

<b>Plan:</b> January Short-term Plan 1	<b>Dates:</b> 09/01/17 - 20/01/17	<b>Teacher:</b> Tommy Maher , Heremon National School	<b>Class(es):</b> Fifth Class, Sixth Class
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# Maths

## 5th Class

<b>Strands</b>
Data
<b>Strand Units &amp; Objectives</b>
<b>Chance</b>
construct and use frequency charts and tables
<b>Representing and interpreting data</b>
collect, organise and represent data using pictograms, single and multiple bar charts and simple pie charts

## 6th Class

<b>Strands</b>
Measures, Number
<b>Strand Units &amp; Objectives</b>
<b>Length</b>
estimate and measure the perimeter of regular and irregular shapes
rename measures of length
select and use appropriate instruments of measurement
<b>Operations</b>
divide a decimal number by a decimal, without and with a calculator
divide a four-digit number by a two-digit number, without and with a calculator

estimate sums, differences, products and quotients of decimals

## Teaching Notes

### Language

**Division:** sharing, share equally between, grouping, groups, sets, equal amount, repeated subtraction, divide, left over, remainder, how many times, divided by, exchange, divisible, factor, divisor, dividend, quotient, decimal point, whole number, decimal places, estimate, sum, kilogramme, average, distance, metres, kilometres, litres, equally, decimal fraction, approximate length, product, thousandth, leap year, inclusive, minutes, week, day, dates, calculate, total.

**Length:** millimetre, centimetre, metre, kilometre, fractions, decimals, perimeter, approximately, length, width, breadth, wide, wider, height, estimate, measure, add, subtract, decimal point, multiplication, division, problem, depth, convert.

## Resources

Maths Blaster, School Hub (<http://www.theschoolhub.ie/>)

## Learning Objectives

### Aim

- to enable the child to acquire an understanding of mathematical concepts and processes to his/her appropriate level of development and ability
- to enable the child to acquire proficiency in fundamental mathematical skills and in recalling basic number facts

### Broad Objective

- Number: use acquired concepts, skills and processes in problem-solving
- Measures: know, select and use appropriate instruments of measurement

## Skills & Concepts

### Mathematical skills

- Implementing: devise and use mental strategies and procedures for carrying out mathematical tasks
- Integrating and connecting: understand the connections between mathematical procedures and the concepts he/she uses

## Methodologies

- Direct teaching
- Skills through content
- Estimation strategies
- Use of calculators

## Differentiation

### Learning content: Level

Variation of the level and complexity of the content to reflect the diversity of the pupils' previous achievement

## Assessment

### Teacher Observation

Teacher Observation

### Teacher-designed Tasks and Tests

- Teacher-designed Tasks and Tests
- Individual Assignments
- Group Assignments

## Linkage & Integration

*No Linkage & Integration added*



# English

## Combined Classes

<b>Strands</b>
Competence and confidence in using language, Developing cognitive abilities through language, Emotional and imaginative development through language, Receptiveness to language
<b>Strand Units &amp; Objectives</b>
<b>Oral language: developing competence and confidence in using oral language</b>
converse freely and confidently on a range of topics
<b>Reading: reading for pleasure and information</b>
engage with books in group or in whole-class settings
read widely as an independent reader from a more challenging range of reading material, including stories, poems, myths, legends, novels and non-fiction texts appropriate to his/her age and reading ability
<b>Oral language: developing cognitive abilities through oral language</b>
argue points of view from the perspective of agreement and disagreement through informal discussion and in the context of formal debates
<b>Reading: developing interests, attitudes, information retrieval skills and the ability to think</b>
develop study skills such as skimming, scanning, note-taking and summarising
explore appropriate non-fiction texts for various purposes
<b>Oral language: developing emotional and imaginative life through oral language</b>
discuss ideas, concepts and images encountered in literature
discuss personal reading and writing
<b>Reading: responding to text</b>
appreciate issues in fiction
browse through, handle, discuss, recommend and select books for independent reading
<b>Writing: creating and fostering the impulse to write</b>

experience a classroom environment that encourages writing
experience a level of success in writing that will be an incentive to continue writing
experience interesting and relevant writing challenges

