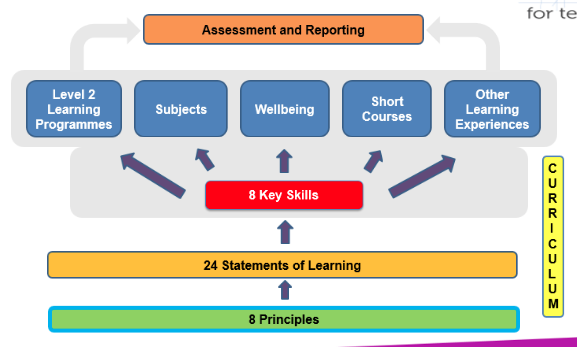


**Sample Timetable/Planning Booklets**



**Sample – Yearly Plan. 4 Year Programme. Year 1**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Communication & Literacy** | **Numeracy** | **Personal Care** | **Living in the Community** | **Preparation for Work** | **Short Course** |
| **Term 1** | - **Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener**  - **Using expressive arts to communicate**  - **Using non-verbal behaviour for a variety of purposes**: | - **Developing an awareness of number**  **-Managing Money**  **-Using a calculator** | - **Developing good daily personal care:** | – **Developing good relationships** | – **Being able to set goals for learning** |  |
| **Term 2** | - **Reading to obtain basic information**  - **Using expressive arts to communicate**  - **Using a range of writing forms to express opinions** | - **Developing an awareness of time** | - **Developing healthy eating habits** | –**Resolving conflict** | – **Being able to set goals for learning** |  |
| **Term 3** | - **Using expressive arts to communicate**  **-Using Information and communication technology for a range of purpose** | - **Using Shapes** | - **Becoming aware of one’s sexuality** | – **Using Local facilities** | – **Being able to set goals for learning** |  |

**Teacher to pick outcomes to follow for class and/or individual students.**

**Year 2**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Communication & Literacy** | **Numeracy** | **Personal Care** | **Living in the Community** | **Preparation for Work** | **Short Course** |
| **Term 1** | - **Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener**  - **Using expressive arts to communicate**  - **Using non-verbal behaviour for a variety of purposes** | - **Developing an awareness of number**  **-Managing Money**  **-Using a calculator** | -**Developing a healthy lifestyle** | – **Developing good relationships** | -**Finding out about work** |  |
| **Term 2** | - **Reading to obtain basic information**  - **Using expressive arts to communicate**  - **Using a range of writing forms to express opinions** | - **Developing an awareness of Temperature**  **-**- **Developing an awareness of time** | - **Being able to manage stress** | –**Resolving conflict** | -**Finding out about work** |  |
| **Term 3** | - **Using expressive arts to communicate**  **-Using Information and communication technology for a range of purpose** | -**Developing an awareness of weight and capacity** | - **Becoming aware of one’s sexuality** | **-Seeking help and advice** | -**Finding out about work** |  |

**Year 3**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Communication & Literacy** | **Numeracy** | **Personal Care** | **Living in the Community** | **Preparation for Work** | **Short Course** |
| **Term 1** | - **Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener**  - **Using expressive arts to communicate**  - **Using non-verbal behaviour for a variety of purposes** | - **Developing an awareness of number**  **-Managing Money**  **-Using a calculator** | **- Developing good daily personal care** | – **Developing good relationships** | – **Preparing for a work related activity**  **-Taking part in a work related activity** |  |
| Term 2 | - **Reading to obtain basic information**  - **Using expressive arts to communicate**  - **Using a range of writing forms to express opinions** | **-Developing an awareness of length and distance**  **-Developing an awareness of time** | **-Knowing how to stay safe** | –**Resolving conflict** | – **Preparing for a work related activity**  **-Taking part in a work related activity** |  |
| Term 3 | - **Using expressive arts to communicate**  **-Using Information and communication technology for a range of purpose** | **- Developing spatial awareness** | **-Becoming aware of one’s sexuality** | -**Making consumer choices** | – **Preparing for a work related activity**  **-Taking part in a work related activity** |  |

