

Season	Topics	Enquiry	Integration
<b>Autumn</b>	Homes Electricity and Materials  Myself and Growing up  Autumn Trail Hedgehog	What types of homes do the people of Ballyfermot live in?  How have I changed since I was a baby?  What plants and animals live in the school garden in Autumn?	SPHE: Myself & others; Myself & the wider world Religion: Beginning School Maths: Directions History: Growing and changing English: Writing; Oral Language Drama: Role play Art: Drawing Gaeilge: An Aimsir ( <i>an fómhar</i> )
<b>Winter</b>	Weather  Magnetism  My Family and Community	What is the best material to use to keep you dry when it is raining?  How would you make a container to hold paper clips?  Why do we need guards/teachers/doctors/fire fighters in our community?	Drama: Role play Art: Drawing; Fabric and fibre; Paint and colour; Design and make English: Procedural writing; Oral language Gaeilge: An aimsir ( <i>an geimhreadh</i> )
<b>Spring</b>	Comparative Study: Teacher picks country  Life cycle: Butterfly  Spring Trail Sound	What are the similarities between your life in Ireland and a child living in another country? Teacher choses country of interest/topical eg. Trocáire, World Cup, Olympics etc.  How does the caterpillar change into a butterfly?  Can you identify animal sounds in the environment?	English: Reading; Writing; Oral Language SPHE: Myself & others; Myself & the wider world Drama: Role play Religion: Caring and respect Gaeilge: Ainmhithe; <i>An t-earrach</i> Art: Pablo Picasso
<b>Summer</b>	Planet Earth in Space  Light and Colours  Summer Trail	Why is there day and night?  Why do we have shadows?  What effect has the arrival of Summer had on the flowers and mini-beasts in the school garden?	SPHE: Myself and others; Myself and the wider world Gaeilge: Sa pháirc; <i>An samhradh</i> Maths: Data History: Story English: Writing; Oral Language Art: Drawing; Construction

## Autumn-September, October

Strands		Strand Units
Geography	Human Environments Natural Environments	Living in the Local Community The Local Natural Environment
Science	Living Things  Energy and Forces	Myself-Human Life Processes Plants and Animals Electricity
Both	Environmental Awareness and Care	Caring for my Locality

<b>Theme</b> Seasonal Change Study October	<b>Autumn</b> School garden: Take Photograph
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• recognise that people live in homes and describe areas within the home</li> <li>• become aware of the uses of electricity in school and at home</li> <li>• identify some household appliances that use electricity</li> <li>• become aware of the dangers of electricity.</li> <li>• associate activities with areas within the home and outside the home</li> <li>• acquire some awareness of different types of homes in the locality</li> <li>• make simple drawings of home, immediate surroundings and journeys to and from home</li> <li>• begin to appreciate the need for shelter for a family</li> <li>• know about some everyday uses of common materials</li>   <li>• become aware of some changes that occur as children grow and mature height, foot size</li> <li>• become aware that people have a variety of needs for growth (exercise, food, clothing, shelter)</li> <li>• develop an awareness of human birth</li> <li>• observe, discuss and identify a variety of plants and animals in different habitats in the environment</li>   <li>• observe, discuss and identify a variety of plants and animals in different habitats in the environment</li> <li>• observe, discuss and appreciate the attributes of the local environment</li> <li>• appreciate that we share the environment with plant and animal life (established before each trail)</li> </ul>

