 **Short Term Plan & Cuntas Míosúil (Fortnight 1)**

**Class:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Month: \_\_\_\_\_\_\_\_**\_\_\_\_\_\_\_\_

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| **English** |
| **Strands/Elements** | **Learning Outcomes: Oral Language** | **Learning Outcomes: Reading** | **Learning Outcomes: Writing** |
| [ ]  **Communicating** | [ ]  **1. Engagement, listening and attention**[ ]  **2. Motivation and choice**[ ]  **3. Social conventions/awareness of others** | [ ]  **1.Engagement**[ ]  **2.Motivation and Choice** | [ ]  **1. Engagement**[ ]  **2. Motivation and choice** |
| [ ]  **Understanding**  | [ ]  **4. Sentence structure and grammar**[ ]  **5. Vocabulary**[ ]  **6. Demonstration of Understanding** | [ ]  **3. Conventions of print and sentence structure**[ ]  **4. Phonological and Phonemic awareness**[ ]  **5. Phonics, word recognition and word study**[ ]  **6. Vocabulary**  | [ ]  **3. Conventions of print and sentence structure**[ ]  **4. Spelling and word study**[ ]  **5. Vocabulary** |
| [ ]  **Exploring and Using** | [ ]  **7. Requests, questions and interactions**[ ]  **8. Categorisation**[ ]  **9. Retelling and elaborating**[ ]  **10. Playful and creative use of language**[ ]  **11. Information giving, explanation and justification**[ ]  **12. Description, prediction and reflection** | [ ]  **7. Purpose, genre and voice**[ ]  **8. Response and author’s intent**[ ]  **9. Comprehension**[ ]  **10. Fluency and self-correction** | [ ]  **6. Purpose, genre and voice**[ ]  **7. Writing Process and creating text**[ ]  **8. Response and author’s intent**[ ]  **9. Handwriting and presentation** |
| **Topic/Content** **& Learning Experiences****or****How did the learning go?** | **As per Whole School Plan? Yes/No** | **CM** | **As per Whole School Plan? Yes/No** | **CM** | **As per Whole School Plan? Yes/No** | **CM** |

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| **Gaeilge** |
| **Snáithe/Gnéithe** | **Toradh Foghlama: Teanga ó bhéal** | **Toradh Foghlama: Léitheoireacht** | **Toradh Foghlama: Scríbhneoireacht** |
| [ ]  **Cumarsáid** | [ ]  **1: Rannpháirtíocht, éisteacht agus aird**[ ]  **2: Inspreagadh agus rogha**[ ]  **3: Gnásanna sóisialta agus feasacht ar dhaoine eile** | [ ]  **1: Rannpháirtíocht**[ ]  **2: Inspreagadh agus rogha** | [ ]  **1: Rannpháirtíocht**[ ]  **2: Inspreagadh agus rogha** |
| [ ]  **Tuiscint**  | [ ]  **4: Struchtúr abairte agus gramadach**[ ]  **5: Stór focal**[ ]  **6: Léiriú tuisceana** | [ ]  **3: Gnásanna cló agus struchtúr abairte**[ ]  **4: Feasacht fhóineolaíoch agus fhóinéimeach**[ ]  **5: Fónaic agus aithint focal agus staidéar ar fhocail**[ ]  **6: Stór focal** | [ ]  **3: Struchtúr abairte agus gnásanna cló**[ ]  **4: Litriú agus staidéar ar fhocail**[ ]  **5: Stór focal** |
| [ ]  **Fiosrú agus úsáid** | [ ]  **7: Iarratais, ceisteanna agus idirghníomhuithe**[ ]  **8: Catagóiriú** [ ]  **9: Athinsint & mionléiriú**[ ]  **10: Teanga a úsáid go spraíuíl agus go cruthaitheach**[ ]  **11: Eolas, míniú agus údar a thabhairt**[ ]  **12: Cur síos, tuar agus machnamh** | [ ]  **7: Cuspóir, seánra agus guth**[ ]  **8: Freagairt agus intinn an údair**[ ]  **9: Tuiscint**[ ]  **10: Líofacht agus féincheartú** | [ ]  **6: Cuspóir, seanrá agus guth**[ ]  **7: Próiseas na scríbhneoireachta agus ag cruthú téacs**[ ]  **8: Freagairt agus intinn an údair**[ ]  **9: Peannaireacht agus cur I láthair** |

