



Language and Literacy	SESE			Mathematics and Numeracy		
<u>Oral Language</u> <ul style="list-style-type: none"><li>Discussing and sequencing events in a child’s own past</li><li>Describing events – Our News, my weekend, what I did after school etc</li><li>Take turns and extend on others vocabulary – add on sentences</li></ul> <u>Writing</u> <p>First steps:</p> <ul style="list-style-type: none"><li>Revision of -Explanation- What has happened, why and how? What happened when our grandparents went to school? what did they do? what did they play with? Explain their school day? Explain your school day?</li></ul> <p>Handwriting</p> <ul style="list-style-type: none"><li>Just Cursive Handwriting book- correct cursive letter formation</li></ul> <p>Poetry</p> <ul style="list-style-type: none"><li>Write a poem in the form of a “concrete poem”</li></ul> <p>Grammar</p> <ul style="list-style-type: none"><li>Revision of previously covered grammar</li></ul> <p>Listening activities: following instructions</p> <p>Reading</p> <ul style="list-style-type: none"><li>Reading Independently – DEAR Time- Daily</li><li>Reading new vocabulary based on the theme of “GrandParents/ Homes”</li></ul> <p>Phonics: letter sounds- Short oo, Long oo(differentiations)</p> <p>Building Bridges- Questioning: Alexander &amp; the horrible</p> <p>Phonological awareness: Initial &amp; Final sound identification</p>	Science	History	Geography	<u>Operations – Addition and Subtraction</u> <ul style="list-style-type: none"><li>count the number of objects in a set</li><li>read, write and order numerals 0-199</li><li>estimate the number of objects in a set 0-20</li></ul> <p>Time:</p> <ul style="list-style-type: none"><li>use the vocabulary of time to sequence events</li><li>read day, date and month using calendar and identify the season</li><li>read time in hours, half-hours and quarter-hours on 12-hour analogue clock</li></ul> <p>Problem Solving</p>		
	<u>Sound</u> <ul style="list-style-type: none"><li>Make a sound diary: list the sounds you hear throughout the day.</li></ul> <p>The Pigeon</p> <ul style="list-style-type: none"><li>Learn about the pigeon</li></ul> <p>When My Grandparents Were Young:</p> <ul style="list-style-type: none"><li>Listen and respond to the story ‘Katie Morag and the Two Grannies’</li></ul> <p>Homelessness/ Homes around the world:</p> <ul style="list-style-type: none"><li>Describe different types of homes</li><li>Become familiar with some aspects of the lives of people and especially of children in other areas of the world</li></ul>					
Physical Education:	THEME			The Arts		
Gymnastics: <u>Weeks 1 - 4:</u> Balance on large body parts Make a sequence of balances Link travelling and balancing				Visual Arts	Music	Drama
				<u>Art:</u> <ul style="list-style-type: none"><li>Clay modelling</li><li>Drawing - Design your dream home</li></ul>		

**Balance on small parts**

Link travelling and balances.

# Home sweet home

- [Paul Klee Castles](#)
- [art depicting homelessness](#)

**Music:**

- Listen to 'The Typewriter' (Leroy Anderson)
- Create symbols to represent the different sounds in the music

**Drama**

Turas Drama Corner The Three Little Pigs:

- Three Little Pigs (based on theme homes)

**Gaeilge****Frásaí / Eiseamláirí teanga:****Inis dom fúit féin. (dul siar)****Bia/ Sa Bhaile-**AimsirAn Gimhreadh**SPHE****Stay safe month:**Follow Stay Safe programme for 2<sup>nd</sup> ClassYCDI - [Gabby Get Along](#)

Revisit concept lessons 1

**Learn Together**

- Recall definition of wants and needs
- Participate in Shopping Trip activity - (Signposts p.20) - classify items as wants and needs