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Description automatically generated **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 |  |

A close up of a sign

Description automatically generated **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 |  |