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| **Ábhar/Téama** **& Gníomhaíochtaí Foghlama****or****Conas a bhí an fhoghlaim?** | **As per Whole School Plan? Yes/No** | **CM** | **As per Whole School Plan? Yes/No** | **CM** | **As per Whole School Plan? Yes/No** | **CM** |

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| **METHODOLOGIES (English & Gaeilge)** |
| [ ]  Active learning [ ]  Book discussion groups [ ]  Collaborative/Co-operative learning [ ]  Direct teaching [ ]  Free exploration of materials[ ]  Free writing [ ]  Guided discovery/Enquiry [ ]  Guided reading [ ]  Guided writing [ ]  Improvisational drama [ ]  Independent reading [ ]  Independent writing [ ] Language experience [ ]  Learning through play [ ]  Library usage [ ]  Modelled reading [ ]  Modelled writing [ ]  Modelling language [ ]  Oral familiarization | [ ]  Oral language [ ]  Paired reading/Buddy/Peer reading [ ]  Play and games [ ]  Presentation to audience [ ]  Problem solving [ ]  Process writing [ ]  Reading [ ]  Reading for purpose [ ]  Reading to children [ ]  Shared reading [ ]  Shared writing [ ]  Skills through content [ ]  Story [ ]  Talk and discussion [ ]  Use of ICT [ ]  Use of poetry and rhyme [ ]  Using the environment [ ]  Writing [ ]  Station/Team teaching | [ ]  Ag léamh do pháistí [ ]  Aithris [ ]  An modh closamhairc [ ]  An modh closlabhartha [ ]  Athrá [ ]  Cluichí teanga [ ]  Cur chuige taithí teanga [ ]  Cur i láthair do lucht féachana [ ]  Drámaíocht ar ala na huaire [ ]  Éisteacht/Labhairt, [ ]  Foghlaim tascbhunaithe [ ]  Grúpaí plé i gcomhair leabhar [ ]  Labhairt agus plé Léitheoireacht [ ]  Léitheoireacht bheirte [ ]  Léitheoireacht faoi threoir [ ]  Léitheoireacht i gcomhpháirt [ ]  Modh na ráite [ ]  Modh na sraithe  | [ ]  Múineadh na Gaeilge trí Ghaeilge [ ]  Próiseas na Scríbhneoireachta (dréachtú agus athdhréachtú) [ ]  Saorscríbhneoireacht [ ]  Scéalaíocht [ ]  Scríbhneoireacht [ ]  Scríbhneoireacht faoi threoir [ ]  Scríbhneoireacht i gcomhpháirt [ ]  Scríbhneoireacht mhúnlaithe [ ]  Scríbhneoireacht neamhspleách [ ]  Taithíocht ó bhéal [ ]  Úsáid filíochta agus rime[ ]  Úsáid na leabharlainne [ ]  Léitheoireacht mhúnlaithe [ ]  Léitheoireacht neamhspleách [ ]  Modh Díreach [ ]  Modh na lánfhreagartha gníomhaí |
| **Linkage and Integration / Nascadh agus comhtháthú:** | **Teacher’s Notes:** *(did it work/are pupils using it/what will be useful for the next teacher to know?)* |

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| **Maths** |
| **Strand:** | ** Algebra** | ** Data and chance** | ** Measures** | ** Number** | ** Shape and space** |
| **Strand Unit:** |  Patterns, rules and relationships  |  Data  |  Measuring  |  Uses of number  |  Spatial awareness and location  |
|  Expressions and equations  |  Chance  |  Time  |  Numeration and counting  |  Shape  |
|  |  |  Money  |  Place value and base ten |  Transformation  |
|  |  |  |  Sets and operations  |  |
|  |  |  |  Fractions  |  |
| **Learning Objectives:** (*through appropriately playful and engaging learning experiences,* *the child should be enabled to…)* | **CM** |
| **Learning Experiences/Activities or How did the learning go?:****As per Whole School Plan? Yes/No**  |  |
| **Linkage & Integration** | **Teacher Notes:** *(did it work/are pupils using it/what will be useful for the next teacher to know?)* |
| **Methodologies**[ ]  Understanding and connecting [ ]  Reasoning [ ]  Communicating [ ]  Applying and problem-solving[ ]  Using cognitively challenging tasks [ ]  Promoting maths talk [ ]  Fostering Productive Disposition [ ]  Encouraging playfulness [ ]  Emphasising mathematical modelling [ ]  Direct teaching [ ]  Estimation strategies [ ]  Outdoor maths trails [ ]  Free exploration of materials [ ]  Guided discovery/Enquiry [ ]  Investigations [ ]  Learning through play [ ]  Modelling: skills, strategies and language [ ]  Real-life maths [ ]  Collaborative/Co-operative learning [ ]  Talk and discussion [ ]  Oral approach to mental maths mental maths [ ]  Use of calculators [ ]  Use of concrete materials [ ]  Using the environment |

