



| Language and Literacy  | SESE   |         |           | Mathematics and Numeracy  |
|--|--|---------|-----------|---|
| <p><b>Oral Language</b><br/>                     Procedural language - Giving instructions.-</p> <ul style="list-style-type: none"> <li>Verbs: Doing words/actions words - pair games using verbs e.g. simon says.</li> <li>Discussing various examples of procedural writing.</li> <li>Comparing examples of procedural writing with one another.</li> </ul> <p>Sequencing and retelling story of Town Mouse and Country Mouse</p> <p><b>Reading</b><br/> <b>Story</b> - Town Mouse and country Mouse<br/> <b>Retelling story</b> - reading big book as whole class.<br/> <b>Comprehension Strategies</b> - Using Building Bridges of Understanding texts<br/> <b>Explicitly Teach:</b></p> <ol style="list-style-type: none"> <li>Questioning</li> <li>Making connections</li> </ol> <p><b>Revise:</b></p> <ol style="list-style-type: none"> <li>Predicting</li> <li>Visualisation</li> </ol> <p><b>First Steps Familiarising</b><br/>                     Familiarising children with procedural writing through immersive reading.<br/> <b>Spelling/Phonics</b><br/>                     Revise spelling strategies and phonics covered in Term 1.<br/>                     Introducing initial sounds: Tr, Pr, fr, sk and final sounds: -ck, -all, -ill, -ff<br/>                     Spelling and phonic games, memory games, brainstorming word lists and families.<br/>                     Dolch list 5 - 7<br/> <b>Grammar</b><br/>                     Verbs/alphabetical order/ revise capital letters and full stops<br/> <b>Poetry</b><br/>                     Blends poems - Tr, Pr, fr, sk<br/>                     Mice<br/> <b>Writing</b><br/> <b>First Steps - Procedural Writing</b><br/> <b>Familiarisation:</b> showing the children lots of examples of this</p> | Science  | History | Geography | <p><b>Number:</b> Revision on content covered in Term 1 i.e. addition within 20, number bonds, patterns, money, number lines and column addition</p> <p><b>Place Value</b> Children group objects into tens and units and identify how many 10s and units using concrete materials; Children identify which part of the number is the tens and which is the units. Children draw tens and units to represent a given number. Demonstrate use of place value grid (WC).</p> <p><b>Measures: Length</b></p> <ul style="list-style-type: none"> <li>Measuring various objects using cubes and a pencil and our steps;</li> <li>Estimate the length of an object before we measure.</li> <li>Introducing the idea of hand spans; Introducing the metre stick as a standard unit of measurement; Children estimate and measure objects around the room in pairs using their own metre stick.</li> </ul> <p><b>Weight:</b></p> <ul style="list-style-type: none"> <li>Discuss process of weighing.</li> <li>Select non-standard units from given options</li> <li>Estimate, weigh and record weight of objects using non-standard units.</li> <li>Discuss need for standard unit of measurement.</li> <li>Describe how to use scales.</li> <li>Sort objects as heavier than/lighter than a kilogram.</li> <li>Solve kilogram problems.</li> </ul> |
|  | <p><b>Science</b></p> <ul style="list-style-type: none"> <li>Magnetism - Investigate how magnets attract some materials</li> <li>Explore the relationship between magnetism and materials</li> <li>Electrical safety - how to use electricity safely.</li> <li>Design and make electrical safety posters.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Presentation and discussion of pictures of different types of houses in local area and around the world.</li> <li>Examine images of gardens/yards/balconies etc</li> <li>Create drawings of own home and simple map of local area</li> <li>House Plan – discussing a bird’s eye view picture of a house. Identifying objects from the picture.</li> <li>Describe location of home.</li> <li>Compare and contrast own home with homes in Ireland and around the world.</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>Discuss the homes we live in: materials used, heating, etc.</li> <li>Look at images of Irish houses in past.</li> <li>Examine images of homes now and then; identify things that have changed/stayed same.</li> <li>Draw picture of ‘Irish houses then and now’.</li> <li>Examine how Dublin has changed through time - buildings, transport.</li> <li>Discuss what life would be like without electricity: <b>‘If there was no electricity in the world...’</b></li> <li>Retell story of Thomas Eddison</li> <li>Re-enact story and retell through drama</li> </ul> |         |           |   |



