



January

Language and Literacy	SESE			Mathematics and Numeracy
	Science	History	Geography	
<ul style="list-style-type: none"> ○ Cursive handwriting; Spelling sentences daily; Brendan Culligan Spelling ○ Genre: Report Writing Introduction, Narrative continuation ○ Adjectives and descriptive detail ○ Silent letters ○ Concepts of Direction ○ PM Level Readers ○ Comprehension: Main Ideas of the story - deeper messages ○ Speaking & listening skills ○ Novel: Teacher Read Aloud (Wonder) ○ Commas ○ Poetry: The Celts ○ Speech and Language Therapy ○ Therapy with SLT <p>Strands/sub strands (Oral Language): <u>Engagement, Listening and Attention</u> Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings.</p> <p><u>Sentence Structure and Grammar (4th, 5th, 6th)</u> Use grammar conventions appropriately and identify differences in sentence structure and grammar across languages and dialects.</p> <p><u>Information Giving, explanation and Justification (all)</u> Analyse and select information to communicate ideas and opinions for a variety of purposes, such as informing, debating, explaining, justifying and persuading</p> <p>Strands/sub strands (Reading): <u>Motivation and Choice (all)</u> Choose, read and critically respond to texts in a range of genres and languages across the curriculum for pleasure, interest and specific purposes</p> <p><u>Vocabulary</u> Acquire appropriate vocabulary to support the independent comprehension of text.</p> <p style="color: red;"><u>Phonics, word recognition and word study</u> Use a range of word identification strategies flexibly and with confidence when reading instructional and independent-level texts across the curriculum.</p> <p><u>Comprehension</u> Compare and synthesise information, thoughts, and ideas from a variety of text sources</p>	<ul style="list-style-type: none"> ○ Diet and living conditions of the celts ○ Materials of Celtic houses. Insulation experiment <p>Strands/sub strands: <u>Living things (all)</u> • Human life</p> <p>Materials • Properties and characteristics of materials</p>	<ul style="list-style-type: none"> ○ Celtic homes, artefacts and villages ○ Celtic Traditions ○ Celtic clothes and food ○ Roles in Celtic society/hierarchy ○ Celtic beliefs and culture ○ Ogham Writing ○ Norman invasion of England and France/Boudica <p>Strands/sub strands: Change and continuity • Continuity and change in the local environment</p> <p>Local studies (4th, 5th, 6th) • Buildings, sites or ruins in my locality • Feasts and festivals in the past</p> <p>Early people and ancient societies (4th, 5th, 6th) • Romans e.g. Benin peoples • Celts</p>	<ul style="list-style-type: none"> ○ Celtic countries ○ Expansion of the Roman Empire - comparison to today's countries ○ Use of rivers in Celtic times <p>Strands/sub strands: <u>Natural Environments (all)</u> • Land, rivers and seas of Ireland</p>	<p>Mental Maths</p> <ul style="list-style-type: none"> ○ Numeral identification: Reading & Writing ○ Rote skip counting forwards and backwards: Buzz ○ Operations ○ Word problems ○ Noggle - Operations to reach a target number <p>Decimals and percentage</p> <ul style="list-style-type: none"> ○ Place Value (tenths, hundredths, thousandths) ○ Mental addition & subtraction of fractions ○ Written addition & subtraction of fractions ○ Multiplication and division of decimals ○ Decimals to Fractions ○ Decimals to percentage ○ Percentage of a number ○ Tables: Multiplication Tables <p>Lines and Angles</p> <ul style="list-style-type: none"> ○ Obtuse, acute, reflex right angles etc. ○ Angles of a circle - finding the missing angle. <p>Money</p> <ul style="list-style-type: none"> ○ Addition, subtraction, multiplication and division of decimals ○ Reducing prices by a percentage ○ Finding change <p>Strands/sub strands: Number</p> <ul style="list-style-type: none"> ● Decimals ● Percentages <p>Shape and Space</p> <ul style="list-style-type: none"> ● Lines and Angles (brought forward from 2021) <p>Measure</p> <ul style="list-style-type: none"> ● Money
	Theme			
	The Celts			
	<p>Special Days: Heritage Week</p> <p>Mainstream Themes: 2nd Class: Happy Little Homes 4th Class: Vikings 5th Class: Conflict - WW1 and Human Rights 6th Class: Conflict - WW2</p>			
				SPHE
				<ul style="list-style-type: none"> ● YCDI – Getting Along ● Random Acts of Kindness ● Anti-Bullying ● Mindfulness/Meditation ● Social Thinking Skills- Games & Activities ● Zones of Regulation



<p>Strands/sub strands (Writing): <u>Conventions of print and sentence structure (4th, 5th, 6th)</u> Use increasingly nuanced print conventions in their independent writing.</p> <p><u>Purpose, genre and voice</u> Draw and write with a sense of purpose and audience while creating texts in a range of genres and other languages where appropriate.</p>	<h2>The Celts</h2> <p>Special Days: Heritage Week</p> <p>Mainstream Themes: 2nd Class: Happy Little Homes 4th Class: Vikings 5th Class: Conflict - WW1 and Human Rights 6th Class: Conflict - WW2</p>				
<p>Learn Together</p>	<p>Visual Arts</p>	<p>Music</p>	<p>Drama</p>	<p>Physical Education:</p>	
<p>Human Rights - Wants and Needs - Rights and Responsibilities - Right to Food, Clothing and a Home (Article 27) - Poverty - Homelessness</p> <p>Strand: Strand Unit Equality and Justice Exploring human rights; Promoting equality; Activating equality through positive action</p>	<ul style="list-style-type: none"> • Poster and video creation - reports on the Celts • Clay models of celtic round houses. • Celtic Art exploration <p>Concepts</p> <ul style="list-style-type: none"> • An awareness of form <p>Strands/sub strands:</p> <p>Clay (all)</p> <ul style="list-style-type: none"> • Developing form in clay • Looking and responding 	<ul style="list-style-type: none"> ○ Integration into the mainstream class. ○ Song Singing ○ Poem reading and creating ○ Celtic music - links to Irish traditional music <p>Musical concepts</p> <ul style="list-style-type: none"> • A sense of pitch <p>Strands/sub strands:</p> <p>Performing (all)</p> <ul style="list-style-type: none"> • Song singing • Literacy 	<ul style="list-style-type: none"> ○ Social Situations ○ Role-play - hot seating Celts ○ Performance poetry <p>Strands/sub strands:</p> <p>Elements of drama</p> <ul style="list-style-type: none"> • Belief • Role and character 	<p>Gymnastics</p> <p>P.E. will be integrated again this month. Children will be applying communication, collaboration and conflict resolution skills which they learned in class to real life situations.</p> <p>Strands/sub strands:</p> <p>Gymnastics (all)</p> <ul style="list-style-type: none"> • Movement • Understanding and appreciation of gymnastics 	

Black Objectives – 1st/2nd curriculum

Red Objectives – 3rd/4th curriculum

Green Objectives – 5th/6th curriculum