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| **SESE History** | **SESE Geography** | **SESE Science** |
| **Strand:****Strand Unit:** | **Strand:****Strand Unit:** | **Strand:****Strand Unit:** |
| **Learning Objectives:** (*the child will be enabled to…)* |
|   | **CM***(did I teach it?)* |   | **CM***(did I teach it?)* |   | **CM***(did I teach it?)* |
| **Learning Experiences/Activities or How did the learning go?:** |
| **As per Whole School Plan? Yes/No** |  | **As per Whole School Plan? Yes/No** |  | **As per Whole School Plan? Yes/No** |  |
| **Methodologies** |
| [ ]  Story [ ]  Oral evidence[ ]  Documentary evidence[ ]  Personal and family history[ ]  Use of artefacts[ ]  Use of pictures and photographs[ ]  Drama and role play | [ ]  Fieldwork [ ]  Use of photos[ ]  Interviews [ ]  Story[ ]  Maps, globes and atlases[ ]  Surveys[ ]  Simulations and models | [ ]  Free exploration of materials[ ]  Open/closed investigations[ ]  Annotated drawings[ ]  Concept maps and brainstorming[ ]  Indoor/outdoor exploration |
| [ ]  Active learning [ ]  Guided discovery [ ]  Talk and discussion [ ]  Problem solving [ ]  Station/Team teaching[ ]  Learning through play [ ]  Using the environment [ ]  Skills through content [ ]  Collaborative/cooperative learning  |

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| **Visual Arts** | **Music** | **Drama** |
| **Strand:****Strand Unit:** | **Strand:****Strand Unit:** | **Strand:****Strand Unit:** |
| **Learning Objectives:** (*the child will be enabled to…)* |
|  | **CM** |  | **CM** |   | **CM** |
| **Learning Experiences/Activities or How did the learning go?:** |
| **As per Whole School Plan? Yes/No** |  | **As per Whole School Plan? Yes/No** |  | **As per Whole School Plan? Yes/No** |  |
| **Methodologies** |
| [ ]  Working from experience[ ]  Working from imagination[ ]  Working from observation and curiosity[ ]  Exploring materials and tools[ ]  Mixing colours | [ ]  Live performance[ ]  Responding to music in a variety of ways[ ]  Action songs [ ]  Singing games[ ]  Graphic notation[ ]  Tonic solfa[ ]  Hand signs | [ ]  Still image [ ]  Thought tracking[ ]  Defining space [ ]  Mime[ ]  Narration [ ]  Hot seating[ ]  Briefing [ ]  Flashback/flash forward[ ]  Conscience alley [ ]  Sound-scaping[ ]  Ritual [ ]  Teacher-in-role |
| [ ]  Active learning [ ]  Guided discovery [ ]  Talk and discussion [ ]  Problem solving [ ]  Station/Team teaching[ ]  Learning through play [ ]  Using the environment [ ]  Skills through content [ ]  Collaborative/cooperative learning  |

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| **SPHE** | **PE** |
| **Strand:****Strand Unit:** | **Strand:****Strand Unit:** |
| **Learning Objectives:** (*the child will be enabled to…)* |
|   | **CM***(tick)* |    | **CM***(tick)* |
| **Learning Experiences/Activities or How did the learning go?:** |
| **As per Whole School Plan? Yes/No** |  | **As per Whole School Plan? Yes/No** |  |
| **Methodologies**  [ ]  Learning through play [ ]  Station/Team teaching[ ]  Active learning [ ]  Guided discovery [ ]  Talk and discussion [ ]  Problem solving[ ]  Use of ICT [ ]  Using the environment [ ]  Skills through content [ ]  Collaborative/cooperative learning  |

