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| Language and Literacy | **Gaeilge** | Mathematics and Numeracy |
| * Phonics- g,o,u,l,f,b, j,z,w, v,y,x
* Jolly Phonics story, songs and activities
* Sound book and box
* Wordbuild- words containing phonemes above
* Sound swap- words containing phonemes above
* Wordbuilding cubes
* Click on plates that begin with the same sound-
* <http://www.literactive.com/Download/live.asp?swf=story_files/Matching_Plates_US.swf> CVC word reading hedgehog game <http://www.ictgames.com/helpAHedgehog/index.html>
* CVC Phoneme blender http://www.bigbrownbear.co.uk/demo/blender.htm
* Keywords- 2a,b,c,d- word wall, balloon pop
* Sightword flip the egg, Autumn tree keyword colour, muffin tin sightword throw, pass the plate, food shopping basket sightword game, <http://www.abcya.com/alphabet_number_magnets.htm> - build keywords on the fridge
* Find the sight word activity
* Magnetic letters build the sight words.
* Colour words- scarecrow, scarecrow what do you see?
* Little Acorn comprehension activity
* Rhymes- scarecrow, scarecrow turn around
* Stories- the enormous turnip, Handas surprise, Oliver’s vegetables, scarecrows secret, Don’t hog the Hedge, Little Acorns
* Retell and sequence- the enormous turnip
* Don’t hog the hedge rhyming activity
* Language- Who? Activities- who would have a ……? Game Intro where? Play- Find the sound game
* ‘Who / Where’ Pictures activity, where would you find a……? activity (black sheep press narrative pack)
* Modelled/Shared writing –narrative- My news
* Role play- home corner, at the cafe
* Small world- farm, the enormous turnip
* Writing their first name using different mediums
* Handwriting –
* Free writing
* DEAR time
 | **Téáma: Bia**Teanga ó bhéal**Éiseamláirí Teanga*** An maith leat \_\_\_? Is/Ní maith liom \_\_\_.
* Tabhair dom \_\_\_, más é do thoil é.
* Seo duit \_\_\_.
* Go raibh maith agat. Tá fáilte romhat.
* Cuir \_\_\_ ar an mbord.
* An bhfuil \_\_\_ ar an mbord/ar an gcófra?
* Tá/Níl \_\_\_ ar an mbord/ar an gcófra.
* Cá bhfuil \_\_\_? Tá \_\_\_ ar an mbord/ar an gcófra/ar an talamh.
* Is maith le \_\_\_ (luch, cat, madra, bó) \_\_\_. (cáis, bainne, cnámh, féar)
* Faigh \_\_\_ (cnámh, srl.) \_\_\_. (don mhadra, srl.)
* Oscail/Dún\_\_\_. (an buidéal oráiste, an bosca lóin)
* Cad atá sa bhosca lóin?
* An bhfuil \_\_\_ sa bhosca lóin?
* Tá/Níl \_\_\_ sa bhosca lóin.
* Cé leis an bosca lóin? Is le \_\_\_ é. Is liomsa é.
* Tá \_\_\_ lán/folamh.
* Cad atá \_\_\_? (sa chistin, ar an mballa, ar an mbord, sa chófra, ar an gcófra)
* Tá \_\_\_ sa chistin/ar an mballa/ar an mbord.
* Tá sé/sí \_\_\_. (ag ithe, ag ól, ag glanadh, ag scuabadh)
* Glan \_\_\_. Tá \_\_\_ glan/salach.
* Tá ocras/tart orm, a mhúinteoir.
* Ba mhaith liom \_\_\_.

**Modhanna Múinte*** Cómhra:
* ar an gclár bán
* Déan cómhra ranga leis an múinteoir /puipéad/ páistí os comhair ranga
* Déan comhrá beirte
* Treoracha a thabhairt do na páistí: tarraing / dathaigh
* Cluichí idirghníomhach ar an gclár bán, m.sh. Tascanna ÉIsteachta, Cluiche Kim, Dathaigh, Faigh an difríocht, Cluiche Meaitseála
* Mím  agus dráma
* Scéal: Hansel agus Gretel (clár bán)
* Biongó
* Rann/ Ámhráin
* A haon, a dó, a trí, a ceathair, a cúig, a sé
* Tá teidí ag ithe
* Tá ocras orm
* An maith leat cáis?
 | * Connect the dots 1-10

<http://www.abcya.com/connect_the_dots.htm>* intro numbers 6& 7- scarecrow numberline, magic finger, formation
* order numbers 1-7 scarecrow numberline
* number before, after, between using scarecrow numberline
* 5 little scarecrow rhyme
* Ordinal numbers first-fifth 5 Little Squirrels in a Tree and 5 little pumpkins
* Counting backwards 10-1
* Pass the squirrel-RSG 110
* Partitioning numbers 6 &7
* Calculating mentally within 5- game-box numbers RSG PG 67
* sort fruit and farm animals- borrow from Unit
* weighing fruit and veg
* pictogram of coloured leaves
* make sets of 6 & 7 with animals/fruit & veg
* cover number 6/7 With autumn coloured paper
* active primary screen activities- numbers up to 6 & numbers up to 7
* dice patterns 1-6
* sorting a 2/3 property collection
* Sorting healthy/unhealthy food
* tree diagram- sorting 2D shapes
* Intro patterns- starter activity and continue patterns-main activity

