**191**

# Fortnightly Overviews

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| **Date: / /**   | **Myself 1** |
| Poster | Poster 1: At School |
| Subject | **Science** | **History** | **Science** |
| Lesson | My Body | When I Was Born | I Am Growing Taller! |
| Strand | Living Things | Myself and My Family | Living Things |
| Strand Unit | Myself | Myself | Myself |
| Learning Outcomes | Name and identify parts of the human body. | Explore and record details of the child’s birth. | * Recognise and measure physical similarities between people.
* Children draw someone shorter and someone taller than them.
 |
| Differentiate by | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ |
| Resources / Equipment | Interactive activity – match the word to the correct picture. | Interactive activity – select the correct month. |  |
| Aistear | Physical play – Hula hoop game. | Socio-dramatic play – Taking care of a baby. | Manipulative play – Make a paper chain to measure height. |

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| **Date: / /**   | **Myself 2** |
| Subject | **Geography** | **History** | **Science** | **Geography** |
| Lesson | The Rooms in My Home | My Family | We’re All Different! | The People Who Help Me at School |
| Strand | Human Environments | Myself and my Family | Living Things | Human Environments |
| Strand Unit | Living in the Local Community | My Family | Myself | Living in the Local Community |
| Learning Outcomes | * Name the rooms in the home.
* Associate objects with different rooms in the home.
 | Become aware of and identify members of the family – mother, father, sister, brother, grandmother and grandfather. | Recognise and discuss some of the similarities and differences between children in the class. | Name members of the school community, describe their role and place of work. |
| Differentiate by | Challenge ❑ Task ❑ Pace ❑ Outcome ❑ Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑ Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑ Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑ Resource ❑ Grouping ❑ Assessment ❑ |
| Resources / Equipment | Interactive activity – match each object to the correct room. | Slideshow video – photographs of different families. |  | Audio – Erin introduces members of the school community. |
| Aistear | Socio-dramatic play – Home corner. | Small world play – Doll’s house. | Creative play – Fingerprint art. | Constructive play – Build a model of the school or classroom. |

**Fortnightly Overviews**

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| **Date: / /**   | **Autumn 1** |
| Poster | Poster 2: Autumn in the Town |
| Subject | **Science** | **Geography** | **History** |
| Lesson | The Bat | The Farmer in Autumn | The Little Red Hen |
| Strand | Living Things | Human Environments | Story |
| Strand Unit | Plants and Animals | Living in the Local Community | Stories |
| Learning Outcomes | Identify and name the body parts of a bat. | Become aware of, discuss and appreciate the work of the farmer in the local community. | Discuss the chronology of events in the story ’The Little Red Hen’. |
| Differentiate by | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ |
| Resources / Equipment | Video – the bat. | Slideshow video – Farmer Patrick. | * Animation – The Little Red Hen.
* Interactive activity – sequence the pictures.
 |
| Aistear | Creative play – Paint bow-tie pasta shapes. | Small world play – On the farm. | Exploratory play – ’Sow’ seeds in the sand tray. |

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| **Date: / /**   | **Autumn 2** |
| Subject | **Geography** | **Science** | **History** |
| Lesson | The Firefighter | Mixing Colours | Hallowe’en Traditions |
| Strand | Human Environments | Energy and Forces | Story |
| Strand Unit | Living in the Local Community | Light | Stories |
| Learning Outcomes | * Describe the role of the firefighter in the community.
* Identify fire hazards in the home and local community.
 | Explore dark and bright colours and become aware of different shades of colour. | * Listen to an older person telling stories about Hallowe’en traditions from their childhood.
* Compare the traditions with modern Hallowe’en customs.
 |
| Differentiate by | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ |
| Resources / Equipment | Slideshow video – the firefighter. | Equipment: Red, yellow and blue poster paint, mixing tray, paintbrushes. | Slideshow video – memories of Hallowe’en in the past. |
| Aistear | Socio-dramatic play – The fire station. | Manipulative play – Mixing play dough to create new colours. | Games with rules – My pumpkin. |

