

Season	Topics	Enquiry	Integration
<b>Autumn</b>	School  People at work  Autumn Trail Squirrel	What activities are provided by St. Louise's School?  What buildings do people in Ballyfermot work in?  What plants and animals live in the flower bed in Autumn?	SPHE: Myself & others; Myself & the wider world Religion: Beginning school Maths: Directions History: Story English: Writing; Oral Language Drama: Role play Art: Drawing Gaeilge: <i>An fómhar</i>
<b>Winter</b>	Weather Tropical Climate Study  Homes & Materials Heat	How do weather forecasters predict the weather? What would happen to the animals in the rainforest if it disappeared?  What materials are used to build homes? How would you keep a bottle of water hot?	Drama: Role play Art: Drawing; Fabric and fibre; Paint and colour; Design and make English: Procedural writing; Oral language Gaeilge: <i>An aimsir; An geimhreadh</i> Maths: Data
<b>Spring</b>	Comparative Study: Africa  The Farm  Spring Trail	What are the similarities between your life in Ireland and a child living in Africa?  Why are crops and animals important to farmers?  How do you know it is Spring?	English: Reading; Writing; Oral Language SPHE: Myself & others; Myself & the wider world Drama: Role play Religion: Caring and respect Gaeilge: <i>Ainmhithe; An t-earrach</i>
<b>Summer</b>	Playgrounds  Forces  Summer Senses Trail	Why do children like playgrounds?  How can we change the shape of materials?  What effect has the arrival of Summer had on the flowers and mini-beasts?	SPHE: Myself and others; Myself and the wider world Gaeilge: <i>Sa pháirc; 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	Myself Plants and Animals
Both	Environmental Awareness and Care	Caring for my Locality

<b>Theme</b> <b>Seasonal Change Study</b> <b>October</b>	<b>Autumn</b> <b>Flower beds in staff car park: Take Photograph</b>
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Describe areas within the school</li> <li>• Associate activities with areas within the school and outside the school</li> <li>• Make simple drawings of school, and immediate surroundings</li> <li>• Discuss the work of people in the local community and in towns</li> <li>• Become aware of some buildings and places where people work, especially those in the locality</li>   <li>• Observe, discuss and identify a variety of plants and animals in different habitats in the immediate environment</li> <li>• Recognise and identify the external parts of living things</li> <li>• Become aware that animals and plants undergo seasonal change in appearance or behaviour</li> <li>• Use the senses (smell, sight) to become aware of and explore environments</li>   <li>• Observe, discuss and appreciate the attributes of the local environment</li> <li>• Appreciate that people share the environment with plant and animal life (established before every trail)</li> </ul>

Activities	Skills/Concepts	Aistear	Vocabulary
<p><b>Tour of the school</b>            ENQUIRY: WHAT TYPES OF ACTIVITIES ARE PROVIDED BY ST. LOUISE'S SCHOOL?</p> <ul style="list-style-type: none"> <li>-Talk and discussion</li> <li>- Use of Google Earth</li> <li>- Tour of the school: Take photographs to make a picture map of the school</li> <li>- Use school maps to associate activities and areas of the school</li> <li>- Draw a plan of the classroom using symbols to represent the furniture/areas of the classroom</li> </ul> <p><b>Google Earth</b>            ENQUIRY: WHAT BUILDINGS DO PEOPLE IN BALLYFERMOT WORK IN?</p> <ul style="list-style-type: none"> <li>- Observe and examine a map of Ballyfermot from an aerial perspective</li> <li>- Analyse the types of buildings and discuss and communicate the different people who work in these buildings</li> <li>- Make a graph of the findings</li> <li>- Role play different jobs that are done in these buildings</li> </ul> <p><b>Autumn Walk</b>            ENQUIRY: WHAT PLANTS AND ANIMALS LIVE IN THE FLOWER BEDS IN AUTUMN?</p> <ul style="list-style-type: none"> <li>- Sketch/ take a photograph of an area of the flower bed</li> <li>- Record and communicate the parts of the plant 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></p> <ul style="list-style-type: none"> <li>-School</li> <li>-Principal's office</li> <li>-Places of work in Ballyfermot e.g. Tesco, hairdressers, Lidl</li> </ul> <p><u>Office/Writing Table:</u></p> <ul style="list-style-type: none"> <li>-Secretary's' office</li> <li>-Making classroom maps and recording journeys</li> </ul> <p><u>Junk Art:</u></p> <ul style="list-style-type: none"> <li>-Making buildings</li> </ul> <p><u>Bee-Bot:</u></p> <ul style="list-style-type: none"> <li>-Make Bee-Bot travel to different shops and design and make own town for Bee-Bot to travel on</li> </ul> <p><u>Small World:</u></p> <p>Mini-beasts</p>	<ul style="list-style-type: none"> <li>• Office, staffroom, yard, prefabs, after school clubs, school completion office, laptop, chapel, senior yard, principal's office</li> <li>• Overhead perspective, plan, left, right, near, beside, between, next to, direction, civic centre, Tesco, Lidl, takeaway, hairdressers, station, Cherry Orchard Hospital</li> <li>• Autumn, August, September, October, centipede, insects, stem, petal, leave</li> </ul>