**Year 4**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Communication & Literacy** | **Numeracy** | **Personal Care** | **Living in the Community** | **Preparation for Work** | **Short Course** |
| **Term 1** | - **Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener**  - **Using expressive arts to communicate**  - **Using non-verbal behaviour for a variety of purposes** | - **Developing an awareness of number**  **-Managing Money**  **-Using a calculator** | -**Making personal decisions** | – **Developing good relationships** | **-Developing an awareness of health and safety using equipment**  **-Taking part in a work related activity** | Choice 1 |
| **Term 2** | - **Reading to obtain basic information**  - **Using expressive arts to communicate**  - **Using a range of writing forms to express opinions** | -**Using data for a range of purposes** | - **Recognising Emotions** | –**Resolving conflict** | **-Developing an awareness of health and safety using equipment**  **-Taking part in a work related activity** |  |
| **Term 3** | - **Using expressive arts to communicate**  **-Using Information and communication technology for a range of purpose** | **-Developing an awareness of time** | **-Becoming aware of one’s sexuality** | **-Making Consumer choices** | **-Developing an awareness of health and safety using equipment**  **-Taking part in a work related activity** |  |

SAMPLE YEARLY PLAN broken into TERMLY plans- TERM ONE

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Communication & Literacy** | **Numeracy** | **Living in the Community** | **Personal Care** | **Preparing for Work** |
| **Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener** | **Managing money** | **Seeking Help and advice**  D1. Name the relevant agencies that offer our support and advice to the public | **Being able to manage stress**  D1. Describe school/community/personal situations that are stressful | **Preparing for a work related activity**  C1. Identify and list their own talents, strengths |
| A1. Listen to obtain information relating to more than one option | A1. Recognise frequently used Euro notes and coins |
| A2. Ask questions obtain information | A2. Pay for an item correctly and count the change in a mock-up or real life shopping transaction | D2. Describe the schools procedure to report an incident | D2. Recognise some of the signs of stress | C2. Create a curriculum vitae including personal profile, education and work experience details |
| A3. Follow a series of spoken instructions under supervision | **Developing an awareness of number** | D3. Compile a short list of people or groups who can provide support, including personal contacts and group/organisations | D3. Identify some ways to relax | C3. Participate in a short interview |
| B1. Recognize numbers up to 100 in Numeral form |
| A4. Express personal opinions, facts and feelings appropriately | B2. Recognize place value in relation to units, tens and hundreds | D4. Describe how to contact a range of people or organisations in their local area that can provide help and advice | D4. Demonstrate a relaxation technique | C4. Keep a punctuality and attendance record for a month |
| A5. Participate in practical formal and informal communications | **Developing an awareness of temperature** | D5. Visit a local community organisation and ask for advice | D5. Practise a range of relaxation techniques in real life circumstances | C5. Carry out specific tasks in a range of roles in school |
| C1. Use appropriate words to describe temperature |
| **Using non-verbal behaviour for a variety of purposes** | C2. Identify instruments used for indicating and adjusting temperature |  | D6. Identify a range of situations in which ability to relax has been helpful | C6. Keep a record of tasks completed in a journal |
| B1. Identify a range of non-verbal communication methods | C4. Compare temperatures for the different times of the year |
| B2. Use appropriate non-verbal behaviour in communication a simple idea | C5. Locate appropriate temperatures on a cooker dial |
| B4. Respond to non-verbal signals and signs encountered in daily life | **Developing an awareness of time** |  |  |  |
| J5. Find a specified day or date on a calendar or timetable |
| B5. Follow the sequence of non-verbal instructions or directions for a frequent activity | J6. Match months or activities with their seasons |  |  |  |

