



| Language and Literacy | SESE | | | Mathematics and Numeracy |
|--|--|---------|-----------|--|
| <p>Oral Language</p> <ul style="list-style-type: none"> Report language OL game Explore non-fiction/report texts on the Space Race <p>Reading</p> <p>Story - The Moon Landing</p> <p>Story - Dr. Seuss 'There's No Place Like Space.' Link</p> <p>Retelling story - review story through YouTube, non-fiction texts.</p> <p>Parallel Teaching - once a week for guided reading/building bridges.</p> <p>Comprehension Strategies - Using Building Bridges of Understanding texts</p> <p>Revise:</p> <ol style="list-style-type: none"> Questioning Making Connections Visualisation <p>First Steps Familiarising - weekly writing task</p> <p>Familiarising children with report writing through immersive reading.</p> <p>Spelling/Phonics</p> <ol style="list-style-type: none"> Sk-, -ss - blends and au/aw sound family Sm, -st/-ast, oi, oy, Sw-, -ft. Sn-, -lt, and ou, ow Dolch list 7 - 9 <p>Grammar</p> <p>Wk 1: Apostrophe</p> <p>Wk 2: Apostrophe</p> <p>Wk 3: Comma</p> <p>Writing</p> <p>First Steps - Report Writing</p> <p>Free Writing - Children practise writing using topics of their</p> | Science | History | Geography | <p>Number:</p> <p>Place Value/Addition</p> <ul style="list-style-type: none"> Incrementing and decrementing numbers by 10 on and off the decuple. Counting forwards in 10s and backwards in 10s - using concrete visual as guide. When automatic children will use this skill to subtract numbers using jump strategy - ten jump and unit jump. Using empty number line and decrementing language skill to subtract 2 digit numbers. <p>Subtraction:</p> <ul style="list-style-type: none"> Word problems involving deduction e.g. I had x and I took y away, how many left. Language: took away, moved, disappeared, had, left. <p>Data:</p> <ul style="list-style-type: none"> Collect data in and out of class - tallying for different criteria. Describing data collected - most, least, same, more, less - taking information from what was gathered. Using data collected to create graphs representing findings - initially using objects such as counters etc. Creating bar charts in copies representing data collected. |
| | <p>Science</p> <p>Forces</p> <ul style="list-style-type: none"> Observe and explain in own words how air can move objects - creating balloon rocket - explaining observations and recording them in copies. Space experiments. <p>Geography</p> <p>The Sun</p> <ul style="list-style-type: none"> Identify the importance of the sun as a source of heat and light; Explain why we need the sun; Sing Sun song; Draw diagram of Sun. <p>The Earth</p> <ul style="list-style-type: none"> Examine the globe; Identify north and south pole; Explain how gravity affects all on earth; Draw earth in relation to the sun. <p>Space</p> <ul style="list-style-type: none"> Identify the sun, the moon, stars, day and night Explain in their own words why there is night and day time. Explain in their own words what happens to the moon/sun throughout the day and year - seasons, cold and warm etc. Name and describe the planets in our solar system. <p>History</p> <ol style="list-style-type: none"> Heritage week The Moon Landing <ul style="list-style-type: none"> Listen and respond to story of the moon landing; Watch and respond to Apollo 11 take off video; Watch and respond to video of moon landing; Listen and respond to story of the moon landing; | | | |



| | | | | |
|---|--|---|---------------------|---------------------|
| <p>own choice and motivation.</p> <p>Procedure Writing - process, exposure to example texts, modelled and shared writing.</p> | <p>Watch and respond to Apollo 11 take off video; Conscience-alley thoughts of astronauts during Apollo 11 take off; Watch and respond to video of moon landing; Reflect on role of television in informing people; Create space themed musical composition using range of school and homemade instruments; Interview family members about their memories of the moon landing event.</p> | | | |
| <p>Physical Education:</p> | <p>THEME</p> | <p>The Arts* Integrated with Aistear</p> | | |
| <p>GAA with Ciarán - Games and Athletics</p> <p>Wednesday morning sessions with Ciarán. Content covered includes throwing, catching, kicking, running.</p> | <p>The Space Race and Space Exploration</p> | <p>Visual Arts</p> | <p>Music</p> | <p>Drama</p> |
| | | <p>V.A. Construction</p> <p>Make rockets using recycled plastic bottles and other dry mixed recyclables.</p> <p>Drawing</p> <p>Create space drawings using crayons and pastels - colourful under layer - black pastel on top and scratch planets out.</p> <p>Paint</p> <p>Investigating negative space by creating black holes on sugar paper using spatter painting.</p> <p>Drama</p> <p>Retell story of the Moon Landing through role play</p> <p>Role play - The Moon Landing</p> <p>Listen and respond to Holst' Mars - moving in space to music, role playing zero gravity.</p> <p>Music</p> <p>Listen and respond to Gustav Holst's 'The Planets', Space Oddity by David Bowie.</p> <p>Create bodily movements in space responding to music.</p> <p>Create drama responding to 'The Planets'.</p> <p>Respond to music through art - using paint to record music visually.</p> <p>The planet song</p> | | |
| <p>Gaeilge</p> | <p>SPHE</p> | <p>Learn Together</p> | | |
| <p><i>Téamaí: Sa Bhaile/Caitheamh Aimsire</i></p> <p>Sa Bhaile:</p> <p>Eiseamláirí Teanga</p> | <p>Wellbeing</p> <ul style="list-style-type: none"> ● Positivity/calm jars ● Worry lorry | <p>Friendship & Anti-Bullying Month/Thinking Time</p> <ul style="list-style-type: none"> o Revision of 'Thinking Time' where opinions are shared and respected, and equally valid o Respecting the opinions of others | | |



PETNS Monthly Template:

Teacher: Ronan & Julie

Class: First Class

Month: February



- Cá bhfuil an téidi? Tá sé sa seomra x.
- Cuir x sa seomra...
- An bhfuil x sa ...? Tá/Níl x sa ...
- Ar mhaith leat caisléan? Níor mhaith liom/ba mhaith liom x.

Foclóir:

- seomra sui, seomra folcadh, seomra leaba, cistin, clog, tolg, teilifís, leithris, thuas staighre, thíos staighre, gairdín.
- (ag rith, ag siúl, ag léim, ag ithe, ag ól, ag léamh,
- ag rothaíocht, ag iomáint)
- (ag imirt peile, ag caint, ag canadh, ag súgradh,
- ag iascaireacht, ag marcaíocht)
- Geata, crann, balla, díon, íoslach, ailéar.

Caitheamh Aimsire

Eiseamláirí Tenga

- An imríonn tú x? Imrím x.
- An maith leat ag x? Is maith liom x ach is fearr liom x.
- Cad a bhí mé ag deanamh? Bhí tú ag x

- Meditation
- Feeling check in
- Gratitude journaling
- Class dojo - Mojo's worry
- Mindfulness challenges
- Yoga - focus on confidence

- o Making moral decisions
- o Exploring friendship, how to be a good friend, benefits of getting along with others and having friends
- o Participate in Amnesty International Friendship Week
- o Participate in co-operative games eg Silent Alphabetical Name Line-Up; Sitting Circle
- o Carry out kind acts during Random Acts of Kindness Month