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| **ASSESSMENT**  | **DIFFERENTIATION** |
| **Concept Mapping**[ ]  2D Concept Maps [ ]  3D Concept Maps [ ]  Concept Mapping [ ]  Digital Concept Maps **Conferencing**[ ]  Conferencing [ ]  Teacher and Parent(s) [ ]  Teacher and Pupil [ ]  Teacher and Teacher [ ]  Teacher, Parent(s) and Pupil **Questioning**[ ]  Closed Test Questions [ ]  Correcting Responses [ ]  Free-response Questions [ ]  Matching [ ]  Multiple-choice Questions [ ]  Multiple-response Questions [ ]  Open Test Questions [ ]  Pupil Questions [ ]  Questioning [ ]  True/False Questions  | **Portfolio**[ ]  E-Portfolio [ ]  Hard Copy Portfolio [ ]  Hard Copy Portfolio and E-Portfolio combined [ ]  Portfolio **Peer/Self-assessment**[ ]  Checklists [ ]  Know, Want to know, Learned (KWL) [ ]  Ladders [ ]  Plus, Minus and Interesting (PMI) Diagrams [ ]  Rubrics [ ]  Self-assessment [ ]  Talk Partners/Buddies [ ]  Traffic Lights [ ]  Webs **Feedback**[ ]  Feedback  | **Observations**[ ]  Anecdotal Observation [ ]  Event Sampling [ ]  Shadow Study [ ]  Target Pupil Observation [ ]  Teacher Observation [ ]  Time Sampling **Tasks**[ ]  Group Assignments [ ]  Individual Assignments [ ]  Oral Tests [ ]  Teacher-designed Tasks and Tests [ ]  Written Tests[ ]  Summative Tests **Standardised Testing**[ ]  Drumcondra Primary Reading Test (DPRT-R) [ ]  Drumcondra Primary Spelling Test (DPST)[ ]  Drumcondra Irish[ ]  MICRA-T[ ]  SIGMA-T[ ]  Standardised Tests | *(Please feel free to reference groups or individual pupils here by initials, etc.)*[ ]  **LEARNING CONTENT: LEVEL**– *Variation of the level and complexity of the content to reflect the diversity of the pupils’ previous achievement* [ ]  **LEARNING CONTENT: SEQUENCE**– *Pupils introduced to different elements of the learning content in accordance with their identified stage of readiness* [ ]  **LEARNING OUTCOME: RESPONSE**– *Pupils have opportunities to provide different outcomes while working on the same task* [ ]  **LEARNING OUTCOME: CHOICE**– *Pupils choose activities that they find more interesting and that match their ability* [ ]  **LEARNING PROCESS: INTEREST**– *Tasks devised with the specific interests of the pupils in mind* [ ]  **LEARNING PROCESS: PACE**– *Varying the rate at which teaching takes place and/ or the rate at which pupils are required to work and produce outcomes* [ ]  **LEARNING PROCESS: RESOURCE**– *Pupils provided with learning materials/resources specific to their own level of learning need* [ ]  **LEARNING PROCESS: SUPPORT**– *Variation of the nature of support in accordance with the pupils’ individual needs* [ ]  **LEARNING PROCESS: TASK**– *A variety of tasks, varying in their level of complexity, relating to the same learning activity* [ ]  **LEARNING PROCESS: TEACHING STYLE**– *Variation of methodologies to reflect the different ways in which pupils learn*  |

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| **Any additional teacher notes:** *(what will be useful for the next teacher to know?)* |
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| **Digital learning across all subjects:** | **Resources this fortnight** *(additional to everyday resources)* |
| [ ]  Caint is Comhrá[ ]  Céim ar Chéim [ ]  Visualiser[ ]  Seo Leat [ ]  Interactive whiteboard[ ]  Rainbow OLP [ ]  Cameras[ ]  Lift Off [ ]  iPads[ ]  Busy at Maths [ ]  Laptops / PCs[ ]  Starlight [ ]  List other…[ ]  Small World[ ]  Go Noodle[ ]  Youtube |  |