Activities	Skills/Concepts	Aistear	Vocabulary
<p><b>Trail: Homes on Drumfinn Road</b>                      ENQUIRY: WHAT TYPES OF HOMES DO THE PEOPLE IN BALLYFERMOT LIVE IN?</p> <ul style="list-style-type: none"> <li>- Talk and discussion: Posters, doll’s house, toy appliances</li> <li>- Draw a plan of a house including examples of electricity</li> <li>- Circle Time: Dangers of electricity (Linkage-SPHE)</li> <li>- Use of Google Earth to explore houses/their home in Ballyfermot</li> <li>-Trail: materials used, type of homes, map of the journey</li> </ul> <p><b>Google Earth</b>                      ENQUIRY: WHAT DO PEOPLE NEED IN ORDER TO GROW?</p> <ul style="list-style-type: none"> <li>- Use photographs to compare how the children have grown and changed since they were a baby</li> <li>- Design and make a slipper/shoe for themselves/imaginary character</li> <li>- Talk and discussion: needs for growth and that a baby grows and is nurtured in the mothers’ womb</li> <li>- Play: Home corner</li> </ul> <p><b>Hedgehog and Autumn Walk</b>                      ENQUIRY: WHAT TYPES OF PLANTS AND ANIMALS LIVE IN THE SCHOOL GARDEN IN AUTUMN?</p> <ul style="list-style-type: none"> <li>- Posters/photographs of a hedgehog</li> <li>- Sketch/ take a photograph of a plot of school garden</li> <li>- Record and communicate the parts of the plants that are in view</li> <li>- Observe, analyse and collect an example of a mini beast, draw a sketch of its habitat and mark its location</li> </ul>	<p>A sense of place and space</p> <p>Maps, globes and graphical skills</p> <p>Questioning</p> <p>Observing</p> <p>Predicting</p> <p>Estimating and measuring</p> <p>Analysing</p> <p>Recording and communicating</p> <p>Design and make</p>	<p><u>Socio Dramatic Play:</u>                      Home Corner  <u>Small World:</u>                      Doll’s house  <u>Junk Art:</u>                      Creating houses  <u>Writing Table:</u>                      Examining and making maps</p> <p><u>Socio Dramatic Play:</u>                      Crèche  <u>Small World:</u>                      Doll’s house with family  <u>Junk Art:</u>                      Designing and making shoes  <u>Writing Table:</u>                      Examining photographs and making albums</p>	<ul style="list-style-type: none"> <li>• semi-detached, detached, apartment, flat, caravan, oven, fridge, freezer, kettle, iron, dish washer, washing machine, vacuum cleaner, microwave oven, electricity, safety, plug, knives, forks, spoon, cup, saucer, jug, pot, pan</li> <li>• food, exercise, water, sleep, womb, healthy, vitamins, air (oxygen)</li> <li>• Autumn, August, September, October, hedgehog, spikes, plants, insects, spiders, habitat, soil, rock, branch, leaves, deciduous trees, chestnut, sycamore</li> </ul>

## Winter-November, December, January

Strands		Strand Units
Geography	Natural Environments	Weather
Science	Energy and Forces  Materials	Sound Magnetism Materials and Change
Both	Environmental Awareness and Care	Caring for my Locality

<b>Theme</b>	<b>Winter</b>
<b>Seasonal Change Study</b>	<b>School Garden: Take Photograph</b>
<b>January</b>	
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• observe and discuss a variety of weather conditions using simple vocabulary</li> <li>• discuss the suitability of different kinds of clothes for different weather conditions</li> <li>• explore the effects of water on a variety of materials &amp; identify some materials that are waterproof</li> <li>• observe and describe materials when they are wet and when they are dry</li> <li>• recognise that some weather patterns are associated with seasonal change &amp; distinguish between autumn &amp; winter</li> <li>• become aware of some of the effects of different weather conditions on animal and plant life in the local environment (effect of seasonal change)</li> <li>• explore and discuss his/her membership of the family, school and local community</li> <li>• identify and discuss the roles of people who serve the local community</li>   <li>• observe, discuss and identify a variety of plants and animals in different habitats in the environment</li> <li>• use the senses (touch) to become aware of and explore environments</li> <li>• use magnets of different shapes/sizes in purposeful play to explore their effects on different materials</li> <li>• investigate the fact that magnets attract certain materials and design and make a container (incorporating a magnet) that will keep all teacher's paper clips together</li>   <li>• appreciate that people share the environment with plant and animal life</li> <li>• become aware that plants and animals undergo seasonal change in appearance or behaviour</li> </ul>