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| <p>genre.<br/> <b>Discovery (direct model):</b> engaging in focused talk and discussion, questioning, etc. Teacher models – highlighting the structure, the language features, grammar used in Procedural texts e.g. doing verbs/actions verbs.<br/> <b>Modelled Writing:</b> teacher writes their own sample of procedure using their own ideas, not the children's.</p>   |  |   |                    |              |              |
| <p><b>Physical Education: Gymnastics</b></p> <p><b>Basic movement skills:</b> balancing, rolling, turning, twisting, stretching, climbing and transferring weight. Continue linking of movement skills to produce individual and pair sequences on the floor and using apparatus.</p> <p><b>Travel on feet:</b> Run, stop, skip and stop. Walk, stop, hop and stop. Explore direction, pathways, speed, levels. Revise the five basic jumps (2 feet to 2 feet, 2 feet to 1 foot, one foot to same foot, one foot to other foot, 1 foot to 2 feet)</p> <p><b>Curling and stretching.</b> Bend the knees and lower the body over the knees. Stand up tall and stretch. Using the seat as a base, pull the knees into the chest then stretch the arms and legs up and out. Using the knees as a base, bend the upper body over the knees then stretch the body and the arms out.</p> <p><b>Create their own sequence</b> Work with a partner – make a sequence of three curled and three stretched shapes with partner. The children perform the sequence together or in turn.</p> | <p><b>Theme: Living in the City</b></p>  | <p style="text-align: center;"><b>The Arts* Integrated with Aistear</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; color: red;"><b>Visual Arts</b></td> <td style="width: 33%; text-align: center; color: green;"><b>Music</b></td> <td style="width: 33%; text-align: center; color: blue;"><b>Drama</b></td> </tr> </table> <p><b>V.A.</b><br/> <b>Clay:</b> Look and appraise building styles of cities around Europe and the world. Name and describe observed shapes and use of line in building design. Design and make clay houses using cuboid/cube shapes - make clay city. - link to clay houses <a href="#">here</a>.</p> <p><b>Paint</b><br/>         Create city silhouettes using city cut out and night sky background.</p> <p><b>Drama</b><br/>         Retell story of Town Mouse and Country mouse. Role play - the Coffee Shop - café in the city.</p> <p><b>Music</b><br/>         Tah tah ti ti tah - patterns and writing rhythms. Clap back their partners patterns and vice versa. Play rhythmic patterns on percussion instruments. Record patterns using notation. Represent score of music heard using paint - line and dot.</p> | <b>Visual Arts</b> | <b>Music</b> | <b>Drama</b> |
| <b>Visual Arts</b>  | <b>Music</b>   | <b>Drama</b>  |                    |              |              |
| <p><b>Gaeilge</b></p>   | <p><b>SPHE - Myself</b></p>  | <p><b>Learn Together - Equality and Justice</b></p>   |                    |              |              |
| <p><b>Téamaí: Bia, Sa Bhaile</b><br/> <b>Scéal:</b> An Luch Cáthrach agus an Luch Tuaithe<br/> <b>Dul siar:</b><br/>         Bia agus an fóclóir ag baint leis. Laethanta, uimhreacha, ceisteanna.<br/> <b>Sa Bhaile:</b><br/>         Gníomhaíochtaí ar mBua na Cainte. Ag foghlaim fóclóir nua tríd gcluichí a imirt agus cómhra eadairthe féin.</p>  | <p><i>Safety &amp; Self Protection</i></p> <ul style="list-style-type: none"> <li>Discuss feeling of safety. Brainstorm list of safe vs unsafe. Discuss safety rules. Role play answering telephone/door.</li> </ul> <p><i>Myself and Others: My friends &amp; other people</i></p> <ul style="list-style-type: none"> <li>Identify the qualities of being a good friend. How we make friends and keep them.</li> <li>Yes/no feelings between others and me.</li> </ul> <p><i>Stay Safe Lessons - safe and unsafe/bullying</i></p> | <p><b>Exploring Human Rights and Promoting Equality</b></p> <ul style="list-style-type: none"> <li>Recall meaning of 'wants' and 'needs'. Listen to scenarios and decide which involve wants or needs.</li> <li>Recall definition of term 'Human Rights'. Name</li> <li>basic rights - name, identity, home, food, education, care and protection, etc. Watch and respond to video: What is a Human Right?</li> </ul>   |                    |              |              |



PETNS Monthly Template: Teacher: Ronan & Julie Class: First Class Month: January