**Fortnightly Overviews**

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| **Date: / /**   | **Sound 1** |
| Poster | Poster 3: At the Park |
| Subject | **Science** | **Geography** | **History** |
| Lesson | Loud Sounds and Soft Sounds | Musical Instruments from Around the World | Mozart |
| Strand | Energy and Forces | Human Environments | Story |
| Strand Unit | Sound | People and Places in Other Areas | Stories |
| Learning Outcomes | Identify and differentiate between loud and soft sounds. | Name and identify musical instruments from other countries. | Listen to and recall facts about the life of Mozart. |
| Differentiate by | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ |
| Resources / Equipment | * Interactive activity – select the picture that matches the sound.
* Audio – listening activity.
 | * Interactive activity – match the sound and picture.
* Audio – listening activity.
 |  |
| Aistear | Small world play – Animal sounds. | Constructive play – Making musical instruments. | Socio-dramatic play – Form a musical band with different instruments. |

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| **Date: / /**   | **Sound 2** |
| Subject | **Science** | **Geography** | **History** | **Geography** |
| Lesson | Design and Make a Shaker | A Day at the Zoo | The Legend of the Giant’s Causeway | Scotland |
| Strand | Energy and Forces | Human Environments | Story | Human Environments |
| Strand Unit | Sound | Living in the Local Community | Stories | People and Places in Other Areas |
| Learning Outcomes | * Design and make a shaker.
* Explore ways of making different sounds using a range of materials.
 | * Identify sounds heard at the zoo.
* Map a journey around the zoo.
 | Listen to, discuss, retell and record with pictures the legend of the Giant’s Causeway. | * Become aware of the links between the local community and people in other places.
* List some facts about Scotland.
 |
| Differentiate by | Challenge ❑ Task ❑ Pace ❑ Outcome ❑ Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑ Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑ Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑ Resource ❑ Grouping ❑ Assessment ❑ |
| Resources / Equipment | * Experiment video – making a shaker.
* Equipment: screw-top plastic bottles, funnels, sugar, dried peas, coins, sticky labels.
 | Audio – listening activity. | Animation – the story of the Giant’s Causeway. | Slideshow video – Scotland. |
| Aistear | Manipulative play – Create different sounds using a variety of materials. | Exploratory play – Water play. | Creative play – Design a kilt for Benandonner. | Small world play – Castle scene. |

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| **Date: / /**   | **Winter 1** |
| Poster | Poster 4: Winter Around the World |
| Subject | **Geography** | **History** | **Geography** |
| Lesson | The North Pole and the South Pole | Tom Crean | Help the Endangered Animals |
| Strand | Human Environments | Story | Environmental Awareness and Care |
| Strand Unit | People and Places in Other Areas. | Stories | Caring for My Locality |
| Learning Outcomes | Develop an awareness of the North Pole and the South Pole. | Listen to, discuss, retell and record the story of Tom Crean. | * Appreciate that people share the environment with plant and animal life.
* Identify, discuss and implement simple strategies for improving and caring for the environment.
 |
| Differentiate by | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ |
| Resources / Equipment | Slideshow video – the Little Explorers’ expedition to the top of the world. | Animation – the story of Tom Crean. |  |
| Aistear | Exploratory play – Animal tracks. | Socio-dramatic play – Explorers on a ship. | Small world play – Explore Arctic environments using ice or Styrofoam. |

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| **Date: / /**   | **Winter 2** |
| Subject | **Science** | **Science** | **History** |
| Lesson | The Polar Bear | Design and Make a Bird Feeder | The Christmas Spider |
| Strand | Living Things | Environmental Awareness and Care | Story |
| Strand Unit | Plants and Animals | Caring for My Locality | Stories |
| Learning Outcomes | Recall some simple facts about polar bears. | * Appreciate that people share the environment with plant and animal life.
* Implement simple strategies to care for living things in the locality.
 | Listen to, discuss and retell the story ’The Christmas Spider’, a traditional folk tale from Ukraine. |
| Differentiate by | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ |
| Resources / Equipment | Video – the polar bear. | * Video – birds in winter.
* Equipment: pipe cleaners, berries, apples, ring-shaped cereal, e.g. Cheerios.
 | Animation – The Christmas Spider. |
| Aistear | Constructive play – Build an igloo or house out of Styrofoam blocks. | Manipulative play – Thread beads as practice for making a bird feeder. | Physical play – Spider and other animal walks. |

