



Language and Literacy	SESE			Mathematics and Numeracy
Explicit: Explanation / Questions and interviews Revision: Procedural / giving instructions and procedures Oral Language: <ul style="list-style-type: none">oral presentations SESE / weather forecastDiscussion; weather, news, relevant topics in classStationsDiscuss New Year/ Resolutions Poems: Do I Look Mad?/ My Shoelace Blues/ Put on Your Coat / My Shirt <ul style="list-style-type: none">Discuss the contents and images of the poems.Identifying rhyming wordsFinding 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.Draw a response to the poem 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.Reading websites and information books during research time.Reading lots of examples of explanation and procedural texts	Science	History	Geography	Money <ul style="list-style-type: none">Brainstorm -what do I already know about money? -why is it important to understand money? examples in real-life; -what words do we use when we're dealing with money? list vocabulary on board.Discuss the euro coin number lineName which coin has the highest/lowest value from a group of coinsMatch pictures of coins to correct value in euro/centsCut out coins and stick the correct amount into a piggy bankBrainstorm in groups -what can I buy for x amount?Set up a classroom shopPaying and giving change using least amount of coinsPlay euro money bingo/ loop card gamePlan a birthday party or shopping list on a budget Children calculate small shopping bills in the supermarket or shop <ul style="list-style-type: none">Children pay for items and check correct changeAsk children to use exact coins when paying for somethingEncourage children to count money in their money box/pocket moneyComplete word problems relating to money from Planet Maths text book, write into their copies Fractions <ul style="list-style-type: none">Fractions song https://www.youtube.com/watch?v=ITce7f6KGE0 <ul style="list-style-type: none">-Cutting the cake activity - halves, thirds, sixths, ninths, eighteenths-PM book ; equivalent fractions/ fraction number line-Draw fraction wall-PM activitiesCutting and dividing real objects: pizza/ chocolate barCooking/baking – cut pizza, pour half the mixture, share amountsWhat time is it? Half past, quarter past or to?How many examples of half & quarter can you find? Half hour/moon, half-time, half litre,
	History KWL chart on clothes (review at end of the topic) <ul style="list-style-type: none">Pair work: Write down on a post-it as many items of clothing as you can in 2 mins!Discuss all brainstormed items- what they are, part(s) of the body they cover.Clothes worn on special occasions: when do you wear something special? link to L.T. cultural celebrations, e.g. veil, communion dress, head dress, etc.Name times we wear specific clothes: swim suit, wetsuit, sports gear.Name different types of clothes: leisure wear, uniform, underwear, formal, etc.Examine personal photos: children bring in photos from when they were younger.Identify changes in clothes they wore then & now, fashion, eg babygrow; styles, etc.Examine family photos - discuss clothes worn in the past by parents,grandparents.Relate clothes worn to the activities people did every day & what life was like.Relate clothes worn today to the activities people do in them (designed for...)Weather: relate clothes worn to the temperature & climateExplore when it was worn, eg.- is it a special occasion or a regular day? -why?Discuss what evidence a historian can gather about an era from the clothing.View family photos of mine from 1950's Ireland & discuss difference with now: people had less amount of clothes, took great care of special outfits, dressed up for a photo to be taken -Class timeline on clothes & their development over time: construct & discuss <ul style="list-style-type: none">Heritage Week intro: brainstorm topic & vocab: how was life different long ago? How can we find out about life long ago? Where can we find clues? Who can we ask?			

**Guided Reading & Spelling;**

- Self correction of own work for spelling mistakes, word wall, reading a book and dictionary work based on an unknown word
- Reading Eggs for differentiated reading work
- Reading Groups/ team guided reading twice a week for all children. Redwood - Mon/Thurs
Rowan - Tues/Wed

Writing:**Explanation**

- Revise the features of explanation writing & create a poster for the wall to remind us of the features
- present children with lots of examples of the genre (PDST website)
- Shared writing: children dictate and teacher writes an explanation linked to SESE
- Paired writing. Children plan and work with a partner to complete a first draft of an Explanation. Further editing and creating a slide show.
- Independent writing: children choose what they what to explain and write about
- Writing goals for January
- writing down homework
- writing science experiments; prediction/ method / results
- writing tasks during SPHE/ SESE / Gaeilge / Maths