<b>Teaching Notes</b>	
<p><b>Novel</b> - finish reading <i>Guns of Easter</i> and book review</p> <p><b>Building Bridges</b> - questioning - <i>Star of Fear</i>, <i>Star of Hope</i></p> <p>Write 3/4 diary entries from 11/12 yr old child living in London during WWI</p> <p>Discussion on stories.  Predicting, summarising, inferring, questioning based on stories.  Discussion topics: issues arising in the novel  Discussion of current affairs/news  Children re-tell stories from different character's points of view.  Selection of Oral Language games book 'Exploring the novel in Primary School' - 'Who said it' game and Identification through a quotation, identify an object, character, conversation or action.</p>	
<b>Resources</b>	<b>Learning Objectives</b>
Novel (" <i>Guns of Easter</i> "), Building Bridges	<p><b>Aim</b></p> <ul style="list-style-type: none"> <li>● enable the child to read and write independently</li> <li>● enhance emotional, imaginative and aesthetic development through oral, reading and writing experiences</li> </ul> <p><b>Broad Objective</b></p> <ul style="list-style-type: none"> <li>● explore and develop ideas and concepts through talk, directed discussion and writing</li> <li>● choose his/her reading material and engage in and enjoy sustained silent reading</li> <li>● write for different purposes and different audiences</li> </ul>
<b>Skills &amp; Concepts</b>	<b>Methodologies</b>
<i>No Skills &amp; Concepts added</i>	<ul style="list-style-type: none"> <li>● Active learning</li> <li>● Collaborative/Co-operative learning</li> <li>● Talk and discussion</li> </ul>
<b>Differentiation</b>	<b>Assessment</b>

**Learning content: Level**

Variation of the level and complexity of the content to reflect the diversity of the pupils' previous achievement (*Extra teacher supports: one on one and small group*)

**Learning process: Task**

A variety of tasks, varying in their level of complexity, relating to the same learning activity

**Teacher Observation**

Teacher Observation

**Self-assessment**

Talk Partners/Buddies

**Questioning**

Free-response Questions

**Teacher-designed Tasks and Tests**

Teacher-designed Tasks and Tests

**Linkage & Integration**

**History:** World War I



# Gaeilge

**Combined Classes****Strands**

Labhairt, Léitheoireacht, Scríbhneoireacht, Éisteacht

**Strand Units & Objectives****Ag cothú spéise go neamhfhoirmiúil**

an Ghaeilge a labhairt go teagmhasach sa seomra ranga agus sa scoil chun gnáthriachtanais chumarsáide a chomhlíonadh

**Ag úsáid teanga**

ceisteanna a chur agus a fhreagairt

cluichí teanga a imirt

scéalta a athinsint ina f(h)ocail féin, ceisteanna a chur agus a fhreagairt fúthu, agus iad a léiriú i rólghlacadh

**Ag tuiscint teanga**

an príomhsmaoineamh a aithint

an téarmaíocht ar leith a bhaineann leis an léitheoireacht a chloisteáil as Gaeilge agus a thuiscint

straitéisí éagsúla léitheoireachta a chleachtadh

<b>Ag úsáid teanga</b>
freagairt do phearsana agus d'eachtraí i scéal nó dán
léitheoireacht fheidhmiúil a dhéanamh
<b>Ag cothú spéise</b>
aischothú dearfach a fháil ar obair phearsanta
taitneamh agus sásamh a bhaint as gníomhaíochtaí oiriúnacha scríbhneoireachta
<b>Ag úsáid teanga</b>
abairtí a chur san ord ceart chun scéal a scríobh
cluichí taitneamhacha scríbhneoireachta a imirt
<b>Ag cothú spéise go neamhfhoirmiúil</b>
éisteacht leis an nGaeilge á húsáid go teagmhasach sa seomra ranga agus sa scoil

