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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 | | |
| SESE | | | Image result for harvest clipart  Theme:  Autumn and Food  Senior Infants  October 2018 | The Arts | | |
| Science | History | Geography | Visual Art | Music | Drama |
| **Science**  Autumn nature trail  Autumn PP  Colour hunt  Identify living and non-living objects  Investigate 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 tree  Autumn what can you see? PP  Predict and look for animal / mini-beast homes, e.g. under stones, on tree, leaves, flowers, grass, footpath  Environmental Code  Learn about the rabbit  Planting bulbs (daffodils)  Conditions for growth  Process of planting seeds, order steps  Planting bulbs play in sand tray  **History**  Tree - Time and chronology:  Examine images of Class Tree in Autumn  Examine the Farmer - roles and responsibilities- small world play  Story of milk- videos and sequencing  Aistear 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 past  Respond to presentation on butter-churning  Recognition and use of relevant vocabulary: cow, milk, cream, butter, buttermilk, churn  Sequence pictures of butter-churning process  Predict how we are going to make butter – tools and ingredients required  Shake container of cream until to make butter  Sequence pictures of butter-making  Examine traditional iron griddle pan  Taste the butter; report opinions, does it taste different, if so why (no salt) preferences, etc  Evaluate 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 trail  explore hedgerows - what animals live here  collect leaves and seeds  leaf rubbings  leaf printing  create a class recount with pictures  Children bring garden items for autumn nature table  discuss 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 tray  Small world farm  Role Play at the café  Role play in the home corner- feeding the family  Autumn animal puppets  **Visual Art**  cork print autumn tree  Autumn leaf man  leaf printing  build with food & drink boxes/containers/bottle  farm construction  making fruit and vegetable creatures  Playdough making buns  Playdough hedgehogs  autumn playdough mats  Tracing over autumn pictures  leaf rubbings  **Music**  Chop, chop, choppity chop- Musical Pathways  Cake for tea- making music with kitchen utensils- Music Express  Dingle dangle scarecrow  Scarecrow, 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 Tag  Games 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 foot  children 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 it  Catching-  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 food  Make a healthy food plate  healthy lunchbox game  explore 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/forgiveness  story of Buddha (Signposts)  meditation  story of Mohammed  Plant daffodil bulbs and watch them grow in order to develop a sense of awe and wonder in new life  Paganism- Halloween | | |