- Explore newspapers, photos & artefacts to search for clues about life long ago
- State if an item is a primary or a secondary source
- View photo from 1950's Ireland & discuss differences with now (google images)
(shopkeepers wore white coats, old Irish money, style of clothes worn & cars)
- View newspapers from the 1950's, review & discuss adverts (fur coats, clothing of the time, hoovers, Nivea cream & sun protection, different fashion-clothes & cars)
- Explore artefacts, predict what they were used for and explain why
- Write about my favourite item in the mini-museum (material it's made from, it's use, age, adjectives to describe it, draw picture, how is the modern version different?)
- Encourage children to bring in photos from when they were younger to continue

Projects

- work in groups and research an era of clothes using chromebooks (clothes from 20's, 60's, 70's, 80's)
- Questions: What did clothes from the time look like? What materials were they made from? How did the clothes reflect what life was like then?
- websites: *Vintage Dancer, The People History, Fifties Web, Retro Waste, Fashion History, Timetoast, Ask About Ireland-Clothes our Grandparents Wore, Costume, Local Histories, Soft Schools*
- Discuss what evidence a historian can gather about an era from the clothing
- present evidence found in groups
- Make predictions as to the clothes of the future
- Interview questions:** orally prepare questions for an interview with a fashion designer from the given era in groups.

Geography

- Name the four seasons & what happens in each one
- Explain what clothes could be worn or weather expected in each season
- Talk about a given season for 30 seconds: how much can you say about it?

half a kilo, half a kilometre, half a dozen, half-back, half board, half bottle, half brother/sister, half door, half price, half-hearted, half landing, half light, half measure, half term, half-yearly, halfway, halfway line, half length, half pay, half-century. Quarter of an orange, first/second/ third quarter, quarterback, quarterly, quarters (lodgings), quarter note(crotchet), quarter tone, quarter-hour, quarterdeck

Division Tables

- continue to learn division tables, 2, 3, 4, 5, 6



- Vocabulary brainstorm in groups: how many different words can you think of relating to weather in 1 minute? Competition between the groups
- Direct Teaching: Explicitly teach how Ireland is a maritime climate. What does this mean?
- Find out what the weather forecast is for the week: online sources, newspaper, iphone
- Present it using a map of Ireland- use the correct terminology when speaking about the forecast (Oral Language)
- Record class weather chart over the course of the week
- Introduce symbols for sun, wind, rain, heavy rain
- Talk about a given season for 30 seconds: how much can you say about it?
- Vocabulary brainstorm in groups: how many different words can you think of relating to weather in 1 minute? Competition between the groups
- Discuss sayings relating to the weather: eg. red sky in the morning, shepherd's warning & see if they're true. Write sayings into SESE copy
- Find out what the weather forecast is for the week: view online sources, newspaper, iphone & discuss what infographics and data shown mean
- View RTE weather forecast on RTE player & discuss terminology & symbols used
- Role- Play: In groups, present the weather forecast using a map of Ireland- use the correct terminology when speaking about the forecast (Oral Language)

Science:**Materials:**

- Recap on what we learned last week- make a comprehensive class list of all the materials we can that are used in clothing (suede, leather, polyester, acrylic, wool, cotton, velvet, etc.)
- View & feel a range of different materials, cut it into sections, stick onto chart paper & write descriptions around it (properties, texture, use, colour, if they like it)
- Investigate which fabric is best to use for a raincoat.

