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Language and Literacy		SESE			Mathematics and Numeracy													
		Science	History	Geography														
<p><b>Oral Language</b> Report writing - shared writing and independent writing Explore non-fiction/report texts on the nature/the outdoors.</p> <p><b>Reading</b> Story - The Story of St. Patrick &amp; 'The Selfish Giant' Retelling story - review story through YouTube, non-fiction texts PM Readers differentiated by grouping - stations guided reading D.E.A.R. time</p> <p><b>Comprehension Strategies - Using Building Bridges of Understanding texts</b></p> <table border="1" data-bbox="96 523 750 667"> <tr> <td>Explicitly Teach:</td> <td>Revise:</td> </tr> <tr> <td>1. Determining Importance</td> <td>1. Questioning</td> </tr> <tr> <td>1. Clarifying</td> <td>2. Making Connections</td> </tr> <tr> <td></td> <td>3. Visualisation</td> </tr> </table> <table border="1" data-bbox="96 694 750 893"> <tr> <td><b>Spelling/Phonics</b> Initial: St, Sp, Tw Final: fl, lp, lk, Sound family revision: ar Dolch list 7 - 11 <a href="#">BC spelling list</a></td> <td><b>Grammar</b> Wk 1: to, two, too Wk 2: Names and initials Wk 3: using a/an Wk 4: using is and are</td> </tr> </table> <p><b>Poetry</b></p> <table border="1" data-bbox="96 981 750 1066"> <tr> <td>The Leprechaun The Daffodils</td> <td>The Flowers Mad Weather we're having</td> </tr> </table> <p><b>Writing - First Steps - Report Writing</b> <b>Shared &amp; Independent writing:</b> teacher and students collaboratively create reports before children independently write their own on modelled topics Topics</p> <ul style="list-style-type: none"> <li>Trees</li> <li>The Garden</li> <li>Plants &amp; Flowers: The Elm / Maple Tree, Daffodils</li> </ul> <p><b>Modelled Writing:</b> teachers write their own sample of procedure using their own ideas, not the children's. <b>Shared Writing:</b> teacher writes the children's ideas.</p>		Explicitly Teach:	Revise:	1. 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<p><b>Free Writing:</b> Children practise writing using their own topics.</p>						
<p align="center"><b>Physical Education:</b></p> <p><b>Warm up game:</b> Shamrocks &amp; Leprechauns</p> <p><b>Outdoor &amp; Adventure</b></p> <ul style="list-style-type: none"> <li>Follow directions given by teacher</li> <li>Introduce a sequence and children following.</li> <li>Use of control cards.</li> <li>Photostar orienteering.</li> <li>Show the children the photograph and the number on the back.</li> <li>Walk the children to the items in the photograph; show them the hanging control and how to record the number in their control cards.</li> </ul> <p><b>Traditional Irish Dancing</b></p> <ul style="list-style-type: none"> <li>Children learn the ‘Siege of Ennis’ and other basic group and individual Irish set dancing and Irish traditional dancing reels and jigs.</li> </ul>	<p align="center">THEME</p> <p align="center"><b>Gardens &amp; The Outdoors</b></p>	<p align="center"><b>The Arts</b></p> <table border="1"> <tr> <td align="center"><b>Visual Arts</b></td> <td align="center"><b>Music</b></td> <td align="center"><b>Drama</b></td> </tr> </table> <p><b>Visual Art</b>  <b>Daffodil Art</b>                  Use of the poem ‘I Wandered Lonely As A Cloud’ as inspiration for a collaborative art piece of a field of daffodils.</p> <ul style="list-style-type: none"> <li><b>Paint &amp; Colour</b>                      Flower hunt and spring paint palette - whole school art.</li> <li><b>Printing</b>                      Marbling art to make Mother’s Day cards.</li> </ul> <p><b>Drama</b>                  Role playing of St. Patrick/A weather forecaster</p> <p><b>Music</b>                  Listen and respond to traditional Irish Music                  Identify Instruments in Irish Traditional Music.                  Listen and Respond to Happy One Step(Sharon Shannon) and Caoineadh Cú Chulainn – compare mood.</p>		<b>Visual Arts</b>	<b>Music</b>	<b>Drama</b>