 **Short Term Plan & Cuntas Míosúil (Fortnight 2)**

**Class:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Month: \_\_\_\_\_\_\_\_**\_\_\_\_\_\_\_\_

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| **English** |
| **Strands/Elements** | **Learning Outcomes: Oral Language** | **Learning Outcomes: Reading** | **Learning Outcomes: Writing** |
| [ ]  **Communicating** | [ ]  **1. Engagement, listening and attention**[ ]  **2. Motivation and choice**[ ]  **3. Social conventions/awareness of others** | [ ]  **1.Engagement**[ ]  **2.Motivation and Choice** | [ ]  **1. Engagement**[ ]  **2. Motivation and choice** |
| [ ]  **Understanding**  | [ ]  **4. Sentence structure and grammar**[ ]  **5. Vocabulary**[ ]  **6. Demonstration of Understanding** | [ ]  **3. Conventions of print and sentence structure**[ ]  **4. Phonological and Phonemic awareness**[ ]  **5. Phonics, word recognition and word study**[ ]  **6. Vocabulary**  | [ ]  **3. Conventions of print and sentence structure**[ ]  **4. Spelling and word study**[ ]  **5. Vocabulary** |
| [ ]  **Exploring and Using** | [ ]  **7. Requests, questions and interactions**[ ]  **8. Categorisation**[ ]  **9. Retelling and elaborating**[ ]  **10. Playful and creative use of language**[ ]  **11. Information giving, explanation and justification**[ ]  **12. Description, prediction and reflection** | [ ]  **7. Purpose, genre and voice**[ ]  **8. Response and author’s intent**[ ]  **9. Comprehension**[ ]  **10. Fluency and self-correction** | [ ]  **6. Purpose, genre and voice**[ ]  **7. Writing Process and creating text**[ ]  **8. Response and author’s intent**[ ]  **9. Handwriting and presentation** |
| **Topic/Content** **& Learning Experiences****or****How did the learning go?** | **As per Whole School Plan? Yes/No** | **CM** | **As per Whole School Plan? Yes/No** | **CM** | **As per Whole School Plan? Yes/No** | **CM** |

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| **Gaeilge** |
| **Snáithe/Gnéithe** | **Toradh Foghlama: Teanga ó bhéal** | **Toradh Foghlama: Léitheoireacht** | **Toradh Foghlama: Scríbhneoireacht** |
| [ ]  **Cumarsáid** | [ ]  **1: Rannpháirtíocht, éisteacht agus aird**[ ]  **2: Inspreagadh agus rogha**[ ]  **3: Gnásanna sóisialta agus feasacht ar dhaoine eile** | [ ]  **1: Rannpháirtíocht**[ ]  **2: Inspreagadh agus rogha** | [ ]  **1: Rannpháirtíocht**[ ]  **2: Inspreagadh agus rogha** |
| [ ]  **Tuiscint**  | [ ]  **4: Struchtúr abairte agus gramadach**[ ]  **5: Stór focal**[ ]  **6: Léiriú tuisceana** | [ ]  **3: Gnásanna cló agus struchtúr abairte**[ ]  **4: Feasacht fhóineolaíoch agus fhóinéimeach**[ ]  **5: Fónaic agus aithint focal agus staidéar ar fhocail**[ ]  **6: Stór focal** | [ ]  **3: Struchtúr abairte agus gnásanna cló**[ ]  **4: Litriú agus staidéar ar fhocail**[ ]  **5: Stór focal** |
| [ ]  **Fiosrú agus úsáid** | [ ]  **7: Iarratais, ceisteanna agus idirghníomhuithe**[ ]  **8: Catagóiriú** [ ]  **9: Athinsint & mionléiriú**[ ]  **10: Teanga a úsáid go spraíuíl agus go cruthaitheach**[ ]  **11: Eolas, míniú agus údar a thabhairt**[ ]  **12: Cur síos, tuar agus machnamh** | [ ]  **7: Cuspóir, seánra agus guth**[ ]  **8: Freagairt agus intinn an údair**[ ]  **9: Tuiscint**[ ]  **10: Líofacht agus féincheartú** | [ ]  **6: Cuspóir, seanrá agus guth**[ ]  **7: Próiseas na scríbhneoireachta agus ag cruthú téacs**[ ]  **8: Freagairt agus intinn an údair**[ ]  **9: Peannaireacht agus cur I láthair** |