Challenge: to design a fair test to decide on



	<p>best material for a raincoat. How will you test the fabrics? Draw & write to explain what you'll do;</p> <ul style="list-style-type: none">• Fair test: What is a fair test? How will you ensure it's a fair test?• Pupils record results & observations• Which fabric do you think is best for making a raincoat? Why? Explain.• Children use their chosen fabric to design a raincoat (link with Art lesson) <p>-Learn about natural and man-made materials (card 13) -Paper investigation: Investigate different types of wrapping paper and compare to regular paper for strength</p>							
Physical Education:	THEME	The Arts						
Awareness of the proper clothes to wear for PE!	<i>Clothes</i>	<table><tr><td>Visual Arts</td><td>Music</td><td>Drama</td></tr><tr><td colspan="3"><p>Visual Art Shoes - Observational drawing</p><ul style="list-style-type: none">• Children view a range of drawings & paintings of shoes• I demonstrate how much of the page their drawing needs to fill and how they will mark out the dimensions of it.<p>-Demonstrate holding the pencil horizontally with arm extended & using a thumb to measure parts of the shoe/runner. Then mark it on the drawing https://www.youtube.com/watch?v=Kjp_tEoL_UY Use YouTube clip for greater understanding</p><ul style="list-style-type: none">• Children take off their shoes & position one piece of footwear in front of them on the desk• Look at the lines, observe the size & use demonstrated process to mark out area on page• Children draw their shoe/runner large on the page in pencil in as much detail as they can• They add colour using a medium of their choice (crayon, colouring pencil, paint)• Children include their name in large hand lettering curving along the line of the shoe<p>-Practice tying shoelaces using string / making knots</p><p>Raincoats Brainstorm what a raincoat might look like: long short, fitted, loose</p></td></tr></table>	Visual Arts	Music	Drama	<p>Visual Art Shoes - Observational drawing</p> <ul style="list-style-type: none">• Children view a range of drawings & paintings of shoes• I demonstrate how much of the page their drawing needs to fill and how they will mark out the dimensions of it. <p>-Demonstrate holding the pencil horizontally with arm extended & using a thumb to measure parts of the shoe/runner. Then mark it on the drawing https://www.youtube.com/watch?v=Kjp_tEoL_UY Use YouTube clip for greater understanding</p> <ul style="list-style-type: none">• Children take off their shoes & position one piece of footwear in front of them on the desk• Look at the lines, observe the size & use demonstrated process to mark out area on page• Children draw their shoe/runner large on the page in pencil in as much detail as they can• They add colour using a medium of their choice (crayon, colouring pencil, paint)• Children include their name in large hand lettering curving along the line of the shoe <p>-Practice tying shoelaces using string / making knots</p> <p>Raincoats Brainstorm what a raincoat might look like: long short, fitted, loose</p>		
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- Brainstorm elements it might have: hood, pockets with buttons/ open pockets, buttons, zip, long sleeves
 - Children research fashion books/internet to get ideas about shape. How has the raincoat changed over time? (link with History). Design a Raincoat
 - Children sketch their ideas on paper. Then draw their design on to squared paper (front & back) to decide on the overall shape
 - Children draw the overall shape of the raincoat & make a 2D collage of it using different materials
 - They note & illustrate where features are located: a hood, pockets, zip, buttons & sketch any details they want, e.g. stitching
 - Children share their design with the class, look and respond to peers
- work and reflect on the overall experience

Designing an outfit

Each group has researched a given era in fashion. They draw a spider web diagram noting the main features of fashion from the era

- I show the children some clothes in styles of given eras as inspiration: swing coat (60's), flares (70's), flapper dress (20's) & navigate to help
- Decide if they will create an outfit for a male or female
- Use research gathered, fashion history library books & websites as a visual reference. Work together to brainstorm & sketch ideas
- Create an outfit from that given era, sketch it on paper, choose material to add swatches showing what it will be made from
- Make one item in the outfit 3D by attaching paper/fabric & using methods such as: twisting, folding, pinching, stitching
- Look & respond: groups share their design with the class

Music

- Experiment with vocal, body percussion & instrument sounds that imitate footwear sounds
- Explore word rhythms on instruments



- Listen to 'Clog Dance' (Ferdinand Herold)

-Use a string to explore the meaning of a phrase and as a response activity. Each child gets a piece of string and they move it to the music

- Respond to the music through movement
- Listen to 'Sarabande' (Handel)
- Listen to 'Blue Suede Shoes' - use gesture to identify 2 beat & 3 beat rhythms

-use the string to conduct in 2/2 time.

-Draw a picture of a character that matches each song (slow/fast)

Unison Singing

- Play the track, children listen to the song, then sing along to it (track 33)
- View the score of the song on the visualiser & explain the timing for each symbol (quaver: half beat, crochet: 1 beat, minim: 2 beats)
- Explain the song was originally written about a particular style of hat that had three points or corners.

Melody

was composed by a German composer called Franz Schubert

- Children perform the song and this time, they 'think' the word hat & point to an imaginary hat on their head rather than singing the word (practice slowly without the CD first). I give them a starting note on G flute
- Sing the song again but this time think the word 'three' and hold up 3 fingers rather than singing. Next replace the word corners by pointing to an elbow
- Sing the song without singing the words hat, three or corners without music, then with the music

Heritage week

-Discuss that music is part of heritage for people. *How? Can someone explain what this means? Can you give me any examples?*



-brainstorm; ways people used to listen to music (records, CD's, mp3 players, radio) and how we listen to music (apps like spotify/ youtube/ phones, radio, television) are there any similarities (radio/concerts)

-Explain how music is part of our heritage. Irish music is a huge part of Irish heritage

-Questioning: what do we know about Irish music; recall prior learning of jigs and reels. Elicit national anthem from the kids