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<p align="center"><b>Gaeilge</b></p> <p><b>Téamaí:</b></p> <p><b>Ócáidí Speisialta: Seachtain na Gaeilge/Aimsir/Lá Fhéile Phádraig Gaeilge neamhfhoirmúil:</b></p> <ul style="list-style-type: none"> <li>Conas a mbeidh an aimsir amarach? Beidh sé .....</li> <li>Conas a bhí an aimsir inné? Bhí sé.....</li> <li>An bhfuil nuacht agat? Tá nuacht agam, innu an _____. Tá sé _____. Tá tuar ceatha sa spéir/Tá an grian ag taitneamh go hard sa spéir</li> <li>Lá fhéile Pádraig shona duit.</li> </ul> <p><b>Sa Bhaile:</b></p> <p><b>Eiseamláirí Teanga</b></p> <ul style="list-style-type: none"> <li>Cá bhfuil an téidi? Tá sé sa seomra x.</li> <li>Cuir x sa seomra...</li> <li>An bhfuil x sa ...? Tá/Níl x sa ...</li> <li>Ar mhaith leat caisléan? Níor mhaith liom/ba mhaith liom x.</li> </ul> <p><b>Foclóir:</b></p> <ul style="list-style-type: none"> <li>seomra sui, seomra folcadh, seomra leaba, cistin, clog, tolg, teilifís, leithris, thuas staighre, thíos staighre, gairdín.</li> <li>(ag rith, ag siúl, ag léim, ag ithe, ag ól, ag léamh,</li> <li>ag rothaíocht, ag iomáint)</li> <li>(ag imirt peile, ag caint, ag canadh, ag súgradh,</li> <li>ag iascaireacht, ag marcaíocht)</li> <li>Geata, crann, balla, díon, íoslach, ailéar.</li> </ul>	<p align="center"><b>SPHE</b></p> <p><b>Dealing with war in Ukraine</b></p> <ul style="list-style-type: none"> <li>Sharing personal stories</li> <li>Reading stories based on experiences of refugees and war (age appropriate).</li> <li>Importance of kindness</li> </ul> <p><b>Emotions</b></p> <ul style="list-style-type: none"> <li>Ways to show emotion</li> <li>Importance of sharing feelings</li> <li>Using kind words and using our calming down thermometer when we feel frustrated/upset or experience any difficult emotions.</li> </ul> <p><b>Hygiene</b></p> <ul style="list-style-type: none"> <li>Handwashing</li> <li>Coughing/Sneezing etiquette</li> <li>How to sanitize surface.</li> </ul>	<p align="center"><b>Learn Together</b></p> <p><b>Rites &amp; Ceremonies</b></p> <p>Discuss daily routines. Share any religious routines observed                  Group research religious observances eg                  Evaluate any similarities in religious observances eg lighting candles as part of worship                  Discuss, compare and talk to family about name origins                  Listen and respond to information in Signposts about the naming ceremonies of Judaism (p.108); Christianity (p.105); and Hinduism (p.107)                  Watch videos and powerpoints on Jewish, Hindu and Christian naming ceremonies                  Identify similarities between each of the ceremonies eg use of oil, water, special clothing, light, name, etc                  Celebrate St Patrick’s Day                  Celebrate important women on Mother’s Day                  Mark celebrations of Holi and Easter</p>				



**Foclóir:**

- Na baill choirp – dul siar
- Na huimhreacha – dul siar
- Na dathanna – dul siar
- Naomh Pádraig, a chóta, a hata, a bhachall,
- an tseamróg
- glas, donn, buí, oráiste