



Language and Literacy	SESE			Mathematics and Numeracy
Oral Language Oral Presentation: <ul style="list-style-type: none"> <i>developing cognitive abilities through oral language / competence and confidence in using language / receptiveness to language / emotional and imaginative development through language</i> Please see individual children's folders for individual targets (Hawthorn class - in tray in quiet room beside Gary's teaching table, Holly class - at Sonia's teaching table) Discuss the contents and images of the poems. Identifying rhyming words Finding and defining new words in the dictionary and drawing images to represent new vocabulary. Adding words to word wall - discuss the meaning and put into sentences. Link information found in poetry to things learned in SESE through oral discussion. Reading: <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. Guided reading groups Reading websites and information books during research time. Writing - Narrative Genre	Science	History	Geography	Multiplication & Division / Fractions Multiplication <ul style="list-style-type: none"> Counting games in specific no's, discuss patterns on 100sq, learn times tables for HW Explore the link between repeated addition & multiplication by writing number sentences (addition & equivalent multiplication), using resources: counters, lollypop sticks, cubes Real-life examples: Party: work out how many packets of sweets or buns are needed for a party if there are X in each pack. Shopping: how much will 4 pencils cost if they are 10 cent each? Matching game: match repeated addition, multiplication and arrays Discuss & explain multiplication in your own words, who's the best at being the teacher? Solve riddles involving multiplication & make up your own for your classmates Write a multiplication sum to represent a word problem & vice versa - Learn how to write simple multiplication sums Division <ul style="list-style-type: none"> Mata sa rang activities. Mental maths activities: counting games: counting backwards in specific numbers, discussing the pattern on the 100 square as we count back, Splat! game to revise division tables learned previous night for HW Dividing: cubes, children, beanbags, lollypop sticks, counters into groups Write division sum & equivalent repeated subtraction sum, represent in concrete materials Matching game: match division, repeated subtraction & array flashcards
	Science: Plants: the Holly Tree <ul style="list-style-type: none"> Appearance of leaves & berries, where the holly tree is found in our locality Life supported by holly: birds, insects Adaptation: spikes on higher and lower levels Plant holly berries in sand/peat History: <ul style="list-style-type: none"> Recall previous work on religious festivals & celebrations in December (Hanukkah, Christmas, Winter solstice) Compile a list of secular feasts & festivals Watch videos of La Tomatina festival. Evaluate the rules of the tomato throwing event. Discuss impact of festival on the town Learn about the traditions of Chinese New Year - fireworks, dragons, parade, animals Listen to the story of 'The Race of the Animals' & the meaning of year animal names Make a Chinese new year paper drum Listen to the story of the first Thanksgiving/Christmas. Role-play the story of the first Thanksgiving/Christmas Explore Thanksgiving/Christmas traditions: being thankful, family meal, turkey, pumpkin pie Show & Tell: present information on a festival from another country eg. from own country Geography: Christmas Around the World			



- Revision and reinforcement of the features of the genre.
- Plan 1 piece 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.

- Talk and discussion: how is Christmas celebrated around the world? (Ireland/hot country/ America etc.)
- Group work: Investigate how Christmas is celebrated around the world using chrome books. Children will work in groups and each child will be given a role (typist/writer/manager/time keeper). Each group will be given a country/part of the world to research about. They must create a PowerPoint on the chrome books.
- Projects will include: how to say "Merry Christmas" in the language languages/ a map of the country/ religions/ traditions/ Christmas tree/ father Christmas/ fun facts/ pictures/ names of everyone in the group.
- Outline a region of the world and compare holiday traditions of different countries in that region.
- Retell the legend of the Christmas tree.
- Create an informational flyer for his/her community on the environmental benefits of having a live Christmas tree.
- Describe the origins of Father Christmas.
- Create a short story describing the legends of St. Nick.

Science: Heat/ Materials:

- Investigate heat transfer through different materials (metal/plastic/wood):
See Heat Card 9, melting butter
- Identify materials that are good conductors, insulators
- Design a cover for a hot drink, design a fair test and measure changes in temperature
- Make a display chart to record experiment: materials used, results recorded, final prototype
- DPSM activity 1: Keeping Warm. Complete activity as outlined on DPSM website
Investigate the insulation properties of winter clothes.
Design & make winter gloves

- Share out items equally, within the family or at a party. Divide playing cards equally
- In pairs, use cubes/lollypop sticks to see who can explain division in the clearest possible way
- Explain the vocabulary of division in their own words: divide, share, equal, remainder

Fractions;

- Brainstorm; what do we know about fractions
- Low threshold high ceiling tasks; fractions