**Fortnightly Overviews**

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| **Date: / /**   | **Sport 1** |
| Poster | Poster 5: Sports Day |
| Subject | **Science** | **Geography** | **History** |
| Lesson | Exercise Is Good for You! | I Like to Play | The Olympic Games |
| Strand | Living Things | Human Environments | Story |
| Strand Unit | Myself | Living in the Local Community | Stories |
| Learning Outcomes | Become aware that people need exercise for good health and growth. | Become aware of and discuss sport as a means of play. | * Recall some facts about the Olympic Games.
* Compare the Olympic Games of the past to the modern Olympic Games.
 |
| Differentiate by | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ |
| Resources / Equipment | Slideshow video – children and adults being active. | * Interactive activity – choose the correct sport.
* Online slideshow – different sports
 | Slideshow video – the Olympic Games past and present. |
| Aistear | Physical play – Playground games. | Physical play – The children create their own game using a range of equipment. | Socio-dramatic play – Presentation ceremony at the Olympic Games. |

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| **Date: / /**   | **Sport 2** |
| Subject | **Science** | **Geography** | **History** |
| Lesson | Design and Make a Table Football Game | Treasure Hunt | Famous Irish Olympians |
| Strand | Energy and Forces | Human Environments | Story |
| Strand Unit | Forces | Living in the Local Community | Stories |
| Learning Outcomes | Design and make a table football game. | Use a key and follow directions on a map. | Become aware of the lives of people who have contributed to Irish sport. |
| Differentiate by | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ |
| Resources / Equipment | Equipment: Shoe box lids, straws, table tennis balls, lollipop sticks, plasticine, paints. | * Video – orienteering.
* Audio – listening activity.
 | Images – Paul and Gary O’Donovan; Katie Taylor. |
| Aistear | Constructive play – Create pathways or a maze in the classroom. | Socio-dramatic play – Treasure island-themed play corner. | Small world play – Teddy bear Olympics. |

**Fortnightly Overviews**

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| **Date: / /**   | **Places 1** |
| Poster | Poster 6: My Favourite Places |
| Subject | **Geography** | **History** | **Science** |
| Lesson | France | The Legend of Brigid’s Cloak | The Snail |
| Strand | Human Environments | Story | Living Things |
| Strand Unit | People and Places in Other Areas | Stories | Plants and Animals |
| Learning Outcomes | * Become aware of some links between the local community and people in other places.
* List some facts about France.
 | Listen to, discuss, retell and record the legend of Brigid’s Cloak. | * Recall some simple facts about snails.
* Identify and name the body parts of a snail.
 |
| Differentiate by | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ |
| Resources / Equipment | Online slideshow – France. | Animation – St Brigid. | Video – the snail. |
| Aistear | Manipulative play – Sort red, white and blue pom-poms using tongs or tweezers. | Socio-dramatic play – Dramatise ’The Legend of Brigid’s Cloak’. | Exploratory play – Snail trails. |

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| **Date: / /**   | **Places 2** |
| Subject | **History** | **Science** | **History** | **Geography** |
| Lesson | My Favourite Place | Design and Make a Tower | The Story of Walt Disney | Different Homes in Different Places |
| Strand | Myself and My Family | Materials | Story | Human Environments |
| Strand Unit | Myself | Properties and Characteristics of Materials | Stories | People and Places in Other Areas |
| Learning Outcomes | Explore and record a visit to a favourite place. | Design and make a tower. | Become aware of the life of Walt Disney. | Become aware of different types of homes in different places. |
| Differentiate by | Challenge ❑ Task ❑ Pace ❑ Outcome ❑ Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑ Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑ Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑ Resource ❑ Grouping ❑ Assessment ❑ |
| Resources / Equipment |  | * Online slideshow – famous towers from around the world.
* Equipment: Wooden blocks, straws, Blu-Tack, Lego, plastic or paper cups.
 | Slideshow video – Walt Disney. | * Video – different types of homes.
* Interactive activity – identify the different types of home.
 |
| Aistear | Small world play – The children bring their small world figurines to their favourite place. | Constructive play – Create a replica of a famous tower. | Creative play – Design a cartoon character. | Constructive play – Construct different house types. |