## Winter-November, December, January

Strands		Strand Units
Geography	Natural Environments Human Environments	Weather Living in the Local Community (Homes)
Science	Energy and Forces Materials	Heat Materials and Change
Both	Environmental Awareness and Care	Caring for my Locality

<b>Theme</b> <b>Seasonal Change Study</b> <b>January</b>	<b>Winter</b> <b>Flower beds in staff car park: Take Photograph</b>
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Record weather observations using a weather chart</li> <li>• Recognise that some weather patterns are associated with seasonal change and distinguish between autumn and winter</li> <li>• Become aware of some of the effects of different weather conditions on animal and plant life in the local environment (<i>effect of seasonal change</i>)</li> <li>• Recognise that people live in homes</li> <li>• Associate activities with areas within and outside the home</li> <li>• Acquire some awareness of different types of homes within the locality</li> <li>• Develop awareness of people living in other areas (Use story <i>Three Little Pigs</i> to link with materials)</li>   <li>• Describe &amp; compare materials noting the difference in colour, shape &amp; texture</li> <li>• Know about some everyday uses of common materials</li> <li>• Group materials according to certain criteria</li> <li>• Observe &amp; investigate a range of materials in the immediate environment</li> <li>• Recognise the difference between hot and cold in terms of weather, food, water and the body</li> <li>• Identify ways of keeping objects and substances warm and cold e.g. wrapping and covering (e.g. cosy on teapot, cool-box, clothes, shade from sunlight)</li> <li>• Design and make a suitable cover to keep a hot drink warm</li> <li>• Explore the effect of heating and cooling on everyday objects and materials</li> </ul>

	<ul style="list-style-type: none"> <li>• Observe, discuss and identify a variety of plants and animals in different habitats in the immediate environment</li> <li>• Use the senses (touch) to become aware of and explore environments</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>
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Activities	Skills/Concepts	Aistear	Vocabulary
<p><b>Weather Watch</b>                      ENQUIRY: HOW DO WEATHER FORECASTERS PREDICT THE WEATHER?                      -Talk and discussion                      - Rteplayer.ie-watch the weather forecast                      - Observe, predict, record and communicate weather patterns using a weather chart                      - Use of Google Earth/Satellite images                      - Role play: Weather forecaster on TV                      - Art: Use weather symbols to make a weather map                      -Trail: Revisit the flower beds and compare and contrast the photographs taken, the weather, plants growing, mini-beasts present                      -Use the sense of touch to feel the soil/plants/concrete and describe its texture and temperature</p> <p><b>Comparative Study: Irish Vs Tropical Climate</b>                      ENQUIRY: WHAT WOULD HAPPEN TO THE ANIMALS WHO LIVE IN THE RAINFOREST IF IT DISAPPEARED?                      -Google Earth: Look at the tropical rainforest and discuss-buildings, ground, plants  <a href="http://www.globio.org/glossopedia/article.aspx?art_id=6">http://www.globio.org/glossopedia/article.aspx?art_id=6</a>                      - Study: Rainforest animals (Appearance, food, habitat, babies ...)                      - Mini-debate/ Two corners (1=agree-2=disagree):                      - Small group enquiry: What is happening to the animals as the rainforests are disappearing? How can we help?</p>	<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>                      Weather station  <u>Office/Writing Table:</u>                      - Met office                      - Weather maps/charts</p> <p><u>Socio Dramatic Play:</u>                      Vet  <u>Small World:</u>                      Rainforest animals and habitat</p>	<ul style="list-style-type: none"> <li>• Predict, forecast, weather chart, satellite, north, south, east west, tomorrow, afternoon, evening, hard, soft, crumbly, temperature, drizzle, rain shower, weather instruments</li> <li>• Rainforest, tall trees, warm climate, lots of rain, canopy, Brazil, elephants, tigers, cheetahs, gorillas, snakes, insects, tropical birds, tribal people, recycling,</li> </ul>