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| **Ábhar/Téama** **& Gníomhaíochtaí Foghlama****or****Conas a bhí an fhoghlaim?** | **As per Whole School Plan? Yes/No** | **CM** | **As per Whole School Plan? Yes/No** | **CM** | **As per Whole School Plan? Yes/No** | **CM** |

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| **METHODOLOGIES (English & Gaeilge)** |
| [ ]  Active learning [ ]  Book discussion groups [ ]  Collaborative/Co-operative learning [ ]  Direct teaching [ ]  Free exploration of materials[ ]  Free writing [ ]  Guided discovery/Enquiry [ ]  Guided reading [ ]  Guided writing [ ]  Improvisational drama [ ]  Independent reading [ ]  Independent writing [ ] Language experience [ ]  Learning through play [ ]  Library usage [ ]  Modelled reading [ ]  Modelled writing [ ]  Modelling language [ ]  Oral familiarization | [ ]  Oral language [ ]  Paired reading/Buddy/Peer reading [ ]  Play and games [ ]  Presentation to audience [ ]  Problem solving [ ]  Process writing [ ]  Reading [ ]  Reading for purpose [ ]  Reading to children [ ]  Shared reading [ ]  Shared writing [ ]  Skills through content [ ]  Story [ ]  Talk and discussion [ ]  Use of ICT [ ]  Use of poetry and rhyme [ ]  Using the environment [ ]  Writing [ ]  Station/Team teaching | [ ]  Ag léamh do pháistí [ ]  Aithris [ ]  An modh closamhairc [ ]  An modh closlabhartha [ ]  Athrá [ ]  Cluichí teanga [ ]  Cur chuige taithí teanga [ ]  Cur i láthair do lucht féachana [ ]  Drámaíocht ar ala na huaire [ ]  Éisteacht/Labhairt, [ ]  Foghlaim tascbhunaithe [ ]  Grúpaí plé i gcomhair leabhar [ ]  Labhairt agus plé Léitheoireacht [ ]  Léitheoireacht bheirte [ ]  Léitheoireacht faoi threoir [ ]  Léitheoireacht i gcomhpháirt [ ]  Modh na ráite [ ]  Modh na sraithe  | [ ]  Múineadh na Gaeilge trí Ghaeilge [ ]  Próiseas na Scríbhneoireachta (dréachtú agus athdhréachtú) [ ]  Saorscríbhneoireacht [ ]  Scéalaíocht [ ]  Scríbhneoireacht [ ]  Scríbhneoireacht faoi threoir [ ]  Scríbhneoireacht i gcomhpháirt [ ]  Scríbhneoireacht mhúnlaithe [ ]  Scríbhneoireacht neamhspleách [ ]  Taithíocht ó bhéal [ ]  Úsáid filíochta agus rime[ ]  Úsáid na leabharlainne [ ]  Léitheoireacht mhúnlaithe [ ]  Léitheoireacht neamhspleách [ ]  Modh Díreach [ ]  Modh na lánfhreagartha gníomhaí |
| **Linkage and Integration / Nascadh agus comhtháthú:** | **Teacher’s Notes:** *(did it work/are pupils using it/what will be useful for the next teacher to know?)* |

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| **Maths** |
| **Strand:** | ** Algebra** | ** Data and chance** | ** Measures** | ** Number** | ** Shape and space** |
| **Strand Unit:** |  Patterns, rules and relationships  |  Data  |  Measuring  |  Uses of number  |  Spatial awareness and location  |
|  Expressions and equations  |  Chance  |  Time  |  Numeration and counting  |  Shape  |
|  |  |  Money  |  Place value and base ten |  Transformation  |
|  |  |  |  Sets and operations  |  |
|  |  |  |  Fractions  |  |
| **Learning Objectives:** (*through appropriately playful and engaging learning experiences,* *the child should be enabled to…)* | **CM** |
| **Learning Experiences/Activities or How did the learning go?:****As per Whole School Plan? Yes/No**  |  |
| **Linkage & Integration** | **Teacher Notes:** *(did it work/are pupils using it/what will be useful for the next teacher to know?)* |
| **Methodologies**[ ]  Understanding and connecting [ ]  Reasoning [ ]  Communicating [ ]  Applying and problem-solving[ ]  Using cognitively challenging tasks [ ]  Promoting maths talk [ ]  Fostering Productive Disposition [ ]  Encouraging playfulness [ ]  Emphasising mathematical modelling [ ]  Direct teaching [ ]  Estimation strategies [ ]  Outdoor maths trails [ ]  Free exploration of materials [ ]  Guided discovery/Enquiry [ ]  Investigations [ ]  Learning through play [ ]  Modelling: skills, strategies and language [ ]  Real-life maths [ ]  Collaborative/Co-operative learning [ ]  Talk and discussion [ ]  Oral approach to mental maths mental maths [ ]  Use of calculators [ ]  Use of concrete materials [ ]  Using the environment |

