



March				
Language and Literacy	SESE			Mathematics and Numeracy
	Science	History	Geography	
<ul style="list-style-type: none"> <li>Cursive handwriting; Spelling sentences daily; Brendan Culligan Spelling</li> <li>Genre: Report revision</li> <li>Adverbs and sentence structure</li> <li>Silent letters</li> <li>Concepts of weight</li> <li>PM Level Readers</li> <li>Comprehension: attention to details</li> <li>Speaking &amp; listening skills</li> <li>Commas</li> <li>Poetry: Rainbow/light and sound poems</li> <li>Wordle</li> <li>Presentation of projects</li> <li><b>Speech and Language Therapy</b></li> <li>Therapy with SLT</li> </ul> <p><b>Strands/sub strands (Oral Language):</b>  <u>Motivation and Choice (all) (S&amp;L)</u>                      Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes</p> <p><u>Social Conventions and awareness of others (plants)</u>                      Use language flexibly and with empathy while initiating, sustaining and engaging in conversations on personal and curriculum-based topics</p> <p><u>Vocabulary (L&amp;S)</u>                      Use sophisticated oral vocabulary and phrases, including the language of text, topic and subject-specific language, and express and use decontextualised language .</p> <p><u>Vocabulary (plants)</u>                      Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose</p> <p><u>Requests, Questions and Interactions (L&amp;S)</u>                      Ask and answer a variety of questions – open, closed, leading, rhetorical – for a range of purposes, such as exploring and discussing texts; clarifying and extending thinking; comparing views and opinions; interviewing, speculating, arguing and persuading</p> <p><u>Playful and creative use of language (plants)</u>                      Listen and respond to the aesthetic and creative aspects of language and use language playfully and creatively, and across other languages as appropriate.</p> <p><b>Strands/sub strands (Reading):</b>  <u>Motivation and Choice (plants)</u>                      Choose, read and communicate about text in a range of genres and languages for pleasure, interest and specific purposes</p> <p><u>Engagement (L&amp;S)</u>                      Engage with texts of increasing complexity and discover and explore texts in various languages</p> <p><u>Conventions of print and sentence structure (plants)</u>                      Analyse and compare conventions of print in texts of increasing complexity.</p>	<ul style="list-style-type: none"> <li>How we hear; parts of the ear and their functions</li> <li>How we see; parts of the eye and their functions</li> <li>Light; it's properties, how it moves etc.</li> <li>Sound; it's properties, how it moves etc.</li> </ul> <p><b>Strands/sub strands:</b>                      Living things (plants) (all)                      • Plant and animal life</p> <p>Energy and forces (L&amp;S) (all)                      • Light                      • Sound</p>	<ul style="list-style-type: none"> <li>History of electricity - Thomas Edison, evolution of electricity and how we use light</li> <li>History of Sound - Alexander Graham Bell, evolution of sound transportation</li> </ul> <p><b>Strands/sub strands:</b>                      Continuity and change over time (L&amp;S) (4th-6th)                      • Homes, housing                      • Energy and power</p>	<ul style="list-style-type: none"> <li>People at work; services. Electricians and sound engineers</li> <li>Caring for the environment; how electricity can become sustainable</li> </ul> <p><b>Strands/sub strands:</b>                      Environmental awareness and care (Plants)                      • Caring for my locality</p>	<p><b>Mental Maths</b></p> <ul style="list-style-type: none"> <li>Numerical identification: Reading &amp; Writing</li> <li>Rote skip counting forwards and backwards: Buzz</li> <li>Operations</li> <li>Word problems</li> <li>Noggle - Operations to reach a target number</li> </ul> <p><b>Data</b></p> <ul style="list-style-type: none"> <li>Tally charts</li> <li>Bar and line graphs - interpreting information</li> <li>Maths language around interpreting data</li> <li>Data collection and interpreting graphs</li> <li>Pie charts, frequency charts</li> </ul> <p><b>3D Shapes</b></p> <ul style="list-style-type: none"> <li>Properties of 3D shapes</li> <li>Maths language around 3D shapes</li> <li>Nets of 3D Shapes</li> <li>Capacity of regular 3D shapes</li> </ul> <p><b>Strands/sub strands:</b>                      Data                      • Representing and Interpreting data                      • Chance</p> <p>Shape and Space                      • 3D Shapes</p> <p>6th class will integrate for Maths 4 times weekly and Mental Maths will now be set as homework. 5th class will integrate for Maths twice weekly.</p>
	Theme			
	<h2>Light and Sound/Plants</h2>			
	<p><b>Special Days:</b>                      St Patrick's Day                      Engineers week                      Tree Week</p> <p><b>Mainstream Themes:</b>                      2<sup>nd</sup> Class: Growing                      4<sup>th</sup> Class: Medicine                      5<sup>th</sup> Class: Conflict - Growing                      6<sup>th</sup> Class: Conflict - Biodiversity</p>			
				SPHE
				<ul style="list-style-type: none"> <li>YCDI – Getting Along</li> <li>Anti-Bullying</li> <li>Mindfulness/Meditation</li> <li>Social Thinking Skills- Games &amp; Activities</li> <li>Zones of Regulation - individual toolkits</li> <li>Empathy in Mediation- <i>What do we need to do (say) so that everything can be put right and we can move on?'</i></li> </ul> <p><b>Strands/sub strands:</b>                      Myself/Myself and others                      • My friends and other people</p>