Activities	Skills/Concepts	Aistear	Vocabulary
<p><b>Weather</b> ENQUIRY: WHAT IS THE BEST MATERIAL TO USE TO KEEP YOU DRY IN THE RAIN?</p> <ul style="list-style-type: none"> <li>- Talk and discussion</li> <li>- ICT: Dress Lecky <a href="http://www.crickweb.co.uk/Early-Years.html">http://www.crickweb.co.uk/Early-Years.html</a></li> <li>- Observe, predict, record and communicate weather patterns</li> <li>- Art: design and make a waterproof outfit for a bear (outfit for cold/hot weather)</li> <li>-Trail: Revisit the garden and compare and contrast the photographs taken, the weather, plants growing, and mini-beasts present</li> <li>- Use the sense of touch to feel the soil/plants/concrete and describe its texture and temperature</li> </ul> <p><b>People in the Community</b> ENQUIRY: WHY DO WE NEED GUARDS/TEACHERS/DOCTORS/FIRE FIGHTERS IN OUR COMMUNITY?</p> <ul style="list-style-type: none"> <li>-Talk and discussion: importance of knowing how to communicate with the Gardaí, doctors, and how to make an emergency call</li> <li>- Fish bowl activity: Children watch an older class use the language of a school/Garda station/ fire station/hospital (This topic can be spread out over a longer period)</li> <li>- Google Earth: Locate the Garda station, hospital and school in Ballyfermot</li> <li>- Role play: Small groups explore the language &amp; roles of these jobs</li> </ul> <p><b>Magnetism</b> ENQUIRY: COULD YOU MAKE A CONTAINER TO KEEP PAPER CLIPS TOGETHER?</p> <ul style="list-style-type: none"> <li>-Talk and discussion/ Brainstorm ideas</li> <li>- Small group enquiry: Investigate and experiment with magnets</li> <li>- Questioning and communicating results</li> <li>- Design and make a container to hold paper clips or a fishing game</li> </ul>	<p>A sense of place and space</p> <p>Maps, globes and graphical skills</p> <p>Questioning</p> <p>Observing</p> <p>Predicting</p> <p>Estimating and measuring</p> <p>Analysing</p> <p>Recording and communicating</p> <p>Design and make</p>	<p><u>Water Table:</u> Testing the properties of different materials</p> <p><u>Junk Art:</u> Designing and making clothes</p> <p><u>Socio Dramatic Play:</u> Hospital, schools, Garda station</p> <p><u>Small World:</u> Road mat, cars, police car, fire engines ...</p> <p><u>Bee-Bot:</u> Talk about shops, work done, transport and make Bee-Bot travel around the town</p> <p><u>Junk Art:</u> Make buildings</p> <p><u>Play Station:</u> Table-top activities with magnets</p>	<ul style="list-style-type: none"> <li>• Winter, November, December, January, rain, hail, cloudy, snow, sleet, thunder, lightning, temperature, predict, weather chart, north, south, tomorrow, morning, afternoon, evening, night, waterproof</li> <li>• Garda: helmet, badge, hand-cuffs, siren, whistle, radio, fingerprints, Garda station</li> <li>• Teacher: School, principal, secretary, care taker, first aid, PE hall, sensory room</li> <li>• Doctor: hospital, stethoscope, needle, injection, patient, prescription, medicine, x-ray, ambulance, nurse, thermometer, temperature, bandages</li> <li>• Fire fighter: fire engine, extinguisher, helmet, hose, ladder, smoke alarm, emergency, 999, address</li> <li>• Magnetic, attract, repel, strong/weak</li> </ul>

## Spring-February, March and April

Strands		Strand Units
Geography	Human Environments Natural Environments	Living in the Local Community The Local Natural Environment
Science	Living Things Energy and Forces	Plants and Animals Sound
Both	Environmental Awareness and Care	Caring for my Locality

