My Summer Holidays

Subject: History Strand: Myself and My Family

Strand Unit: My Family

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| Learning Outcomes  • Discuss and record four facts about the summer holidays. | Skills  • Time and chronology; Change and continuity; Cause and effect; Using evidence; Synthesis and communication; Empathy |
| Vocabulary  • summer, holidays, friends, family, before, after | |
| Resources  • Animation – Fionn talking about his summer holidays. | |
| Lesson  • Watch the animation about Fionn’s summer holidays.  • Ask the children three things about Fionn’s summer holidays.  • Encourage the children to tell a partner about their summer holidays using the words first, then, after, finally.  • Pupil Book, page 1: **My Summer Holidays.** The children talk about their summer holidays, and write and draw answers to the questions Where did you go? Who did you see? What did you eat? What was your favourite moment? | |
| Think like an Historian!  • Where did Fionn go during the summer?  • What did he do first, then, after that?  • Name three things that you did during the summer. | |
| Differentiation  • Some children may require additional support recalling and retelling their news from the summer holidays in sequence. Prompt the children as necessary.  • Challenge the children to retell their partner’s news in sequence. | |
| Assessment  • The children can discuss and record four facts about their summer holidays. | |
| Extension Ideas  • Exploration Copy, page 1: **Storyboard**. The children sequence events from their summer holidays. They may choose to draw pictures of the events or paste in photos.  • Learn about the history of a place that one of the children in the class went to visit over the holidays. | |
| Integration  **English:** Oral language game. ’I went to …’ (similar to ’I went on holidays and I brought …’).  **Drama**: In groups, the children create a still image to portray an activity that they did during the summer holidays. | |

I Have Five Senses

Subject: Science Strand: Living Things Strand Unit: Myself

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| Learning Outcomes  • Become aware of the role of each sense in detecting information about the environment and in protecting the body. | Skills  • Exploring; Questioning; Observing; Recording and communicating |
| Vocabulary  • senses, touch, hands, skin, taste, tongue, sight, eyes, see, smell, nose, hearing, ears, brain | |
| Resources  • Slideshow video – the senses. | |
| Lesson  • Look at the slideshow video. Discuss what is happening in each picture. Encourage the children to try to name which sense is being used in each picture. Identify the part of the body that is being used to carry out each activity.  • Explain to the children that we have five senses. Our senses work together to help us to make sense of the world around us. We use different parts of our bodies for each sense. Our nose is for smelling, our tongue is for tasting, our ears are for hearing, our skin is for touching and our eyes allow us to see. Ask the children to think of how they have used their senses at school today. List some of the activities on the board.  • Encourage the children to think about what life would be like if they did not have one of their senses. Have they ever met someone who couldn’t use one of their senses?  • Pupil Book, page 2: **I Have Five Senses.** The children tick the boxes to indicate the senses they use when interacting with each object (cupcake, old school bell, painting, soft blanket, bottle of perfume). They put an ’x’ in the box if the sense is not used. | |
| Think like a Scientist!  • Name the five senses.  • What part of the body do you use to touch, see, smell, taste, hear?  • How would your life change if you could not use one of your senses? | |
| Differentiation  • Some children may require additional support completing the activity in their book. If necessary, allow the children to complete the task in pairs.  • Challenge the children to describe how they use each sense when carrying out a daily activity such as eating breakfast, doing their homework or playing with their friends. | |
| Assessment  • The children can name the five senses and the part of the body associated with each sense. | |
| Extension Ideas  • PCM 1, page 200: **My Senses.** Cut out the words. Paste them onto the correct body part.  • Investigate what would happen if one of the senses was removed. Provide ear defenders or a blindfold and encourage the children to try to carry out a simple task with one sense removed. | |
| Integration  **Gaeilge:** Amhrán. Ceann, gualainn, glúin is cos.  **Music:** Five Senses Song (use the tag ’Five Senses Song’ to search the internet). | |

Our School Garden

Subject: Geography Strand: Environmental Awareness and Care   
Strand Unit: Caring for My Locality