TERM TWO

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Communication and Literacy** | **Numeracy** | **Living in the Community** | **Personal Care** | **Preparing for Work** |
| **Reading to obtain basic information:** | **Managing money**  A5. Recognise the difference between using money to buy essential items and luxury items | **Using Local Facilities** C1. List ways of spending leisure time | **Becoming aware of ones sexuality**  F1. Identify the standard names of the sexual organs | **Taking part in a work related activity** |
| C1. Read familiar words that are commonly used and personally relevant |
| C3. Interpret different forms of writing and text, including social sight signs and symbols | A6. Plan a personal budget for a week | C2. Identify familiar places and organisations in the local community. | F2. Describe the functions of the sexual parts of the body | One of the below:  Horticulture  Mini-enterprise  Plan a school function  Organise a day trip |
| **Developing an awareness of number**  B3. Add two digit whole numbers that total less than 100 in the context of an everyday situation |
| C4. Find key information from different forms of writing | B4. Subtract two digit whole numbers in the context of an everyday situation | C3. Distinguish between what is free and what has to be paid for in the community | F3. Recognise the physical and emotional changes which occur in boys and girls during adolescence |  |
| B5. Estimate quantities to nearest value of in broad terms |
| **Develop an awareness of weight and capacity**  D1. Use appropriate vocabulary to describe the units of weight and capacity |
| **Using a range of writing forms to express opinions** | D2. Identify the marks for the units of weights and capacity | C4. Participate in a school-based community project and record their participation, e.g. a litter campaign | F4. Recognise the difference between appropriate and inappropriate ways of expressing feelings |  |
| D1. Write/type notes and messages needed for simple tasks | D3. List some examples of weight and capacity from daily life |
| D4. Use a graduated vessel to work out the capacity of liquids |
| D2. Write/type at least five sentences so that they convey meaning or information | D5. Use a weighing scales to work out the weight of powders and solids |  | F5. Recognise the difference between a friendship and a more intimate relationship |  |
| **Developing an awareness of time** J1. Tell the time from an analogue clock for the hour, half hour, and quarter hour |
| D6. Use a range of different forms of writing to suit purpose and audience | J3. Identify the key times during the day, on the hour, half hour, quarter hour |  |  |  |

TERM THREE

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Communication and Literacy** | **Numeracy** | **Living in the Community** | **Personal Care** | **Preparing for Work** |
| **Using information and communication technologies** | **Managing money**  A7. Save a small amount of money each week to buy an item | **Resolving Conflict**  B1. Describe what peer pressure is, give examples of peer pressure and suggest ways to handle it | **Knowing how to stay safe**  E1. Identify key safety risks in the workplace/home/community | One of the below:  Horticulture Mini-enterprise Plan a school function Organise a day trip |
| F2. Use technology requiring not more than three functions, for personal, home and educational/workplace |
| F5. Turn a personal computer on and off safely | **Developing an awareness of number**  B4. Subtract two-digit whole number s in the context of an everyday situation | B2. Describe ways of handling peer pressure | E2. Recognise when personal safety is threatened, e.g. bullying/harassment |  |
| F6. Identify the information symbols on a desktop |
| F7. Use frequently used keys appropriately | B5. Estimate quantities to the nearest value in broad terms |
| F8. Use a software package, involving opening a package, entering and manipulating text/image/data, save to file, print and exit safely |
| F9. Access a range of websites on the internet | **Develop an awareness of length**  E2. Identify the units of length and distance on a ruler, metre stick, and measuring tape | B3. Demonstrate an ability to negotiate with peers | E3. Name daily practices that promote personal safety, e.g. using pedestrian crossings, disconnecting electrical equipment at night, pouring hot liquids in after cold, wearing protective clothes/gloves, seeking advice |  |
| F10. Find information for a project on the web | E3. Use a ruler to draw and measure different lengths of lines |
| F11. Send and open an email | E5. Measure the length of common places | B4. Describe the characteristics of bullying behaviour | E4. Describe appropriate response when a risk is identified |  |
| **Using expressive arts to communicate** | **Developing an awareness of time** J2. Tell the time from a digital clock for the hour, half hour, quarter hour | B5. Identify the schools approach to dealing with bullying behaviour |  |  |
| E1. Participate in a performance or a presentation | J4. Solve problems to work out the passage of time | B6. Identify the steps for dealing with conflict |  |  |
| E2. Create a range of images using a variety of materials |  |  |  |  |
| E3. Produce a piece of work for display |  |  |  |  |

**Mild Category Special School Sample Timetable - Mix of Level 3 and Level 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **9.00** | English | Numeracy | Home Ec.  Numeracy | Horticulture  PW | Arts  Initiatives    Short Courses |
| **9.40** | Numeracy | PE | Home Ec.  English | Horticulture  PW |
| **10.20** | Geography | PE | Numeracy | Science |
| **11.00** | Break | | | | |
| **11.15** | History | English | Woodwork | English | Numeracy |
| **11.55** | RE | RE | Woodwork | RE | RE |
| **12.30** | Lunch | | | | |
| **1.00** | Personal Care | Living in the Community | Science | Home Economics - Theory | Woodwork - Theory |
| **1.35** | Numeracy/PW | ICT | Science | Geography | Preparing for Work |
| **2.10** | Living in the  Community | Personal Care | English | Personal Care | English |