<b>Theme</b>	<b>Spring</b>
<b>Seasonal Change Study</b>	<b>School Garden: Take Photograph</b>
<b>April</b>	
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• develop some awareness of people living in other areas</li> <li>• acquire some awareness of different types of homes in places outside the locality</li> <li>• become aware of some links between the school or local community and people in other places</li>   <li>• recognise and identify a variety of sounds in the environment</li> <li>• identify and differentiate between high and low sounds, loud and soft sounds</li> <li>• explore ways of making different sounds using a variety of materials tins, metals, bottles and paper</li>   <li>• observe, discuss &amp; identify a variety of plants and animals in different habitats in the immediate environment</li> <li>• become aware of animals and plants of other environments</li> <li>• recognise and identify the external parts of a butterfly-wings, antennae, tongue</li> <li>• observe growth and change in some living things &amp; explore conditions for growth of bulbs and seeds</li> <li>• become aware that animals and plants undergo seasonal change in appearance or behaviour-colour change, leaf fall, appearance of buds and shoots, hibernation.</li>   <li>• appreciate that people share the environment with plant and animal life</li> <li>• become aware that plants and animals undergo seasonal change in appearance or behaviour</li> </ul>

Activities	Skills/Concepts	Aistear	Vocabulary
<p><b>Comparative Study: Life in another country</b>            ENQUIRY: WHAT ARE THE SIMILARITIES BETWEEN YOUR LIFE IN IRELAND AND A CHILD LIVING IN ANOTHER COUNTRY?</p> <ul style="list-style-type: none"> <li>-Talk and discussion-use story to connect life in chosen country with their own lives</li> <li>- Google Earth: Observe and analyse the location, distance and landscape features of the chosen country.</li> <li>- <a href="http://kids.nationalgeographic.com">http://kids.nationalgeographic.com</a></li> <li>- Compare and contrast climate, clothes, animals, homes, food</li> <li>- Examine art, language, music, dance, customs, money</li> <li>- Multicultural Week – participation in activities if taking place</li> </ul> <p><b>Life Cycle: Butterfly</b>            ENQUIRY: HOW DO CATERPILLERS CHANGE INTO BUTTERFLIES?</p> <ul style="list-style-type: none"> <li>- Story: <i>The Hungry Caterpillar</i></li> <li>-Talk and discussion</li> <li>- Study: Life cycle of a butterfly and identify the external parts</li> <li>- Talk to Teach: Life cycle of a butterfly</li> <li>- Art: Make symmetrical butterflies</li> </ul> <p><b>Spring Sound Trail &amp; Growing Seeds</b>            ENQUIRY: CAN YOU IDENTIFY ANIMAL SOUNDS IN THE ENVIRONMENT?</p> <ul style="list-style-type: none"> <li>-Trail: Compare and contrast the plants that are growing now to the ones that were growing in winter and elicit reasons.</li> <li>- Small group enquiry: Explore how different sounds are made.</li> <li>- Sound trail: Photograph/draw different sounds heard-animals-transport-humans etc. Classify sounds into different categories.</li> <li>- Design and make instruments for St. Patrick’s Day.</li> <li>- Explore the conditions for growth and plant seeds e.g. primroses</li> </ul>	<p>A sense of place and space</p> <p>Maps, globes and graphical skills</p> <p>Questioning</p> <p>Observing</p> <p>Predicting</p> <p>Estimating and measuring</p> <p>Analysing</p> <p>Recording and communicating</p> <p>Design and make</p>	<p><u>Socio Dramatic Play:</u>            -Travel agents            -Going on holidays</p> <p><u>Office/Writing Table:</u>            -Creating passports            -Booking Holidays            -Writing postcards            -Examining and making maps of water parks, zoos, adventure parks.</p> <p><u>Bee-Bot:</u>            Talk about shops, work done, transport and make Bee-Bot travel around the town.</p> <p><u>Small World:</u>            Bugs and their habitats</p> <p><u>Junk Art:</u>            Making caterpillars, butterflies, musical instruments</p> <p><u>Play Station:</u>            Instruments, objects and activities related to creating and recording sounds</p>	<ul style="list-style-type: none"> <li>• climate, beaches, holidays, different language, dancing, food, money, currency, music, traditional</li> <li>• Eggs, caterpillar, chrysalis, butterfly, cocoon, antennae, wings, long tongue, nectar, pollinate</li> <li>• Spring, February, March, April, loud, soft, volume, pitch, high, low, vibration, light, water, minerals, soil</li> </ul>

