



February

| 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: Narrative revision ○ Adjectives and descriptive detail ○ Silent letters ○ Concepts of Direction ○ PM Level Readers ○ Comprehension: Compare and contrast within a text ○ Speaking & listening skills ○ Commas ○ Poetry: The Celts ○ Wordle ○ Presentation of projects ○ Speech and Language Therapy ○ Therapy with SLT <p>Strands/sub strands (Oral Language): <u>Engagement, Listening and Attention</u> Show interest in, demonstrate joint attention and actively listen and attend for enjoyment and for a particular purpose.</p> <p style="color: green;"><u>Social Conventions and awareness of others</u> Explore how culture and identity can influence how people communicate with others, verbally and non-verbally.</p> <p style="color: red;"><u>Vocabulary</u> Select and apply a variety of strategies to acquire a wide range of words and phrases from different sources such as literature, subject-specific texts and other languages.</p> <p style="color: green;"><u>Demonstration of Understanding (4th, 5th, 6th)</u> Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate</p> <p>Strands/sub strands (Reading): <u>Engagement</u> Attend to, take part in and enjoy listening to reading and talking about the meaning and interpretation of written words and illustrations with others, recognising themselves as readers.</p> <p>Discover and explore texts in various languages</p> <p style="color: green;"><u>Phonological and phonemic awareness</u> Play with, recognise and manipulate sounds such as syllables, rhyme, onset-rime and phonemes in spoken words</p> <p style="color: red;"><u>Comprehension</u></p> | <ul style="list-style-type: none"> ○ Diet and living conditions of the celts in traditional myths and legends. <p style="color: green;">Strands/sub strands: Living things (all) • Human life</p> | <ul style="list-style-type: none"> ○ Celtic and Irish myths and legends. ○ Components and recurring themes. ○ Stories relating to the Celts. <p style="color: green;">Strands/sub strands: Story • Stories</p> <p style="color: green;">Story (4th, 5th, 6th) • Stories from the lives • Myths and legends of people in the past A selection of stories should be explored in each year.</p> <p style="color: green;">Continuity and change over time • Homes, housing and urban developments • Food and farming • Clothes • Barter, trade and money</p> | <ul style="list-style-type: none"> ○ Celtic countries ○ Use of rivers in Celtic times - where are they located in Ireland. <p style="color: green;">Strands/sub strands: Natural environments (all) • The local natural environment</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>Algebra - patterns</p> <ul style="list-style-type: none"> ○ Place Value (tenths, hundredths, thousandths) ○ Mental addition & subtraction ○ Written addition & subtraction ○ Problem solving to find the pattern ○ Continuation of the pattern ○ Investigating different types of patterns (adding, subtracting, square roots etc.) ○ 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>The Circle</p> <ul style="list-style-type: none"> ○ Parts of the circle ○ How to find the diameter/radius/circumference ○ Introduction to Pie |
| | Theme | | | |
| | <h3 style="margin: 0;">Irish Myths and Legends (3 weeks)</h3> <p style="margin: 10px 0 0 40px;">Special Days: Friendship Week Anti Bullying week Safer internet day</p> <p style="margin: 10px 0 0 40px;">Mainstream Themes: 2nd Class: On my way to work 4th Class: Kilkenny 5th Class: Conflict - My place in society 6th Class: Conflict - Myself and others</p> | | | |
| | | | | SPHE |
| | | | | <ul style="list-style-type: none"> ● YCDI – Getting Along ● Anti-Bullying ● Mindfulness/Meditation ● Social Thinking Skills- Games & Activities ● Zones of Regulation - individual toolkits ● Empathy in Mediation- What do we need to do (say) so that everything can be put right and we can move on?' ● Teaching Getting Along through Discrete time- Behaviour Specific Feedback positive reinforcement in all class life- see Green card for prompts ideas. |



Compare and select comprehension strategies flexibly and interchangeably and use background knowledge to engage with text in a variety of genres independently or collaboratively

Fluency and self correction (4th, 5th, 6th)

Read texts in a variety of genres effortlessly with appropriate pace, accuracy and expression for a variety of audiences

Response

Recall, discuss and sequence significant details and identify key points of information in text

Strands/sub strands (Writing):

Motivation and Choice

Choose appropriate tools, content and topics for their own writing and select texts for sharing with others

Engagement (4th, 5th, 6th)

Use writing as a tool to clarify and structure thought and to express individuality

Spelling and word study (4th, 5th, 6th)

Analyse how letter- sound correspondences, common spelling patterns and meaningful word parts and roots impact on spelling, using this knowledge to correctly spell words in their writing.

Writing process and creating text

Use the writing process when creating texts collaboratively or independently

Irish Myths and Legends (3 weeks)

Special Days:

- Friendship Week
- Anti Bullying week
- Safer internet day

Mainstream Themes:

- 2nd Class: On my way to work
- 4th Class: Kilkenny
- 5th Class: Conflict - My place in society
- 6th Class: Conflict - Myself and others

Strands/sub strands:

- Myself/Myself and others
- My friends and other people

| Learn Together | Visual Arts | Music | Drama | Physical Education: |
|--|--|---|--|---|
| <p>Human Rights</p> <ul style="list-style-type: none"> - Wants and Needs - Rights and Responsibilities - Right to Food, Clothing and a Home (Article 27) - Poverty - Homelessness <p>Strand: Strand Unit</p> <p>Equality and Justice Exploring human rights; Promoting equality; Activating equality through positive action</p> | <ul style="list-style-type: none"> • Celtic clothes investigation • Spinning wool and weaving to create a piece of fabric • Celtic Art exploration <p>Concepts</p> <ul style="list-style-type: none"> • An awareness of colour and tone <p>Strands/sub strands:</p> <p>Fabric and fibre (all)</p> <ul style="list-style-type: none"> • Creating in fabric and fibre • 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 dynamics <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"> • Tension | <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