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| Learning Outcomes  • Identify, discuss and help to implement strategies for enhancing the school environment. | Skills  • Questioning; Observing; Recording and communicating |
| Vocabulary  • garden, flower bed, plants, soil, fork, trowel, gardening gloves, watering can, compost bin | |
| FYI  • Visit the School Earth Education (SEED – turning school gardens into living classrooms) website for more information about school gardens. SEED is a national network of educational centres with many years’ experience in Primary and Post-Primary environmental education, specialising in all aspects of organic school gardening. Included is a ’Getting Started’ page with advice about setting up a school garden. | |
| Lesson  • Start the lesson by asking the children to list ways they can take care of their school. Encourage discussion about keeping classrooms and common areas clean, tidy and safe.  • Evaluate whether the children are currently keeping their classroom clean, tidy and safe. Identify an area that might need some attention and make a plan to improve it. For example, does someone clean up the floor at the end of the day or is it left to the school cleaners? What do we do to ensure that the school library is left tidy and organised after a visit? What do we do about litter in the school yard?  • Focus on the outside of the school. Ask the children how they could enhance the area around the school.  • If possible, visit the SEED website and look at some of the video clips. Talk to the children about setting up or developing a school garden. Discuss growing plants and flowers versus growing vegetables.  • Points to talk about:  – Ownership of a garden  – Jobs that need to be done to maintain the garden  – The living things in the garden  – Interdependence between people, animals and plants  – How a garden enhances a school  – The positive effects a garden has on the school community as a whole.  • Pupil Book, page 3: **Our School Garden.** The children draw a plan for a school garden or draw a plan for an existing school garden.Encourage the children to share their plans in small groups or with the class. | |
| Think like a Geographer!  • What can we do to keep our classroom clean / tidy / safe?  • Why would it be beneficial to have a school garden?  • Name some resources we might need for a school garden.  • What jobs would we need to do to take care of and develop the garden? | |
| Differentiation  • Some children may require additional support planning a school garden. Allow them to plan in pairs.  • Challenge the children to build a model garden using concrete materials. | |
| Assessment  • The children can name and discuss three ways to care for the school environment.  • The children can name and discuss three ways to take care of a school garden. | |
| Extension Ideas  • Exploration Copy, page 2: **My Dream School Garden**. The children list what it would include and draw a picture of it.  • Start a school garden. (Or do some work in your existing one.) Most schools have scope to develop a small area for a garden. It could be a raised flower bed or, if this is not an option, window boxes or an ’indoor school garden’ on a classroom windowsill can be used. | |
| Integration  **SPHE:** Environmental care. Appreciate the environment and realise that each individual has a community and individual responsibility to protect and care for the environment. Organise a clean-up of the school garden or the area outside your school.  **Art:** Printing. Use items from the school garden, such as leaves, flowers and feathers, to make interesting prints. | |

First Day at School

Subject: History Strand: Myself and My Family   
Strand Unit: When My Grandparents Were Young

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| Learning Outcomes  • Compare and contrast the main differences and similarities between a child’s first day of school now and in the past.  • Record events from the children’s first day at school. | Skills  • Time and chronology; Change and continuity; Using evidence; Synthesis and communication; Empathy |
| Vocabulary  blackboard, sod of turf, fire, duster, desk, school | |
| Resources  • Animation – Rosie’s first day at school. | |
| Lesson  • Watch the animation of Rosie’s first day at school. Pause at intervals for discussion.  • Brainstorm with the children the main differences between Rosie’s first day at school and their first day at school.  • Pupil Book, page 4: **First Day at School.** The children compare their first day at school with Rosie’s. | |
| Think like an Historian!  • Can you remember your first day at school? What did you do? Who did you meet? What did you eat?  • Name two similarities and two differences between Rosie’s first day at school and your first day at school.  • Would you like to go to Rosie’s school? Why? Why not? | |
| Differentiation  • Some children may need additional support naming the main differences between Rosie’s first day at school and their first day at school. Replay the animation as necessary.  • Challenge the children to imagine what school will be like in the future. | |
| Assessment  • The children can list the main differences and similarities between their first day at school and an older person’s first day at school. | |
| Extension Ideas  • Exploration Copy, page 3: **Interview – My First Day at School**. The children interview an older person about their first day at school. They draw a picture or paste in a photo of the person and write three sentences about the person’s first day at school.  • Examine a selection of photographs of schools in Ireland from the past. Try to find photographs of your school from the past. | |
| Integration  **English**: Poem ’I Don’t Want To Go Into School’ by Colin McNaughton (use the tag ’I don’t want to go into school by Colin McNaughton’ to search the internet).  **SPHE:** Myself, self-identity, self-confidence. Learning how to cope with various changes like the first day of school or moving to a new class / house, etc. | |