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| **SESE History** | **SESE Geography** | **SESE Science** |
| **Strand:****Strand Unit:** | **Strand:****Strand Unit:** | **Strand:****Strand Unit:** |
| **Learning Objectives:** (*the child will be enabled to…)* |
|   | **CM***(did I teach it?)* |   | **CM***(did I teach it?)* |   | **CM***(did I teach it?)* |
| **Learning Experiences/Activities or How did the learning go?:** |
| **As per Whole School Plan? Yes/No** |  | **As per Whole School Plan? Yes/No** |  | **As per Whole School Plan? Yes/No** |  |
| **Methodologies** |
| [ ]  Story [ ]  Oral evidence[ ]  Documentary evidence[ ]  Personal and family history[ ]  Use of artefacts[ ]  Use of pictures and photographs[ ]  Drama and role play | [ ]  Fieldwork [ ]  Use of photos[ ]  Interviews [ ]  Story[ ]  Maps, globes and atlases[ ]  Surveys[ ]  Simulations and models | [ ]  Free exploration of materials[ ]  Open/closed investigations[ ]  Annotated drawings[ ]  Concept maps and brainstorming[ ]  Indoor/outdoor exploration |
| [ ]  Active learning [ ]  Guided discovery [ ]  Talk and discussion [ ]  Problem solving [ ]  Station/Team teaching[ ]  Learning through play [ ]  Using the environment [ ]  Skills through content [ ]  Collaborative/cooperative learning  |

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| **Visual Arts** | **Music** | **Drama** |
| **Strand:****Strand Unit:** | **Strand:****Strand Unit:** | **Strand:****Strand Unit:** |
| **Learning Objectives:** (*the child will be enabled to…)* |
|  | **CM** |  | **CM** |   | **CM** |
| **Learning Experiences/Activities or How did the learning go?:** |
| **As per Whole School Plan? Yes/No** |  | **As per Whole School Plan? Yes/No** |  | **As per Whole School Plan? Yes/No** |  |
| **Methodologies** |
| [ ]  Working from experience[ ]  Working from imagination[ ]  Working from observation and curiosity[ ]  Exploring materials and tools[ ]  Mixing colours | [ ]  Live performance[ ]  Responding to music in a variety of ways[ ]  Action songs [ ]  Singing games[ ]  Graphic notation[ ]  Tonic solfa[ ]  Hand signs | [ ]  Still image [ ]  Thought tracking[ ]  Defining space [ ]  Mime[ ]  Narration [ ]  Hot seating[ ]  Briefing [ ]  Flashback/flash forward[ ]  Conscience alley [ ]  Sound-scaping[ ]  Ritual [ ]  Teacher-in-role |
| [ ]  Active learning [ ]  Guided discovery [ ]  Talk and discussion [ ]  Problem solving [ ]  Station/Team teaching[ ]  Learning through play [ ]  Using the environment [ ]  Skills through content [ ]  Collaborative/cooperative learning  |

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| **SPHE** | **PE** |
| **Strand:****Strand Unit:** | **Strand:****Strand Unit:** |
| **Learning Objectives:** (*the child will be enabled to…)* |
|   | **CM***(tick)* |    | **CM***(tick)* |
| **Learning Experiences/Activities or How did the learning go?:** |
| **As per Whole School Plan? Yes/No** |  | **As per Whole School Plan? Yes/No** |  |
| **Methodologies**  [ ]  Learning through play [ ]  Station/Team teaching[ ]  Active learning [ ]  Guided discovery [ ]  Talk and discussion [ ]  Problem solving[ ]  Use of ICT [ ]  Using the environment [ ]  Skills through content [ ]  Collaborative/cooperative learning  |