**Fortnightly Overviews**

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| **Date: / /**   | **Spring 1** |
| Poster | Poster 7: Springtime Fun |
| Subject | **Science** | **Geography** | **History** |
| Lesson | The Spring Garden | Weather Watch | The Ugly Duckling |
| Strand | Living Things | Natural Environments | Story |
| Strand Unit | Plants and Animals | Weather | Stories |
| Learning Outcomes | Observe, discuss and identify the different flowers that grow in spring. | * Observe and discuss a variety of weather conditions using simple vocabulary.
* Record weather observations using a weather chart.
 | Listen to, retell and sequence the story ’The Ugly Duckling’. |
| Differentiate by | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ |
| Resources / Equipment | Equipment: Spring flowers. | * Slideshow video – different types of weather.
* Interactive activity – match the words to the different types of weather.
 | Animation – The Ugly Duckling. |
| Aistear | Socio-dramatic play – Florist- or garden centre- themed play corner. | Small world play – Dress dolls and teddies for a variety of weather conditions. | Exploratory play – Water play with toy ducks. |

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| **Date: / /**   | **Spring 2** |
| Subject | **Science** | **History** | **Geography** |
| Lesson | The Life Cycle of a Butterfly | Look How Much I’ve Changed! | The Easter Egg Hunt |
| Strand | Living Things | Myself and My Family | Human Environments |
| Strand Unit | Plants and Animals | Myself | Living in the Local Community |
| Learning Outcomes | Listen to and discuss the life cycle of a butterfly. | Use photographic evidence to identify ways in which the children have changed physically. | Describe the location of objects on a map using prepositions. |
| Differentiate by | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ |
| Resources / Equipment | Video – butterfly life cycle. | Equipment: Photographs of the children as babies. |  |
| Aistear | Creative play – Symmetrical butterfly prints. | Creative play – Draw self-portraits using mirrors. | Small world play – Giving directions. |

**Fortnightly Overviews**

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| **Date: / /**   | **Space 1** |
| Poster | Poster 8: Space Explorers |
| Subject | **Geography** | **History** | **Science** |
| Lesson | Day and Night | Aesop’s Fables – The Wind and the Sun | Keep Me Cosy! |
| Strand | Natural Environments | Story | Energy and Forces |
| Strand Unit | Planet Earth in Space | Stories | Heat |
| Learning Outcomes | Recognise the difference between day and night. | Listen to, discuss and retell the story ’The Wind and the Sun’. | Investigate if a tea cosy on a teapot will keep water warm for longer. |
| Differentiate by | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ |
| Resources / Equipment | * Video – day and night.
* Interactive activity – sort the images into ‘day’ and ‘night’
 | Animation – The Wind and the Sun. | Equipment: Two identical teapots, kettle, water, tea cosy. |
| Aistear | Exploratory play – Make ’moon sand’. | Creative play – Design and make a kite. | Socio-dramatic play – A tea party. |

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| **Date: / /**   | **Space 2** |
| Subject | **Geography** | **History** | **Science** |
| Lesson | The Sun, Moon and Stars | Neil Armstrong | Blast Off! |
| Strand | Natural Environments | Story | Energy and Forces |
| Strand Unit | Planet Earth in Space | Stories | Forces |
| Learning Outcomes | Identify and discuss the sun, moon and the stars. | Listen to and recall some facts about the life of Neil Armstrong. | Design and make a rocket. |
| Differentiate by | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ |
| Resources / Equipment | Video – Sparky, Fionn and Erin in outer space. | Video – Neil Armstrong landing on the moon. | * Experiment video – making a rocket.
* Equipment: PCM 25: My Rocket, scissors, glue (staples or tape would also work), paints / crayons and a straw.
 |
| Aistear | Constructive play – Build a rocket. | Manipulative play – Galaxy play dough. | Small world play – Aliens and astronauts. |