My Sense of Smell

Subject: Science Strand: Living Things Strand Unit: Myself

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| Learning Outcomes  • Become aware of the role of smell in detecting information about the environment and protecting the body. | Skills  • Exploring; Questioning; Observing; Predicting; Investigating and experimenting; Analysing; Recording and communicating |
| Vocabulary  smell, nose, nostrils, septum, cilia, mucus, sneeze | |
| FYI  • The nose helps us to breathe, smell and taste.  • The nose has two nostrils which are separated by a wall called the septum. At the top of the nose the septum is made of a thin piece of bone but is made of more flexible cartilage closer to the tip.  • The nose connects to the throat and trachea (windpipe).  • The inside of the nose is lined with tiny hairs. These are called cilia. These hairs filter the air that we breathe and trap particles of dust. When you breathe in something that is too large for the cilia to catch, or something that irritates the nose, the nose shoots it out. This is called sneezing. A sneeze can travel at up to 160 kilometres an hour and spread germs up to 8 metres away. Look online for a video of a sneeze in slow motion!  • The nose warms and moistens the air before it reaches the lungs. We breathe in oxygen and breathe out carbon dioxide. Trees in the environment absorb the carbon dioxide that we breathe out.  • Our nose produces mucus (commonly known as ’snot’). This mucus helps to protect the lining of the nose. It traps bacteria and helps to expel it from the nose. The cilia move back and forth to move mucus through the nose. When we have a cold, mucus production increases, which is why we may have a runny or stuffy nose.  • Some people have an acute sense of smell. This is known as hyperosmia. These people often work in perfumeries or as wine sommeliers. Others have little or no sense of smell. This is known as anosmia.  • In New Zealand, the Maori people greet each other by pressing their noses together. Inuit people also press their noses against their loved ones to greet them or show affection. | |
| Resources  • Online slideshow – things with different smells. | |
| Equipment  • Cotton wool, containers, blindfold, highly scented substances such as vanilla essence, orange or lemon slices, banana, coffee, lavender oil, perfume, shampoo, mint leaves, toothpaste, cinnamon. | |
| Lesson  • Ask the children to name their favourite and least favourite smell. Talk about how we identify smells and which part of the body we use to smell.  • Give the children some facts about the nose. Help them to identify the nostrils and septum.  • **Investigation:** Using the sense of smell to identify a variety of scents. In pairs  or small groups, the children predict whether they will be able to identify some common scents using only their nose. Ask the children to suggest ways to ensure that a fair test is carried out. They may suggest that a blindfold is used to ensure that they don’t see the items and that they keep their hands behind their back so they cannot touch the items, etc. Blindfold the children in turn and allow them to smell each item. How many items can they identify correctly?  • Look at the online slideshow. Ask the children to identify the different types of smells.  • Pupil Book, page 5: **My Sense of Smell.** The children label the parts of the nose and record which scents they could or could not identify. | |
| Think like a Scientist!  • Can you name the different parts of the nose?  • How does our sense of smell help us in daily life?  • Do you think you have a strong sense of smell?  • How many of the scents could you identify? | |
| Differentiation  • Some children may require additional support recording the results of their investigation in their book. Allow them to complete the task orally.  • Challenge the children to go on a smell walk around the school. They record the smells in the school environment. | |
| Assessment  • The children can describe the role of smell in detecting information about the environment and protecting the body. | |
| Extension Ideas  • Exploration Copy, page 4: **Nose Fact File**. The children write three facts about the nose and draw  a diagram.  • Place pairs of highly scented items / substances into individual, lidded containers with a hole at the top of each. Ensure that the container is not see-through. Encourage the children to smell each item and to try to find matching pairs. | |
| Integration  **English:** Write an acrostic poem using the name of your favourite scent, e.g. perfume, flowers,  lemon, etc.  **Maths:** Data. Record the children’s favourite smells. Create a block graph to represent the data. | |

School – A Bird’s Eye View

Subject: Geography Strand: Human Environments   
Strand Unit: Living in the Local Community