## Summer: May and June

<b>Strands</b>		<b>Strand Units</b>
Geography	Human Environments Natural Environments	Living in the Local Community Planet Earth in Space
Science	Living Things Energy and Forces	Plants and Animals Light
Both	Environmental Awareness and Care	Caring for my Locality

<b>Theme</b> <b>Seasonal Change Study</b> <b>June</b>	<b>Summer</b> <b>School Garden: Take Photograph</b>
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• identify and discuss the sun, the moon and stars</li> <li>• recognise the difference between day and night, light and shade</li>   <li>• identify and name different colours/ sort objects into sets according to colour (taught through mathematics curriculum)</li> <li>• observe colours in the local environment at school, in the home, in the street, in animal and plant life</li> <li>• explore dark and bright colours and become aware of different shades of colour, coloured light</li> <li>• explore how shadows are formed</li>   <li>• become aware of animals and plants of other environments</li>   <li>• become aware that plants and animals undergo seasonal change in appearance or behaviour</li> <li>• develop a sense of responsibility for taking care of and improving the environment</li> </ul>



Activities	Skills/Concepts	Aistear	Vocabulary
<p><b>Planet Earth in Space</b> ENQUIRY: WHY IS THERE DAY AND NIGHT?</p> <ul style="list-style-type: none"> <li>- Story</li> <li>-Talk and Discussion/Brainstorm: Photographs/pictures/globes to demonstrate the Earth’s journey around the sun</li> <li>-Google Earth: Explore earth’s surface and surface of other planets</li> <li>- Design and make a rocket using recyclable materials</li> <li>- Creative writing: Aliens and planets</li> <li>- Play: Space station and jigsaws</li> </ul> <p><b>Light</b> ENQUIRY: HOW DO YOU MAKE SHADOWS?</p> <ul style="list-style-type: none"> <li>- Experiment: Use torches to investigate how we can change the colour of light</li> <li>- Explore the effect of mixing colours when painting and how to make lighter/darker shades of colour</li> <li>- Talk and discussion: match shadow to the object</li> <li>- Small group enquiry: explore effect of light to make shadows- inside and outside</li> <li>- Experiment: How can we make our shadow longer/shorter?</li> <li>- Game: Chase the shadow</li> </ul> <p><b>Summer Senses Trail:</b> ENQUIRY: WOULD YOU FIND A CAMEL OR A LION IN THE SCHOOL GARDEN AND WHY?</p> <ul style="list-style-type: none"> <li>-Trail: What plants are growing now? Compare to plants that were growing in the other seasons and elicit reasons. Observe and record something you smell, hear, touch, see, taste.</li> <li>- Explore and investigate animals/mini beasts living in other habitats e.g. desert or the jungle and enquire about the conditions necessary for their survival.</li> </ul>	<p>A sense of place and space</p> <p>Maps, globes and graphical skills</p> <p>Questioning</p> <p>Observing</p> <p>Predicting</p> <p>Estimating and measuring</p> <p>Analysing</p> <p>Recording and communicating</p> <p>Design and make</p>	<p><u>Socio Dramatic Play:</u> -Spaceship <u>Office/Writing Table:</u> -Creating alien profiles <u>Junk Art:</u> Making rockets, planets, aliens</p> <p><u>Play Station:</u> Torches, mirrors, kaleidoscope, coloured paper, boxes, making shadows <u>Junk Art:</u> Mixing colours</p> <p><u>Small World:</u> - Bugs and their habitats - Categorise farm animals, desert animals, jungle animals into their correct habitats</p>	<ul style="list-style-type: none"> <li>• Planets, Earth, stars, Mars, Pluto, Jupiter, moon, globe, space, rocket</li> <li>• Shadows, torch, lighter, darker shade, transparent</li> <li>• Summer, May, June, July, ladybird, butterfly, worm, spider, slug, centipede, five senses, desert, jungle, climate</li> </ul>