<b>Teaching Notes</b>	
<p><b>Téama:</b> Sa Bhaile 2-3</p> <p>Clár bán idirghníomhach: Póstaer, An focal ceart, tráth na gceist, An lipéad ceart, an péire ceart, an iomhá cheart, focalchuardach</p> <p>Múinteoir ag léamh scéalta on leabhair Béal Beo CD</p> <p><b>Labhairt</b> Cá bhfuil said ina gcónaí? Tá said ina gcónaí i... Cá bhfuil tú i do chonaí? Tá mé i mo chonaí i.... Cén sort tí é seo? Cé atá ina chonaí ann? Cén saghas tí atá agat? Cad atá in aice le do theach? Is teach faoin tuath/sa chathair é? Tá sé déanta as..... Tá sé suite....amuigh faoin tuath/sa chathair. Tá sé thuas/shíos staighre. Tá sé in aice..../os comhair/os cionn... Idirdhealú Teachleabhar Cónaím i..../Cónaímid I..... Tithe ar fud an domhain Plean an tí Labhair le do chara</p> <p><b>Scríbhneoireacht</b> Ceisteanna a fhreagairt Éist agus tarraing Líon na bearnaí Scríobh agus tarraing</p>	
<b>Resources</b>	<b>Learning Objectives</b>

<p>Béal Beo, Postaeir (<i>An focal ceart, tráth na gceist, An lipéad ceart, an péire ceart, an iomhá cheart, focalchuardach</i>), Clár bán Idirghníomhach</p>	<p><b>Aidhm</b></p> <ul style="list-style-type: none"> <li>• taitneamh a bheith le baint as foghlaim na Gaeilge</li> <li>• cumas éisteachta agus labhartha an pháiste a fhorbairt agus a m(h)uinín chun an Ghaeilge a úsáid a chothú</li> <li>• cumas léitheoireachta agus scríbhneoireachta an pháiste a chothú ag leibhéal a oireann dó/di féin agus don chineál scoile</li> </ul> <p><b>Cuspóir Ginearálta</b></p> <ul style="list-style-type: none"> <li>• a c(h)umas cumarsáide a fhorbairt trí chluichí teanga agus tascanna</li> <li>• éisteacht ghníomhach a fhorbairt trí thascanna agus trí chluichí éisteachta beirte agus i ngrúpaí</li> <li>• tuiscint a fháil ar ghramadach na Gaeilge trí úsáid a bhaint as an teanga i gcomhthéacsanna réalaíocha</li> <li>• scileanna na léitheoireachta a fhorbairt trí ábhar taitneamhach a léamh</li> </ul>
<p><b>Skills &amp; Concepts</b></p>	<p><b>Methodologies</b></p>
<p><i>No Skills &amp; Concepts added</i></p>	<ul style="list-style-type: none"> <li>• Modh na sraithe</li> <li>• Modh na lánfhreagartha gníomhaí</li> <li>• An modh closamhairc</li> <li>• Modh Díreach</li> </ul>
<p><b>Differentiation</b></p>	<p><b>Assessment</b></p>
<p><i>No Differentiation added</i></p>	<p><b>Dírbhreathnú an Mhúinteora</b> Dírbhreathnú an Mhúinteora</p> <p><b>Tascanna agus Trialacha atá Deartha ag an Múinteoir</b> Tascanna agus Trialacha atá Deartha ag an Múinteoir</p>
<p><b>Linkage &amp; Integration</b></p>	
<p><i>No Linkage &amp; Integration added</i></p>	



## History

### Combined Classes

<p><b>Strands</b></p>
<p>Eras of change and conflict</p>

<b>Strand Units &amp; Objectives</b>	
<b>World War I</b>	
become familiar with aspects of these periods	
examine and become familiar with evidence which informs us about the lives of people in the periods studied, their thoughts and concerns, especially evidence which may be found locally	
record the place of peoples and events on appropriate timelines	
<b>Teaching Notes</b>	
<p>Children become aware of main events in World War I  Children come to understand the destructive nature of war and empathise with the people who suffered.</p> <p>Children will complete individual projects in February (not to clash with write-a-book)  <b>WWI ideas:</b> give each child a WWI name (popular baby names in 1920)  Look at rationing cards  Research Anne Frank – complete Anne Frank q&amp;a, A3 resource sheets plus powerpoint  Children make a human timeline of WWI  WWI quiz  Game – pick a WWI word, children say as much as they know about that topic  The role of Women during WWI</p>	
<b>Resources</b>	<b>Learning Objectives</b>
Games ( <i>Teacher-designed World War I game.</i> )	<p><b>Aim</b></p> <ul style="list-style-type: none"> <li>● to develop an interest in and curiosity about the past</li> <li>● to allow the child to encounter and use a range of historical evidence systematically and critically</li> </ul> <p><b>Broad Objective</b></p> <ul style="list-style-type: none"> <li>● learn about the people, events, issues and cultural experiences which have helped to shape the local community and the environment</li> <li>● examine and use a range of historical evidence systematically and critically, and appreciate the fact that evidence can be interpreted in different ways</li> </ul>
<b>Skills &amp; Concepts</b>	<b>Methodologies</b>
<p><b>Working as an historian</b></p> <ul style="list-style-type: none"> <li>● Using evidence: ask questions about a piece of evidence</li> <li>● Empathy: imagine and discuss the feelings and motives of people in the past</li> <li>● Using evidence: recognise that evidence may be incomplete or biased</li> </ul>	<ul style="list-style-type: none"> <li>● Drama and role play</li> <li>● Talk and discussion</li> <li>● Use of documentary evidence</li> </ul>