-Listen to the Irish national Anthem on YouTube and discuss; *Why is it important? Where is it played? What does it mean?*

-Allow children to share their country's national anthem (YouTube most popular) and discuss what it means/ what they like or dislike about it

History of music: Disco Music 1970's

-Elicit from children what they think the history of music means

-Introduce the world musical "style" and elicit what it means

-Listen to the YouTube video of the Bee Gees "Stayin' Alive"

<https://www.youtube.com/watch?v=oQwNN-0AgWc>

-Children must guess what style the song is (Disco)

-Explain what disco music is (boogie down on the dance floor) and that it was most popular in the 1970's. Ask for more examples from the children. Record them on chart paper

-Play more examples of disco music (Abba "Dancing Queen" and The Jackson 5 "Blame it on the Boogie")

<https://www.youtube.com/watch?v=QzoEITAYUFY>

<https://www.youtube.com/watch?v=xFrGuyw1V8s>

-Identify some instruments

-Children will respond to the music by dancing and by drawing a response into their copies

Drama



-Children explore a range of interesting and colorful pieces of clothing. They use adjectives to describe them.

-Teacher chooses random pieces of clothing from the pile and the children give suggestions for who might wear it.

-The children will be told that we are going to create characters. Teacher demonstrates by choosing an item of clothing, wearing it then embodying a new character.

-The children ask the teacher questions and teacher answers in role. Some children will be given the opportunity to do the same.

-The children are split into 4 groups and given a selection of clothing. They will be tasked with using the clothing to create 2 new characters.

-2 people in the group become the characters, 2 people in the group will describe the character to the whole class including: their name, where they are from, their age, their job, a problem they have, etc.

-The children in the class can ask the characters questions.

-Afterwards, the class choose their favourite characters and talk about the importance of costumes/clothing for creating a character.

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-Children are shown videos of haute couture fashion runways such as Chanel, Versace or Gucci SS shows.

-They will be asked to pay attention to how the models walk, their facial expressions, their clothes and their attitudes.

-Teacher will then demonstrate through mime a model putting on one piece of clothing and walking down a runway. The children will have to watch and guess what the piece of clothing is.

-The children will be asked to share how they know that the piece of clothing was what they saw.



		<p>-One or two children will be asked to try it in front of the whole class.</p> <p>-The children will be placed in pairs and they will be tasked with coming up with 2 mime pieces of a model putting on a piece of clothing and modelling it. They will have to pay attention to walking, their expressions and how they wear the clothing.</p> <p>-All other groups will then watch each other and make guesses about what the clothing is.</p>
Gaeilge	SPHE	Learn Together
<p>Éadaí</p> <p>Graiméir:</p> <ul style="list-style-type: none"> Foghraíocht: fh / o/ó Briathre: Caith / An bhfuil? Tá/Níl. An gaitheann tú? Caithim... ar an, faoin, ag an, in aice orm, ort, air, uirthi Dul siar: An bhfaca tú? Chonaic/ Ní fhaca Ich 65 <p>Eisteacht:</p> <ul style="list-style-type: none"> Tascanna éisteacht Ich 56, 61 Ag éisteacht leis an múinteoir ag caint is ag léamh Ag éisteacht leo féin comhrá beirte: An bhfuil ___ ort? Tá/ Níl ___ orm. An gaitheann tú? ... Caithim/ Ní chaithim Cluiche Kim/ Deir ó grádaigh / cluiche ciorcal éist leis an dán " agus an amhrán éist leis an scéal 'éadaí ró-bheag' Ich 53 <p>Labhairt:</p> <ul style="list-style-type: none"> na ceisteanna roimh agus ag deireadh gach scéil a dhéanamh ó bhéal 	<p>Getting Along</p> <ul style="list-style-type: none"> Discuss friendship- what does it mean? Is it possible to form a friendship with someone who doesn't like them? Even though we may not like everyone we still need to use our getting along behaviours. Point out that to have good friendships we must treat others as we would like to be treated Friends, Buddies & Pals worksheet: each child completes each sentence on the sheet with their own ideas. <p>Share responses aloud, noting similarities & differences. Use answers as basis for discussion on what it means to be a friend- I draw a spider diagram on board to illustrate</p> <ul style="list-style-type: none"> Children write their own definition of a friend on their page, share with class, discuss, create class definition Table groups: on flipchart paper, each group draws 2 columns, one with the heading 'Fair Weather', the other 'True Blue'. Explain the phrases: fair weather (someone who treats us nicely when things are going well but 	<p>Human Rights</p> <ul style="list-style-type: none"> Recall definition of term 'Human Rights' Name and explain basic rights - name, identity, home, food, education, care and protection, etc Do we know of any current events where human rights are being breached? Learn and perform song 'Here I am - Human Rights' Participate in Rights in Conflict Activity - Lesson 4 (Lift Off p.29) - Discuss how to resolve situation in scenario Examine cartoon strip scenarios in groups and reflect on rights and consequences of actions within story; suggest suitable solutions for problem (Lift Off p.30) Role-play conflict of rights scenarios Reflect on how felt in role at stages during conflict Watch and respond to video: Unicef Article 28 Reflect on what the right to education means Watch and respond to short film: Right to Education Write reflective piece 'If I didn't have the right to education'; Share thoughts with peers Research education in other countries