Vocabulary (L&S)  
Use appropriate reference materials to independently uncover the meaning of unknown words

Comprehension (plants)  
Draw on a repertoire of comprehension strategies and background knowledge to comprehend text independently or collaboratively

**Strands/sub strands (Writing):**  
Motivation and Choice (plants)  
Evaluate and critically choose appropriate tools, strategies, content and topics to create text in a range of genres across the curriculum for a variety of purposes and audiences

Vocabulary (plants)  
Use a more sophisticated range of vocabulary from many sources and explore the aesthetic, creative and imaginative dimensions of language in their writing

Purpose, genre and voice (L&S)  
Explore and use the typical text structure and language features associated with a variety of genres.

Writing process and creating text (L&S)  
Identify and evaluate skills and strategies associated with writing as a process and use them to create texts independently and/or collaboratively across a range of genres, in other languages where appropriate and across the curriculum for a variety of purposes and audiences

Use appropriate language to evaluate and discuss revisions and edits to texts created in a range of genres for a variety of purposes and audiences

## Light and Sound/Plants

**Special Days:**  
St Patrick's Day  
Engineers week  
Tree Week

**Mainstream Themes:**  
2<sup>nd</sup> Class: Growing  
4<sup>th</sup> Class: Medicine  
5<sup>th</sup> Class: Conflict - Growing  
6<sup>th</sup> Class: Conflict - Biodiversity

Learn Together	Visual Arts	Music	Drama	Physical Education:
<ul style="list-style-type: none"> <li>o Communication Skills / social cues</li> <li>o Social Filter</li> <li>o Circle time/ Friendship/ RP</li> <li>o Irish Culture - Seachtain na Gaeilge</li> <li>o Rites and ceremonies</li> </ul> <p><b>Strand: Strand Unit</b> Belief Systems</p> <p>Encountering the philosophy and values of the major belief systems; Exploring the rites and ceremonies associated with a variety of belief systems</p>	<ul style="list-style-type: none"> <li>● Painting/drawing in varying degrees of light</li> <li>● Sound art</li> <li>●</li> </ul> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• An awareness of pattern and rhythm</li> </ul> <p><b>Strands/sub strands:</b></p> <p>Construction (all)</p> <ul style="list-style-type: none"> <li>• Making constructions</li> <li>• Looking and responding</li> </ul>	<ul style="list-style-type: none"> <li>o Integration into the mainstream class.</li> <li>o Song Singing</li> <li>o Poem reading and creating</li> <li>o Music language incorporated into sound topic e.g. tempo, pitch etc.</li> </ul> <p><b>Musical concepts</b></p> <ul style="list-style-type: none"> <li>• A sense of structure</li> </ul> <p><b>Strands/sub strands:</b></p> <p>Composing (all)</p> <ul style="list-style-type: none"> <li>• Improvising and creating</li> <li>• Talking about and recording composition</li> </ul>	<ul style="list-style-type: none"> <li>o Social Situations</li> <li>o Role-play - inventors of creations that use/create light and sound</li> <li>o Performance poetry</li> </ul> <p><b>Strands/sub strands:</b></p> <p>Elements of drama</p> <ul style="list-style-type: none"> <li>• Time</li> </ul>	<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><b>Strands/sub strands:</b></p> <p>Aquatics (all)</p> <ul style="list-style-type: none"> <li>• Hygiene</li> <li>• Water safety</li> <li>• Entry to and exit from the water</li> <li>• Buoyancy and propulsion</li> <li>• Stroke development</li> <li>• Water-based ball games</li> <li>• Understanding and appreciation of aquatics</li> </ul>

Black Objectives – 1<sup>st</sup>/2<sup>nd</sup> curriculum

Red Objectives – 3<sup>rd</sup>/4<sup>th</sup> curriculum

Green Objectives – 5<sup>th</sup>/6<sup>th</sup> curriculum