<b>Differentiation</b>	<b>Assessment</b>
<b>Learning process: Interest</b> Tasks devised with the specific interests of the pupils in mind	<b>Teacher Observation</b> Teacher Observation <b>Teacher-designed Tasks and Tests</b> Group Assignments
<b>Linkage &amp; Integration</b>	
Visual Arts	



# Geography

## Combined Classes

<b>Strands</b>
Environmental awareness and care
<b>Strand Units &amp; Objectives</b>
<b>Caring for the environment</b>
come to appreciate individual, community and national responsibility for environmental care
examine a number of ways in which local and other environments could be improved or enhanced
identify and discuss a local, national or global environmental issue

## Teaching Notes

### Weather

Weather Forecasting, symbols

### Where on Earth Unit 26

Children will discover the differences between 'weather' and 'climate'. They will also find out the factors that affect climate and weather in different countries.

<b>Resources</b>	<b>Learning Objectives</b>
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Where on Earth? (Unit 26), Yahoo Weather App ( <a href="http://mobile.yahoo.com/weather/">http://mobile.yahoo.com/weather/</a> )	<p><b>Aim</b> to encourage the development of caring attitudes and responsible behaviour towards the environment, and involvement in the identification, discussion, resolution and avoidance of environmental problems</p> <p><b>Broad Objective</b> understand some of the natural, social or economic processes which create, sustain or change environments</p>
<b>Skills &amp; Concepts</b>	<b>Methodologies</b>
<p><b>Geographical investigation skills</b></p> <ul style="list-style-type: none"> <li>Analysing: look for and recognise patterns and relationships in the environment</li> <li>Recording and communicating: record and present findings and conclusions using a variety of methods including oral, written, pictorial, photographic, diagrammatic and graphical forms and using information and communication technologies</li> </ul>	<ul style="list-style-type: none"> <li>Active learning</li> <li>Talk and discussion</li> </ul>
<b>Differentiation</b>	<b>Assessment</b>
<p><b>Learning process: Interest</b> Tasks devised with the specific interests of the pupils in mind</p>	<p><b>Teacher Observation</b> Teacher Observation</p> <p><b>Teacher-designed Tasks and Tests</b> Teacher-designed Tasks and Tests</p>
<b>Linkage &amp; Integration</b>	
<b>Science.</b>	



## Science

### Combined Classes

<b>Strands</b>
Environmental awareness and care
<b>Strand Units &amp; Objectives</b>
<b>Caring for the environment</b>

come to appreciate individual, community and national responsibility for environmental care

identify and discuss a local, national or global environmental issue

### Teaching Notes

See **Geography:**

#### **Weather**

Weather Forecasting, symbols

#### **Where on Earth** Unit 26

Children will discover the differences between 'weather' and 'climate'. They will also find out the factors that affect climate and weather in different countries.