**Fortnightly Overviews**

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| **Date: / /**   | **Water 1** |
| Poster | Poster 9: A Rainy Day |
| Subject | **Geography** | **Science** | **History** |
| Lesson | Water All Around! | Is it Waterproof? | The Lighthouse Keeper |
| Strand | Natural Environments | Materials | Story |
| Strand Unit | The Local Natural Environment | Properties and Characteristics of Materials | Stories |
| Learning Outcomes | Observe, discuss and investigate water in the local environment. | Investigate materials that are waterproof and those that absorb water. | Become aware of the work of the lighthouse keeper in the past. |
| Differentiate by | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ |
| Resources / Equipment | Slideshow video – different bodies of water. | Equipment: Bowl of water, tinfoil, paper towel, fabric, cotton wool, plastic, bubble wrap, pipettes (or basters / straws). | Animation – Michael the lighthouse keeper. |
| Aistear | Manipulative play – Pouring water. | Constructive play – Build boats / ships / submarines with construction toys. | Socio-dramatic play – Pretend to be the crew on a ship. |

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| **Date: / /**   | **Water 2** |
| Subject | **Geography** | **Science** | **History** |
| Lesson | Don’t Waste a Drop! | The Shark | The Children of Lir |
| Strand | Environmental Awareness and Care | Living Things | Story |
| Strand Unit | Caring for My Locality | Plants and Animals | Stories |
| Learning Outcomes | Identify, discuss and implement simple strategies for conserving water. | Recall some simple facts about sharks. | Listen to, discuss and retell the story ’The Children of Lir’. |
| Differentiate by | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ |
| Resources / Equipment | Interactive activity – quiz on how we use water every day. | Slideshow video – the shark. | Animation – The Children of Lir. |
| Aistear | Exploratory play – Water play. | Games with rules – Pin the Fin on the Shark. | Physical play – Listen to and move to the music from *Swan Lake* by Tchaikovsky. |

**Fortnightly Overviews**

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| **Date: / /**   | **Summer 1** |
| Poster | Poster 10: At the Campsite |
| Subject | **Science** | **History** | **Geography** |
| Lesson | Floating and Sinking | We Went Camping! | A Campsite Map |
| Strand | Energy and Forces | Story | Natural Environments |
| Strand Unit | Forces | Stories | The Local Natural Environment |
| Learning Outcomes | Investigate whether items float or sink. | * Listen to a story about a camping trip.
* Sequence events on a timeline.
 | Navigate the campsite using the words north, south, east and west. |
| Differentiate by | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑Resource ❑ Grouping ❑ Assessment ❑ |
| Resources / Equipment | * Experiment video – does it float or sink?
* Equipment: Basins, water, coins, paperclips, corks, pieces of chalk, Lego, lollipop sticks.
 | Animation – Fionn’s camping trip. | Image – compass points. |
| Aistear | Exploratory play – Water play. | Socio-dramatic play – Campsite play corner. | Creative play – Draw a treasure map. |

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| **Date: / /**   | **Summer 2** |
| Subject | **Science** | **Geography** | **History** | **Science** |
| Lesson | Minibeast Hunt | The Beach – Let’s Clean Up! | A Holiday in the Past | Make an Ice Lolly |
| Strand | Living Things | Environmental Awareness and Care | Story | Materials |
| Strand Unit | Plants and Animals | Caring for My Locality | Stories | Materials and Change |
| Learning Outcomes | Find and identify a selection of minibeasts in the immediate environment. | * Observe, discuss and appreciate the attributes of the beach.
* Develop a sense of responsibility for taking care of the beach.
 | Interview an older person about their experience of holidays in the past. | Explore the effects of freezing on yoghurt. |
| Differentiate by | Challenge ❑ Task ❑ Pace ❑ Outcome ❑ Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑ Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑ Resource ❑ Grouping ❑ Assessment ❑ | Challenge ❑ Task ❑ Pace ❑ Outcome ❑ Resource ❑ Grouping ❑ Assessment ❑ |
| Resources / Equipment | * Slideshow video – common garden minibeasts.
* Equipment: Pooters, jars, magnifying glasses.
 |  |  | * Equipment: One yoghurt per child, lollipop sticks, freezer.
* Interactive activity – match the images.
 |
| Aistear | Manipulative play – Sort play insects by colour, type or how they move. | Exploratory play – Clean the sand tray. | Socio-dramatic play – Packing a suitcase for a holiday. | Manipulative play – Make ice cream sundaes with play dough. |