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| Learning Outcomes  • Identify objects from an aerial perspective. | Skills  • A sense of place and space; Maps; Questioning; Observing; Predicting; Recording and communicating |
| Vocabulary  photograph, view, above, bird’s eye, perspective, aerial | |
| Resources  • Slideshow video – a cup from above and from the front.  • Interactive activity – match the items to the correct aerial view. | |
| Lesson  • Introduce the lesson by watching the slideshow video. Pause the video on the aerial view of the cup and ask the children to identify it. They may be able to identify the cup without support but may need some clues. Play the video again to show them the image of the same cup from the front.  • Discuss how things might appear differently depending on where we view them from. Introduce the term ’aerial view’. Provide the children with a range of day-to-day items from the classroom and, working in pairs, encourage them to look at the items as they normally would and also from above. Encourage them to place the item on the ground in front of their feet and to look directly over it. Discuss how it appears.  • Interactive activity. Match photographs to their corresponding aerial view image.  • Visit Google Earth to find your school and look at it from above. Encourage the children to point out parts of the school that they recognise such as the car park, yard, pitch, etc.  • Pupil Book, page 6: **School – A Bird’s Eye View.** The children examine and discuss an aerial view of a school and draw an aerial view of their own school. | |
| Think like a Geographer!  • What does ’aerial view’ mean?  • How does an aerial view differ from a view from the ground?  • When might you see an aerial view of something? | |
| Differentiation  • Some children may require additional support drawing the school from an aerial perspective. Support them by drawing a basic outline in their book.  • Challenge the children to draw an aerial view of their school as seen on Google Earth. | |
| Assessment  • The children can identify objects from an aerial perspective. | |
| Extension Ideas  • PCM 2, page 201: **Aerial View.** Draw these items as they might look from above.  • Provide the children with a camera or a tablet to take photographs of objects around the school from an aerial perspective and present them to the class. | |
| Integration  **Art**: Looking and responding. Investigate perspective in famous artworks.  **SPHE:** Discuss perspective in terms of ’point of view’. Discuss how people can have different perspectives and opinions on various issues. Develop strategies for conflict resolution. | |

Family Timelines

Subject: History Strand: Myself and My Family Strand Unit: My Family

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| Learning Outcomes   * Compare ages of family members and place them on a simple timeline. | Skills   * Time and chronology; Using evidence; Synthesis and communication |
| Vocabulary  timeline, young, younger, youngest, old, older, oldest, before, after, between | |
| Lesson  • Introduce the words ’older’ and ’younger’ to the children. Encourage the children to name people who are older than them and people who are younger than them in their family.  • Explain to the class what a timeline is.  • Look at the timeline poster and talk about where each member of Fionn’s family (Fionn, Fionn’s mum, sister, granny, brother) should be placed. Who is at either end of the timeline? Why?  • Pupil Book, page 7: **Family Timelines.** The children talk about Fionn’s family timeline – who is older and younger than Fionn. They draw their own family in the correct order on the timeline. Encourage the children to describe their  family timeline to a partner using the words older / oldest / younger / youngest. | |
| Think like an Historian!  • Name somebody in your family who is older than you.  • Name somebody in your family who is younger than you.  • Who is the oldest / youngest person in your family? | |
| Differentiation  • Some children may need additional support drawing their family members in the correct order. Prompt as necessary.  • Challenge the children to add additional family members onto the timeline. They may wish to include cousins, aunts, uncles, etc. | |
| Assessment  • The children can compare the ages of different family members and place them on a simple timeline. | |
| Extension Ideas  • PCM 3, page 202: **My Family Tree.** Draw. The children write the names of their family on the family tree and draw each person. Encourage them to draw the younger members of their family at the bottom and the older members of the family at the top of the tree.  • A birthday timeline. Create a timeline of birthdays in the class. | |
| Integration  **Maths**: Time. Sequence the months of the year.  **Gaeilge:** Mo chlann. Ainmnigh na daoine sa teaghlach – máthair, athair, deartháir, deirfiúr, col ceathair, srl. | |