### Resources

Where on Earth? (*Unit 26*)

### Learning Objectives

#### **Aim**

- to develop knowledge and understanding of scientific and technological concepts through the exploration of human, natural and physical aspects of the environment
- to help the child to appreciate the contribution of science and technology to the social, economic, cultural and other dimensions of society

#### **Broad Objective**

- understand the application of some basic scientific ideas and concepts in everyday situations
- become actively involved in the discussion, exploration and resolution of environmental issues

### Skills & Concepts

#### **Working scientifically**

- Questioning: ask questions that will help in drawing conclusions and interpreting information
- Recording and communicating: record and present findings and conclusions using a variety of methods

### Methodologies

- Active learning
- Talk and discussion

### Differentiation

#### **Learning process: Interest**

Tasks devised with the specific interests of the pupils in mind

### Assessment

#### **Teacher Observation**

Teacher Observation

#### **Teacher-designed Tasks and Tests**

Teacher-designed Tasks and Tests

## Linkage & Integration

### Geography:

Weather  
Weather Forecasting, symbols  
Where on Earth Unit 26



## Combined Classes

### Strands

Listening and responding, Performing

### Strand Units & Objectives

#### Exploring sounds: Instruments

explore how the tone colours of suitable instruments can suggest various sounds and sound pictures

explore ways of making sounds using manufactured and home-made instruments

#### Song singing: Unison singing

explore structural elements within familiar songs

recognise and sing from memory a more demanding repertoire of songs with an awareness of the music's social, historical and cultural contexts

relate words and mood of a song to style of performance

sing independently, with increasing awareness and control of pulse, tempo, pitch, diction and posture

### Teaching Notes

**Performing** Any Dream Will Do and I Have A Dream. Mo Ghrá Thú a Thiarna  
Peace Proms Repertoire

**Listening** to Traumerei from Scenes From Childhood by Robert Schumann.  
Identifying the solo instruments in the piece.

<b>Resources</b>	<b>Learning Objectives</b>
Music ("Traumerei" from "Scenes from Childhood"), Songs ("Any Dream Will Do" "I Have a Dream" "Mo Ghrá Thú, a Thiarna")	<b>Broad Objective</b> perform, vocally and instrumentally, from a range of musical styles and traditions relevant to the class level, with particular emphasis on Irish music
<b>Skills &amp; Concepts</b>	<b>Methodologies</b>
<b>Musical concepts</b> <ul style="list-style-type: none"> <li>• A sense of dynamics: select appropriate levels of loud and soft in performing</li> <li>• A sense of structure: identify a contrasting or repeated section</li> </ul>	<i>No Methodologies added</i>
<b>Differentiation</b>	<b>Assessment</b>
<i>No Differentiation added</i>	<b>Teacher Observation</b> Teacher Observation
<b>Linkage &amp; Integration</b>	
<i>No Linkage &amp; Integration added</i>	



## Visual Arts

### Combined Classes

<b>Strands</b>
Paint and colour
<b>Strand Units &amp; Objectives</b>
<b>Painting</b>
explore colour with a variety of colour drawing instruments, media and techniques
express his/her imaginative life and interpret imaginative themes using colour expressively
paint from observation
<b>Teaching Notes</b>

W.W.2. propaganda poster – linked with History WWI topic, encouraging soldiers to enter war	
<b>Resources</b>	<b>Learning Objectives</b>
Paint, Paint Brushes, Drawing Paper	<b>Broad Objective</b> <ul style="list-style-type: none"> <li>• express ideas, feelings and experiences in visual form and with imagination, enjoyment and a sense of fulfilment</li> <li>• explore atmosphere, content and impact in the work of artists, especially when they relate to his/her own work</li> </ul>
<b>Skills &amp; Concepts</b>	<b>Methodologies</b>
<b>Visual Arts skills and concepts</b> <ul style="list-style-type: none"> <li>• An awareness of line: recognise that lines can have varying qualities, e.g. of density, texture, pattern and direction, and can create shapes and suggest movement, rhythm and form</li> <li>• An awareness of line: interpret the human figure and progress beyond personal symbols (or schema)</li> </ul>	<ul style="list-style-type: none"> <li>• Active learning</li> <li>• Talk and discussion</li> <li>• Working from observation and curiosity</li> <li>• Mixing colours</li> </ul>
<b>Differentiation</b>	<b>Assessment</b>
<i>No Differentiation added</i>	<b>Teacher Observation</b> Teacher Observation
<b>Linkage &amp; Integration</b>	
<b>History:</b> W.W.2. propaganda poster – linked with History WWI topic, encouraging soldiers to enter war	