<http://resources.hwb.wales.gov.uk/VTC/simple_patterns/eng/>Introduction/default.htm* copy a pattern- cube cards
* continue pattern- cube cards and <http://www.literactive.com/Download/live.asp?swf>=story\_files/sequence\_game\_US.swf
* Oliver’s vegetables- days of the week
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| SESE | Image result for harvest clipartTheme: Autumn and FoodSenior InfantsOctober 2018 | The Arts |
| Science | History | Geography | Visual Art | Music | Drama |
| **Science**Autumn nature trailAutumn PPColour huntIdentify living and non-living objectsInvestigate different types of plants: texture, smell Trees: bark and leaf rubbings, leaf printing, collect leaves and seeds, look at leaves with magnifying glass, sort leaves according to shape, colour, texture and size, insects living on treeAutumn what can you see? PPPredict and look for animal / mini-beast homes, e.g. under stones, on tree, leaves, flowers, grass, footpathEnvironmental CodeLearn about the rabbit Planting bulbs (daffodils)Conditions for growthProcess of planting seeds, order stepsPlanting bulbs play in sand tray**History**Tree - Time and chronology:Examine images of Class Tree in AutumnExamine the Farmer - roles and responsibilities- small world playStory of milk- videos and sequencingAistear water tray- use rubber gloves with pin holes to “milk” cows, collect in buckets, use funnels to fill milk cartons Discussion – Where does butter come from? How is butter made now/in the pastRespond to presentation on butter-churningRecognition and use of relevant vocabulary: cow, milk, cream, butter, buttermilk, churnSequence pictures of butter-churning processPredict how we are going to make butter – tools and ingredients requiredShake container of cream until to make butterSequence pictures of butter-making Examine traditional iron griddle panTaste the butter; report opinions, does it taste different, if so why (no salt) preferences, etcEvaluate the differences between traditionally made butter and supermarket butter discuss chronology of events in a story - the enormous turnip, Handa’s surprise, Oliver’s vegetables, scarecrows secret**Geography**Use of photos/ pictures of trees in autumn, leaves, seeds (acorns, helicopters, conkers)Talk and Discussion-Taking care of our environment.Autumn Weather- Discussing the weather each day.Watching weather forecast each day. Updating daily weather chart.Autumn Nature trailexplore hedgerows - what animals live herecollect leaves and seedsleaf rubbingsleaf printingcreate a class recount with picturesChildren bring garden items for autumn nature tablediscuss the work of people in the local community- At the Café, on the farm | **Drama**Act out the enormous turnip with masks The enormous turnip small world play in sand traySmall world farmRole Play at the caféRole play in the home corner- feeding the familyAutumn animal puppets**Visual Art**cork print autumn tree Autumn leaf man leaf printingbuild with food & drink boxes/containers/bottle farm constructionmaking fruit and vegetable creaturesPlaydough making bunsPlaydough hedgehogsautumn playdough matsTracing over autumn pictures leaf rubbings**Music**Chop, chop, choppity chop- Musical PathwaysCake for tea- making music with kitchen utensils- Music ExpressDingle dangle scarecrowScarecrow, scarecrow turn around Autumn leaves are falling down |
| P.E | SPHE | Learn Together |
| Autumn and food themes games<http://pssi.pdst.ie/pdf/gam/gam_a_4.pdf> - Game-Crusts and crumbs Scarecrow TagGames Lesson 6-9 Dribbling and stopping the ball-Children dribble the ball with their feet anywhere inside the hall or yard. On a signal, trap the ball with footchildren switch the ball quickly from A to B, i.e. A stops the ball on signal, B takes over the dribbling instantly.Passing and trapping in pairs-Get the children to think of different ways to send a ball to a partner and then get them to practice these ways. Kicking the ball-pass the ball to partner who traps it and returns itCatching-Children throw the ball to a partner high or low using an underarm throw. Partner catches it and returns it by rolling it back. Reverse roles.Shooting- Children practice shooting a goal.Long passing and trapping- In pairs, the children pass the ball each other using the front of the foot. continue to pass changing the distance and the pace of the pass.  | You Can do it-Organisation Lessons 1-5 Food a fact of life PP- Why we need food? - for growth and development, energy for work and play, protect against illness helps us to grow Sorting healthy/unhealthy foodMake a healthy food platehealthy lunchbox gameexplore food preferences – what would you like to order in the café?Food likes and dislikes – I like/I don’t like…Working in the café-realize the importance of good hygiene when preparing food to eat. | Aesop’s Fables on themes of love; kindness; forgiveness eg ‘Serpent and the Eagle’ (kindness)Circle Time: Times when I felt love/kindness/forgivenessstory of Buddha (Signposts)meditationstory of Mohammed Plant daffodil bulbs and watch them grow in order to develop a sense of awe and wonder in new lifePaganism- Halloween  |