<ul style="list-style-type: none">• Féach ar phostaeir agus labhair fúthu.• Labhair Linn: Ich 100/102• Labhair le do chara 100/102• Ag cur agus ag fhreagairt ceisteanna <p>Léitheoireacht:</p> <ul style="list-style-type: none">• Léigh Ich 100/102• 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 Ich 100/102• Tarraing an t-léine is fearr leat Ich 52• Focalchuardach ón Twinkl• Cuir na lipéad ceart (Twinkl)• Abairtí ag úsáid an bhfuil ____ ort / Tá/Níl ____ orm• Críochniaigh na habairtí Ich 54• Scríobh na habairtí i gceart Ich 64• Mo Nuacht - Ar Maidin <p>Feidhmeanna Teanga</p> <ul style="list-style-type: none">• Cad a chaitheann tú gach lá? Caithim .. Cén dath atá ar.. Tá dath ... ar ... An gcaitheann tu?... Caithim/ Ní chaithim• geansaí, hata, t-léine, sciorta, bríste, sairf, bróga, bróga reatha, cultha reatha, cóta, stocaí, carbhat, éadaí scoile	<p>abandons us when we have a problem or need help); true blue (person who sticks with us even when we have problems). List the behaviors they associate with those friends</p> <ul style="list-style-type: none">• Teacher Guide Sheet scenario cards: distribute one per group. Students in each group read their scenario aloud. Two students in each group role-play the situation showing how a fair weather friend would respond• After each group performs discuss other situations where you could be TB/FW.• Explain that being a good friend can sometimes be hard work• Recap on what we have learned- ask children to state 3 points• Discuss Feeling safe. Children complete the following statements. I feel happy when.../ I feel confident when... / I feel proud when... / I feel loved when...• Your feelings belong to you, we all have many different feelings & emotions. It's important to express your feelings -how do you express your feelings -who do you express them to?• Give examples: how would you feel... if your friend Debbie gave you a lovely birthday present. How would you feel? How could you express this feeling to Debbie? – What if your brother came first in a race. How would you feel? What could you say to him? – What if you went on a ghost train with your Aunt & you were so terrified that you started screaming. Then your Aunt put her arm around you & told you it would be all right. How would you feel? What could you say to her? Describe times they feel safe & places they feel safe (yes feelings = safe feelings)	<ul style="list-style-type: none">○ Watch and respond to videos on girls and education: 'The Other Malala's' and 'Girls Right to Education'○ Reflect on gender imbalance in education - Why do girls have less access to education globally○ Create KWL chart re rights activist Malala Yousafzai○ Respond to Malala biography and powerpoint○ Research other education activists like Malala○ Recognise that all children have a right to education
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- Feeling Unsafe: Sometimes we might not feel safe. We're going to call these 'no feelings'. These are all the feelings that make us feel unsafe, like when we're lost or worried about something.
- Children work in groups to brainstorm times when they might feel unsafe. Write on mini whiteboards and share with the class
- Getting lost in a busy street would certainly be a "No" feeling. – If you got lost in a busy street, what could you do? –Has it ever happened to any of you? – How did you feel?
- Discuss solutions. Repeat & reinforce the safe, viable options. Discuss the purpose of safety rules, e.g. water safety & road safety. Explain that rules are there to keep us safe. 1. Do not wander from where you became separated from your Mum or Dad. 2. Try & get help from an Garda or security person. 3. Tell the person your name, who you were with & that you are lost.
- How would you feel when your mum or dad found you? -would that be a 'Yes' feeling? So, if we follow the rules, we can feel safe & get rid of the 'No' feeling.
- Role Play: each group role plays being lost on a busy street & what they'd do

Bullying/ Touches/ Feeling safe & unsafe