## Drama

### Combined Classes

<b>Strands</b>
Drama to explore feelings, knowledge and ideas, leading to understanding
<b>Strand Units &amp; Objectives</b>
<b>Co-operating and communicating in making drama</b>

develop fictional relationships through interaction with the other characters in small-group or whole-class scenes as the drama text is being made

develop, in role, the ability to co-operate and communicate with others in helping to shape the drama

develop, out of role, the ability to co-operate and to communicate with others in helping to shape the drama

enact spontaneously for others in the group a scene from the drama, or share with the rest of the class a scene that has already been made in simultaneous small-group work

### Teaching Notes

*No Teaching Notes added*

### Resources

*No Resources added*

### Learning Objectives

*No Learning Objectives added*

### Skills & Concepts

*No Skills & Concepts added*

### Methodologies

*No Methodologies added*

### Differentiation

*No Differentiation added*

### Assessment

*No Assessment added*

### Linkage & Integration

SPHE  
Gaeilge



SPHE

### Combined Classes

### Strands

Myself

### Strand Units & Objectives

**Safety and protection: Personal safety**

discuss a variety of risky situations and behaviour and assess and evaluate how these risks may be avoided or minimised and the implications of taking risks
discuss and appreciate the role each individual has in keeping others safe and identify occasions when his/her actions can threaten the safety of others
explore rules and regulations at home, in school and in society and the importance of adhering to them
identify situations and places that may threaten personal safety

<b>Teaching Notes</b>	
<b>Stay Safe</b> Lesson 2 and 3 Safety Strategies Bullying Touches	
<b>Resources</b>	<b>Learning Objectives</b>
Stay Safe Programme	<b>Aim</b> to enable the child to make informed decisions and choices about the social, personal and health dimensions of life both now and in the future <b>Broad Objective</b> develop a sense of safety and an ability to protect himself/herself from danger and abuse
<b>Skills &amp; Concepts</b>	<b>Methodologies</b>
<i>No Skills &amp; Concepts added</i>	<ul style="list-style-type: none"> <li>• Talk and discussion</li> <li>• Co-operative games</li> </ul>
<b>Differentiation</b>	<b>Assessment</b>



<i>No Differentiation added</i>	<b>Teacher Observation</b> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Anecdotal Observation</li> </ul>
<b>Linkage &amp; Integration</b>	
<i>No Linkage &amp; Integration added</i>	



PE

**Combined Classes**

<b>Strands</b>
Games, Gymnastics
<b>Strand Units &amp; Objectives</b>
<b>Sending, receiving and travelling: Ball handling</b>
develop further and extend ball-handling skills <i>Instructor coming in to work with 6th class children for six weeks - 30 min slot</i>
<b>Movement</b>
practise and perform a range of skills
produce and perform more complex sequences with a partner on the floor and using apparatus
produce group sequences

<b>Teaching Notes</b>
<p><b>Games:</b> children will the learn the skill of Speed Stacking using our learning DVD and practise with their own cups. The following were learned and practised both up-stacking and down-stacking:</p> <ul style="list-style-type: none"> <li>3 stack</li> <li>6 stack</li> <li>3-6-3 stack</li> <li>1-10-1 stack</li> </ul>

<b>Resources</b>	<b>Learning Objectives</b>
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DVD player, Cups	<b>Broad Objective</b> <ul style="list-style-type: none"> <li>• Social and personal development: develop positive attitudes towards participation in movement activities</li> <li>• Physical and motor development: develop personal competence in the games skills of sending, receiving and travelling using a variety of equipment, and to apply these skills in games situations</li> </ul>
<b>Skills &amp; Concepts</b>	<b>Methodologies</b>
<i>No Skills &amp; Concepts added</i>	<ul style="list-style-type: none"> <li>• Direct teaching</li> <li>• Guided discovery/Enquiry</li> <li>• Learning through play</li> </ul>
<b>Differentiation</b>	<b>Assessment</b>
<b>Learning process: Choice</b> Pupils choose activities that they find more interesting and that match their ability	<b>Teacher Observation</b> Anecdotal Observation <b>Teacher-designed Tasks and Tests</b> Teacher-designed Tasks and Tests
<b>Linkage &amp; Integration</b>	
<i>No Linkage &amp; Integration added</i>	