<p><b>Heat</b></p> <p><b>ENQUIRY: HOW WOULD YOU KEEP A BOTTLE OF WATER HOT?</b></p> <ul style="list-style-type: none"> <li>- Analyse and discuss how hot items are kept warm</li> <li>- Explore the effects of heating chocolate to make rice krispie buns and freezing water to make ice. Record the results.</li> <li>- Design and make a covering to keep a bottle warm</li> </ul> <p><b>ENQUIRY: WHAT MATERIALS ARE USED TO BUILD A HOUSE?</b></p> <ul style="list-style-type: none"> <li>-Talk &amp; discussion on theme of homes</li> <li>-Examine, compare &amp; contrast different types of homes in the locality</li> <li>- Design &amp; create their dream home</li> <li>- Identify &amp; label parts of the house</li> <li>- Identify &amp; discuss animals' homes / habitats</li> <li>- Discuss the various materials used in building &amp; decorating a house</li> <li>- Look at different materials used in countries with different weather climates</li> </ul>		<p><b>Junk Art:</b> Testing, designing, making &amp; investigating the best materials to use to keep a bottle of water hot</p> <p><b>Socio Dramatic Play:</b> Homes</p> <p><b>Office/Writing Table:</b> - Architect's plans for a house</p> <p><b>Junk Art:</b> Testing, designing, making &amp; investigating the best materials to build a house</p>	<p>conserving energy</p> <ul style="list-style-type: none"> <li>• Design, make, heat, temperature, thermometer</li> <li>• Materials, bricks, slates, wood, foundations, chimney, windows, door, roof, porch, igloo, houseboat, apartment, wooden house on stilts, habitat</li> </ul>
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## 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	Plants and Animals
Both	Environmental Awareness and Care	Caring for my Locality

<b>Theme</b> <b>Seasonal Change Study</b> <b>April</b>	<b>Spring</b> <b>Flower beds in staff car park: Take Photograph</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> </ul> <p>NOTE: Ensure that children recognise that poverty and homelessness is experienced in every country and that they have a lot of similarities with children all over the world</p> <ul style="list-style-type: none"> <li>• observe, discuss and 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 chicken-leg, beak, feathers</li> <li>• observe growth and change in some living things</li> <li>• 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> </ul> <ul style="list-style-type: none"> <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 Africa</b>            ENQUIRY: WHAT ARE THE SIMILARITIES BETWEEN YOUR LIFE IN IRELAND AND A CHILD LIVING IN AFRICA?</p> <ul style="list-style-type: none"> <li>- Story: <i>Handa's Surprise</i></li> <li>- Talk and discussion-use the pictures in the story to connect the routines that Handa encountered with their own lives</li> <li>- Google Earth: Observe and analyse the location, distance and landscape features in Africa</li> <li>- Compare and contrast climate, clothes, animals, landscape, homes, food, music, Habitats-desert, jungle, ocean</li> <li>- Examine African art, music and customs</li> <li>- Intercultural Week</li> </ul> <p><b>The Farm</b>            ENQUIRY: WHY ARE CROPS AND ANIMALS IMPORTANT TO FARMERS?</p> <ul style="list-style-type: none"> <li>- Story: The Little Red Hen</li> <li>-Talk and discussion: Photographs of the farm</li> <li>- Study: Life cycle of a chicken and identify the external parts</li> <li>- Internet: Watch a baby chick hatch</li> <li>-Taste a variety of fruits and describe flavour. Make a smoothie.</li> <li>- Small-group enquiry: 1.Cow 2.Sheep 3.Pig 4.Chicken</li> </ul> <p><b>Growing Seeds</b>            ENQUIRY: HOW DO YOU KNOW IT IS SPRING?</p> <ul style="list-style-type: none"> <li>-Trail: What plants are growing now? Compare to plants that were growing in winter and elicit reasons. Observe and record(photograph) plants and mini beasts</li> <li>-Explore the conditions for growth and plant seeds e.g. herbs</li> <li>-Experiment: Demonstrate how plants need water through use of the celery/red dye experiment</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>            African fruit and vegetable market</p> <p><u>Office/Writing Table:</u>            - Letters to Handa            - Map of Handa's journey/Handa's village</p> <p><u>Junk Art:</u>            Making African musical instruments</p> <p><u>Socio Dramatic Play:</u>            Bakery</p> <p><u>Small World:</u>            Farm animals</p> <p><u>Junk Art:</u>            Making nests for baby chicks</p> <p><u>Office/Writing Table:</u>            Recipe for a smoothie</p> <p><u>Junk Art:</u>            Design a make a container to grow herbs</p>	<ul style="list-style-type: none"> <li>• Desert, jungle, ocean, camels, monkeys, snakes, dangerous spiders, lions, tigers, leopards, cheetahs, zebras, warmer climate, African drum</li> <li>• Farm, pig, piglet, cow, calf, horse, foal, chicken, chick, sheep lamb, tractor, harvest, crops, hatch</li> <li>• Spring, February, March, April, plant, basil, coriander, minerals, sun light, daffodil, primrose, sun flower, crocus, daisy, dandelion, buds, sea gulls, black birds, snails, lady birds</li> </ul>