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| **ASSESSMENT**  | **DIFFERENTIATION** |
| **Concept Mapping**[ ]  2D Concept Maps [ ]  3D Concept Maps [ ]  Concept Mapping [ ]  Digital Concept Maps **Conferencing**[ ]  Conferencing [ ]  Teacher and Parent(s) [ ]  Teacher and Pupil [ ]  Teacher and Teacher [ ]  Teacher, Parent(s) and Pupil **Questioning**[ ]  Closed Test Questions [ ]  Correcting Responses [ ]  Free-response Questions [ ]  Matching [ ]  Multiple-choice Questions [ ]  Multiple-response Questions [ ]  Open Test Questions [ ]  Pupil Questions [ ]  Questioning [ ]  True/False Questions  | **Portfolio**[ ]  E-Portfolio [ ]  Hard Copy Portfolio [ ]  Hard Copy Portfolio and E-Portfolio combined [ ]  Portfolio **Peer/Self-assessment**[ ]  Checklists [ ]  Know, Want to know, Learned (KWL) [ ]  Ladders [ ]  Plus, Minus and Interesting (PMI) Diagrams [ ]  Rubrics [ ]  Self-assessment [ ]  Talk Partners/Buddies [ ]  Traffic Lights [ ]  Webs **Feedback**[ ]  Feedback  | **Observations**[ ]  Anecdotal Observation [ ]  Event Sampling [ ]  Shadow Study [ ]  Target Pupil Observation [ ]  Teacher Observation [ ]  Time Sampling **Tasks**[ ]  Group Assignments [ ]  Individual Assignments [ ]  Oral Tests [ ]  Teacher-designed Tasks and Tests [ ]  Written Tests[ ]  Summative Tests **Standardised Testing**[ ]  Drumcondra Primary Reading Test (DPRT-R) [ ]  Drumcondra Primary Spelling Test (DPST)[ ]  Drumcondra Irish[ ]  MICRA-T[ ]  SIGMA-T[ ]  Standardised Tests | *(Please feel free to reference groups or individual pupils here by initials, etc.)*[ ]  **LEARNING CONTENT: LEVEL**– *Variation of the level and complexity of the content to reflect the diversity of the pupils’ previous achievement* [ ]  **LEARNING CONTENT: SEQUENCE**– *Pupils introduced to different elements of the learning content in accordance with their identified stage of readiness* [ ]  **LEARNING OUTCOME: RESPONSE**– *Pupils have opportunities to provide different outcomes while working on the same task* [ ]  **LEARNING OUTCOME: CHOICE**– *Pupils choose activities that they find more interesting and that match their ability* [ ]  **LEARNING PROCESS: INTEREST**– *Tasks devised with the specific interests of the pupils in mind* [ ]  **LEARNING PROCESS: PACE**– *Varying the rate at which teaching takes place and/ or the rate at which pupils are required to work and produce outcomes* [ ]  **LEARNING PROCESS: RESOURCE**– *Pupils provided with learning materials/resources specific to their own level of learning need* [ ]  **LEARNING PROCESS: SUPPORT**– *Variation of the nature of support in accordance with the pupils’ individual needs* [ ]  **LEARNING PROCESS: TASK**– *A variety of tasks, varying in their level of complexity, relating to the same learning activity* [ ]  **LEARNING PROCESS: TEACHING STYLE**– *Variation of methodologies to reflect the different ways in which pupils learn*  |

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| **Any additional teacher notes:** *(what will be useful for the next teacher to know?)* |
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| **Digital learning across all subjects:** | **Resources this fortnight** *(additional to everyday resources)* |
| [ ]  Caint is Comhrá[ ]  Céim ar Chéim [ ]  Visualiser[ ]  Seo Leat [ ]  Interactive whiteboard[ ]  Rainbow OLP [ ]  Cameras[ ]  Lift Off [ ]  iPads[ ]  Busy at Maths [ ]  Laptops / PCs[ ]  Starlight [ ]  List other…[ ]  Small World[ ]  Go Noodle[ ]  Youtube |  |