica & the effects on the environment
- How glaciers affect the surface of the earth: What happens when glaciers break off? Lead this to icebergs. Use recent event of an iceberg breaking off from Antarctica.
- Create an iceberg in class. Fill a balloon with water, leave overnight in the freezer. Take it out of the balloon the next day & submerge in a basin of water. Repeat in a basin of salt water. Note how much of the iceberg is submerged under the water level in each. What is the difference between the two? Why?
- Mark water level in each basin. Let the iceberg melt & note the change in water level. Link to ocean water levels & global warming
- Complete an online quiz on penguins, polar explorers and Antarctic animals

Physical Education:**THEME****The Arts****Visual Arts****Music****Drama**



Antarctica

Visual Art:

- Clay penguins
- View photographs of the emperor penguin and discuss its shape
- Class brainstorm on how to start- I record suggestions on board & draw basic shape
- Each child gets their own piece of clay. I model & the children copy: squeezing, pinching, pulling, squashing, prodding, rolling and re-forming a small ball of clay, tearing pieces from the clay and putting them together again without a noticeable joining
- Children consider what position their penguin will be in and what it is doing: swimming, standing, walking, keeping their eggs warm
- They can sketch their ideas on paper if they need to
- Children create their own penguin out of clay
- Children look and respond to some children's work by sitting in the artists chair
- Chalk - Aurora Borealis
View photographs of the aurora
Introduce our art activity by showing the children some examples
Each child gets a piece of paper and begins to draw their picture using a pencil
They go over their pencil lines with white chalk
Children use coloured chalk to create the aurora.
Reflect on their own artwork and the artwork of their peers

Painting

- Look and respond to various paintings of Antarctica
- Discuss paints/ brushes/ techniques
- A4 sheet; paint using mixing to create an antarctic background



		<ul style="list-style-type: none"> Silhouette; cut out black ice berg / penguin silhouettes and glue onto backgrounds <p>Life size penguins</p> <p>-4 groups to create 4 different types of penguins</p> <ul style="list-style-type: none"> Teacher will help sketch them Groups will add details and paint Each group will write some facts about the penguins <p>https://www.pinterest.ie/pin/253257179026236346/ (Emperor penguin, Macaroni Penguin, adélie penguin, King penguin,)</p> <p>Music:</p> <ul style="list-style-type: none"> March of the Penguins Happy Feet Song 'Happy' - perform compose music/sounds to stages of birth of penguins Integration with Gaeilge songs. <p>Drama:</p> <ul style="list-style-type: none"> Antarctica Day ; Captain Scott Penguin game and poem Captain's Scott's expedition Antarctica facts
Gaeilge	SPHE	Learn Together
<p>An Geimhreadh/ éadaí geimhridh;</p> <p>Graiméir:</p> <ul style="list-style-type: none"> poncaíocht sa scríobhneoireacht cruinneas sa labhairt/léitheoireacht Caith - AC agus AL Tá gúna orm srl. <p>Éisteacht:</p> <ul style="list-style-type: none"> ag éisteacht leis an múinteoir ag caint is ag léamh 	<p>RSE Month</p> <p>All 3rd class Stay Safe themes to be covered during the month. Refer to the Stay Safe Manual for lessons.</p> <ul style="list-style-type: none"> Self Esteem Friendships Family relationships Personal Safety identifying emotions and feelings New life and caring for a child 	<p>o Celebrate Universal Children's Day</p> <p>-Mark celebration of Diwali</p> <p>Human Rights:</p> <p>The Right to Gender Equality</p> <p>read and discuss the book The Paperbag Princess</p> <p>examine the Universal Declaration of the Rights of the child</p> <p>define a human right and gender equality</p>



<ul style="list-style-type: none">• ag éisteacht leo féin• comhrá beirte• éisteacht le dánta agus amhráin; <i>Éadaí - Mo Chuid Éadaí, Ní Maith Liom an Bháisteach, Sneachta,</i> <p>Labhairt:</p> <ul style="list-style-type: none">• Comhrá beirte - an aimsir / réamháisnéis na haimsire• labhair faoin scéalta/dánta agus amhráin• ag labhairt faoin bpictiúirí• ag labhairt faoin deireadh seachtaine / an nuacht <p>Léitheoireacht:</p> <ul style="list-style-type: none">• Cleite readers• ag léamh leis an múinteoir• ag léamh i ngrúpaí beaga• ag léamh ina n-aonair <p>Scríbhneoireacht</p> <ul style="list-style-type: none">• athscríobh scríbhneoireachta• scríobh an nuacht• scríobh faoin scéalta	<ul style="list-style-type: none">• Sensory organs and functions• Changes that occur as we grow older• Making decisions <p>Resilience & Empathy</p> <ul style="list-style-type: none">• Whole class discussion: emotions• Discuss pleasant/ unpleasant emotions• Emotional faces worksheet. Define emotions.• Small group activity: name that emotion<ul style="list-style-type: none">- discuss empathy- watch video https://www.youtube.com/watch?v=9_1Rt1R4xbM about empathy- Activity sheet https://www.twinkl.ie/resource/t-c-255221-what-can-you-do-to-show-empathy-activity-sheet	<p>listen to and discuss stories of gender inequality and gender equality activism</p> <p>The Right to Education</p> <p>discuss why education is important to people's lives</p> <p>examine stories of activists who work towards equal right to education - Malala Yousafzai</p> <p>discussing and responding to pictures</p>
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