My Sense of Touch

Subject: Science Strand: Living Things Strand Unit: Myself

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| Learning Outcomes  • Become aware of the role of touch in detecting information about the environment and protecting the body. | Skills  • Exploring; Planning; Evaluating; Questioning; Observing; Predicting; Investigating and experimenting; Estimating and measuring; Analysing; Recording and communicating |
| Vocabulary  touch, skin, temperature, organs, sense, feel, lips, soles of feet, palms of hands | |
| FYI  • Skin is the largest organ in the body. Its function is to protect the body and to regulate the body’s temperature.  • Skin has three separate layers. The top layer is called the epidermis. This is the part of the skin that we can see. Melanin is a substance which gives skin its colour.  • The dermis is the layer below the epidermis. This is where all the nerve endings and glands are located. The nerve endings in the dermis send messages to the brain to alert it to touch.  • The third layer of the skin is called the subcutaneous layer. This is made up of a layer of fat which helps to insulate the body. | |
| Equipment  • A pillow case or large bag, familiar items such as classroom items, different types of fruit, thick woolly gloves. | |
| Resources  • Image – cross-section of the skin. | |
| Lesson  • Revise the five senses – see Lesson 2, I Have Five Senses. Encourage the children to name the five senses. Explain that they will be conducting an investigation into the sense of touch in this lesson.  • Ask the children to name different ways that we use the sense of touch. Ask the children to name the organ that we use to touch. Give them some facts about the skin. Look at the picture of a cross-section of the skin. Identify the different parts (hair follicle, nerve endings, blood vessels, different layers).  • **Investigation:** Investigate the importance of the sense of touch in identifying an object. This investigation can take place as a whole class, in groups or in pairs. Gather some familiar objects such as crayons, construction toys, play dough, bean bags, balls, fruit. Place one of the objects into a pillow case or large bag. Do not show the children the object in advance. Invite the children to place a glove on one of their hands. Ask the children to predict the outcome of the investigation – will it be easier to identify the object with or without a glove? The children reach into the pillow case / bag and touch the object using their gloved hand. They try to identify what the object is. Allow them to touch the object using their other hand and to try to identify it. Encourage the children to return to their prediction. Were they right? Ask the children to identify whether they used any other sense to help them to identify the object.  • Pupil Book, page 8: **My Sense of Touch.** The children read the sentences and record the investigation. | |
| Think like a Scientist!  • Which organ do we use to sense touch?  • Why do we need our sense of touch? What could happen if we couldn’t sense heat, cold, pain, etc.?  • Is touch important when trying to identify an object? Why?  • What other senses did you use when identifying the objects in the investigation? | |
| Differentiation  • Some children may require additional support recording the investigation in their book. Prompt where necessary.  • Challenge the children to create their own ’feely-bag’ for a partner. | |
| Assessment  • The children can describe the role of touch in detecting information about the environment and protecting the body. | |
| Extension Ideas  • Exploration Copy, page 5: **Nice to Touch**. The children draw and label two things that feel nice to touch and two things that don’t feel nice to touch.  • Investigate how the skin senses heat. Collect three plastic bottles. Fill one with water and place in the freezer until frozen. When ready to conduct the experiment, fill another bottle with water that is at room temperature and a third bottle with warm water. Allow the children to hold the frozen bottle in one hand and the bottle of warm water in the other hand. After one minute put these bottles aside. Take hold of the third bottle, which is at room temperature. Does it feel warm or cold? | |
| Integration  **Art:** Finger painting. Allow the children to create pictures using only their fingers to paint.  **Music:** Body percussion. Encourage the children to create sounds using different parts of their body. In groups, create a composition using body percussion. | |

People Who Help Me in the Community

Subject: Geography Strand: Human Environments   
Strand Unit: Living in the Local Community

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| Learning Outcomes  • Explore the roles of a variety of people in the community and investigate their work. | Skills  • Questioning; Observing; Predicting; Recording and communicating |
| Vocabulary  community, role, job, occupation, teacher, doctor, nurse, Garda, lollipop person, librarian, life guard, coach, neighbour, firefighter | |
| FYI  • A community can be described as a group of people in the same place (geographical or virtual) that have something in common such as interests, beliefs, norms, etc. | |
| Resources  • Animation – Erin talking about her community. | |
| Lesson  • Ask the children to explain what a community is. They may need help defining the term.  • Question them about the community in which they live. What is it called? What services / shops, etc. are available there?  • Watch the animation of Erin talking about her community and the people in it. Ask the children to recall the people Erin names in the video and their roles in her community. Use this as a starting point for discussion about the people who live in their community and the contribution they make. Encourage the children to describe their jobs.  • Discuss volunteer work with the children.  • Pupil Book, page 9: **People Who Help Me in the Community.** The children label the photographs and talk about and colour examples of good community spirit in the picture. | |
| Think like a Geographer!  • What is a community? What community do you live in?  • Name a person who helps keep the community safe / clean / beautiful, etc.  • Why is it important to look after other people in our community? How can we do this? | |
| Differentiation  • Some children may require additional support with the written task. Provide initial letters where necessary.  • Challenge the children to name other occupations. | |
| Assessment  • The children can name and describe the roles of three people who work in and contribute to the community. | |
| Extension Ideas  • Exploration Copy, page 6: **Occupation Fact File**. The children choose someone who works in their local community, write three sentences about this person’s role and draw a picture of the person.  • Invite a person who works / helps in the community to visit the class. Encourage the children to prepare questions for the visitor. | |
| Integration  **SPHE:** Developing citizenship. Discuss fostering a sense of belonging in the community by becoming involved in local events, celebrations, etc.  **Drama:** Role-play the work of different people in the community. | |