	(see Materials Card 16) <ul style="list-style-type: none">Investigate the way buildings/ homes are heated and insulatedHome/school link: research project on energy consumption, integrate with Green Schools.	
Physical Education:	THEME	The Arts
Dance <ul style="list-style-type: none">Zumba Stage 1: Shape making revisited Help children recall the concept of body shapes by asking them to make different shapes inside their bubble: Can you make a shape using your arms? Using your head and elbows? A shape that's very close to the ground? A shape that's as close as possible to the ceiling? A crooked shape? A shape that faces to the back of the hall? <ul style="list-style-type: none">Introduce a count structure into the shape-making process. Children make a shape & hold still in this shape for 8 counts, e.g. Shape 2, 3, 4, 5, 6, 7, 8. Continue, changing shape after every 8 counts, e.g. Shape 2...8. Change shape 2...8. Low shape 2...8. Elbow shape 2...8. Head shape 2...8. Face the back 2...8, etcStage 2: Partner sequence Children in pairs. Watch as I guide 2 children through a demo of a partner shape sequence as follows: Each shape is performed at a different level (high, medium or low). Each shape is held for 8 counts, i.e. a total of 24 counts, e.g.: Shape 1 (high) 8 counts; Shape 2 (low) 8 counts; Shape 3 (medium) 8 counts. Partners can perform the sequence of shapes standing side by side &/or facing each other, e.g.: Shape 1 (side by side); Shape 2 (face each other); Shape	<i>Christmas Around the World/ Feasts and Festivals</i>	Visual Arts Music Drama
		Music: <ul style="list-style-type: none">Winter performance: 'Feliz Navidad'keep the beat/pulse of that songchoose a rhythm 'feliz navidad' and tap with two fingers on handuse percussion instruments - passing them while keeping the beat - add in singing.Canon/ Round: sing 'Row row your boat' as a round with lots of practices - different groups starting etc.Composing: Then take the tune and sub the words to link to our theme (snow, christmas, rudolf etc.)Learn and sing a drone to add to the song Visual Art: <ul style="list-style-type: none">Winterscapes (Fabric and Fibre)<ul style="list-style-type: none">Range of fabrics and fibre materials used to create a picture based on a previously designed plan.Design and create a new type of hat for Santa Clause.Christmas Lights (Painting)<ul style="list-style-type: none">draw a line in black to create the cable.



<p>3 (side by side). Children create & practise their own shape sequences.</p> <p>Conclusion: Group shape dance</p> <ul style="list-style-type: none"> • In this dance 2 pairs of dancers join their partner shape sequences together to make up a group dance. Stage 1: Demonstrating the dance: Children in groups of 4. They observe while I demonstrate with 1 group how 2 partner sequences can be joined to make a group dance: the dance will last for last for 48 counts, e.g.: Partner sequence 1 (24 counts) + Partner sequence 2 (24 counts). Stage 2: children perform the dance with partners in groups of 4. 		<ul style="list-style-type: none"> - use finger painting to create the lightbulbs. <ul style="list-style-type: none"> • Fir Trees (Printing) <ul style="list-style-type: none"> - using forks and toothbrushes to create painted fir trees in a variety of colours. <p>Drama:</p>
Gaeilge	SPHE	Learn Together
<p>An Nollaig</p> <p>Graiméir:</p> <ul style="list-style-type: none"> • Foghraíocht: bh, mh, th, • Bhí, Tá, Beidh • ar an, faoin, ag an, in aice <p>Eisteacht:</p> <ul style="list-style-type: none"> • Tascanna éisteacht • Ag éisteacht leis an múinteoir ag caint is ag léamh • Ag éisteacht leo féin • comhrá beoite • éist leis an dán 'An Spideog' ' agus an amhrán 'Rudolf an Fia Rua' <p>Labhairt:</p> <ul style="list-style-type: none"> • na ceisteanna roimh agus ag deireadh gach scéil a dhéanamh ó bhéal • Féach ar phostaeir agus An Nollaig agus labhair fúthu. • Cluichí labhairt; 20 ceist srl. • Labhair le do chara 	<p>Resilience</p> <p>Whole class discussion: emotions</p> <ul style="list-style-type: none"> • Discuss pleasant/ unpleasant emotions • Emotional faces worksheet. Children define emotions. • Small group activity: name that emotion • Individual student activity: expressing emotions <p>Finish off RSE from Previous Months</p> <p>You Can Do It resilience lessons continued.</p>	<p>Celebrations</p> <ul style="list-style-type: none"> ○ Reflect on the key values of each of three religions - Judaism, Hinduism and Christianity ○ Recall the role of tradition, ceremony and celebrations in these religions ○ Consider the way the key values of the religions are expressed through their traditional celebrations ○ Recall and mind-map knowledge about Hanukkah and Rosh Hashanah as learned in previous years ○ Research and explore various traditions and practices celebrating Hanukkah and Rosh Hashanah around the world ○ Share personal experiences of Hanukkah and Rosh Hashanah and outline the traditions followed ○ Recall and mind-map knowledge about Diwali and Holi as learned in previous years ○ Research and explore various traditions and practices celebrating Diwali and Holi around the world



<ul style="list-style-type: none">● Ag cur agus ag fhreagairt ceisteanna <p>Léitheoireacht:</p> <ul style="list-style-type: none">● Labhair;● Leigh an prionta sa timpeallacht● Léigh na dánta agus na hamhráin● Léigh an obair a scríobhann siad● Léigh an scríbhneoireacht <p>Scríbhneoireacht:</p> <ul style="list-style-type: none">● Ceisteanna ag baint leis an leabhair; Cad? Cé? Cathain?● Cártaí nollaig● Abairtí ag úsáid bhí / ní raibh agus chonaic / ní fhaca san áit ceart● Bua na cainte lth 58 <p>Drámaíocht:</p> <ul style="list-style-type: none">● Nollaig shona duit <p>Feidhmeanna Teanga</p> <ul style="list-style-type: none">● ... atá ann, Tá na maisiúcháin go hálainn, Tá napáistí ag canadh carúl, Nollaig shona duit, an raibh...? Bhí/Ní raibh , go raibh maith agat a .. an bhfaca? chonaic/ ní fhaca		<ul style="list-style-type: none">○ Share personal experiences of Diwali and Holi and outline the traditions followed○ Recall and mind-map prior knowledge about Christmas and Easter as learned in previous years○ Research and explore various traditions and practices celebrating Christmas and Easter around the world○ Share personal experiences of Christmas and Easter and outline the traditions followed○ Examine these traditions and identify common elements eg; Use of candles and fire; Role of food in the celebrations○ Mark celebrations of Hanukkah and Christmas
---	--	--