## Summer: May and June

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

<b>Theme</b> <b>Seasonal Change Study</b> <b>June</b>	<b>Summer</b> <b>Flower beds in staff car park: Take Photograph</b>
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• to discuss play spaces</li> <li>• suggest ways in which these places may be kept clean and safe</li> <li>• identify and discuss simple strategies for improving and caring for the environment</li> <li>• make simple drawings of these places, immediate surroundings and journeys to and from these places</li>   <li>• explore through informal activity with toys, forces such as pushing and pulling</li> <li>• explore how the shape of objects can be changed by squashing, pulling and other forces</li> <li>• investigate how forces act on objects through experimenting with different materials -group objects that will float or sink and push objects into water</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> <li>• identify, discuss and implement simple strategies for improving and caring for the environment</li> </ul>

Activities	Skills/Concepts	Aistear	Vocabulary
<p><b>Playgrounds</b>  <b>ENQUIRY: WHY DO CHILDREN LIKE PLAYGROUNDS?</b>                      - Brainstorm: Areas that children play and make a graph                      - Agree/disagree: All playgrounds should be indoors                      - Use of photographs/pictures: Compare and contrast outdoor playgrounds (In Ireland, other countries) - what's missing from our playgrounds? (trees, ponds, rivers, rocks:-hiding places)                      - Trip to a playground (if possible)                      - Analyse how the area is kept clean and ways to improve the safety/equipment                      - Find example of push and pull equipment e.g. see-saw                      - Make a map of the journey                      - Design and make a playground using recyclable materials</p> <p><b>Forces</b>  <b>ENQUIRY: HOW CAN WE CHANGE THE SHAPE OF MATERIALS?</b>                      - Small group enquiry: explore effect of pushing and pulling on toys, and squashing, pulling, stretching objects to change their shape                      - Experiment: Ramps, cars and a variety of surfaces - predict, estimate, measure, record and communicate findings</p> <p><b>Summer Senses Trail:</b>  <b>ENQUIRY: WHAT EFFECT HAS THE ARRIVAL OF SUMMER HAD ON THE FLOWERS AND MINI-BEASTS?</b>                      - 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                      - Identify, discuss and implement strategies of how we care for our school, living things and how we might improve the environment</p>	<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>Junk Art:</u>                      Make some playground equipment  <u>Office/Writing table:</u>                      Examine and make maps of playgrounds</p> <p><u>Junk Art:</u>                      Make ramps, vehicles  <u>Playstation:</u>                      -Explore and investigate the effect of push and pull toys and ramps                      -Water table: Explore and investigate the force of water</p> <p><u>Small world:</u>                      Mini beasts  <u>Office/Writing table:</u>                      Sketch/map the trail and the habitat</p>	<ul style="list-style-type: none"> <li>Indoor play areas, see-saw, roundabout, climbing frames, slides, swings, climb, push, pull, recycle</li> <li>Force, squash, squeeze, stretch, tear, scrunch, cut</li> <li>Summer, May, June, July, warmer weather, the senses, taste, touch, smell, see, hear, improve the environment</li> </ul>