**Moderate Category Special School Timetable**

**(Kitchen) (Swim/Gym)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Time/Day** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 9.05 – 9.20 | Welcoming Children  Homework check (RE and Personal Care) | Welcoming Children  Homework check(RE and Personal Care) | Welcoming Children  Homework check(RE and Personal Care) | Welcoming Children  Homework check(RE and Personal Care) | Welcoming Children  Homework check(RE and Personal Care) |
| 9.20 – 10.30 | Literacy Activities  (C and L) | Literacy Activities  (C and L) | Literacy Activities  (C and L) | Literacy Activities  (C and L) | Literacy Activities  (C and L) |
| 10.15 – 10.30 | OT & Physio  (Group 1) (Personal Care | OT and Physio  (Group 2) (Personal Care | OT & Physio  (Group 1) (Personal Care | OT & Physio  (Group 2) (Personal Care | OT & Physio  (Group 1) (Personal Care |
| 10.30 – 11.00 | Assembly and Break  (SESE,C and L, RE) | Music  (SESE,C and L, RE) | Assembly and Break  (SESE,C and L, RE) | Music  (SESE,C and L, RE) | Assembly and Break  (SESE,C and L, RE) |
| 11.00 – 11.55 | Numeracy Activities | Numeracy Activities | Music Therapy | Numeracy Activities | Numeracy Activities |
| 11.55 – 12.00 | DEAR TIME (C and L) | DEAR TIME (C and L) | DEAR TIME (C and L) | DEAR TIME (C and L) | DEAR TIME (C and L) |
| 11.55 – 12.15 | Circle Time (SESE, Literacy & Numeracy) | Circle Time(SESE, Literacy & Numeracy) | Circle Time(SESE, Literacy & Numeracy) | Circle Time(SESE, Literacy & Numeracy) | Circle Time(SESE, (Literacy & Numeracy) |
| 12.15 – 12.30 | Transfer to school | Transfer to school | Transfer to school | Transfer to school | Transfer to school |
| 12.30 – 1.30 | Dinner time and Play Time, Back to school  (Personal Care, SESE) | Dinner time and Play Time, Back to school  (Personal Care, SESE) | Dinner time and Play Time, Back to school  (Personal Care, SESE) | Dinner time and Play Time, Back to school  (Personal Care, SESE) | Dinner time and Play Time, Back to school  (Personal Care, SESE) |
| 1.30 – 2.00 | P.E (Personal Care) | Art (C and L) | GAA Skills/ Preparation for Work | SESE | Personal Care SPHE(activity choice) |
| 2.00 - 2.30 | Living in the community | Preparation for work | Free Choice of books or jigsaw (Literacy & Numeracy) | Living in the community | Free Choice of books or jigsaw (Literacy & Numeracy) |
| 2.30 – 2.40 | Discuss the school day (Literacy, SPHE) | Discuss the school day (Literacy, SPHE) | Discuss the school day (Literacy, SPHE) | Discuss the school day (Literacy, SPHE) | Discuss the school day (Literacy, SPHE) |

**Sample Timetable of PLU’s - 250 hours per PLU and 100 hours per Short Course**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **09.00** | Assembly | Assembly | Assembly | Assembly | Assembly |
| **09.20** | Communication & Literacy | Communication & Literacy | Communication & Literacy | Communication & Literacy | Communication & Literacy |
| **09.50** | Numeracy | Numeracy | Numeracy | Numeracy | Numeracy |
| **10.20** | Living in the Community | Personal Care | Preparing for Work |  | Personal Care |
| **10.50** | Break | Break | Break | Break | Break |
| **11.00** | Short Course 1 | Living in the Community |  | Personal Care | Preparing for Work |
| **11.30** | Short Course 1 |  | Living in the Community |  | Living in the Community |
| **12.00** | Religion | Religion | Religion | Religion | Religion |
| **12.30** | Lunch | Lunch | Lunch | Lunch | Lunch |
| **13.00** | Personal Care |  | Personal Care | Living in the Community |  |
| **13.30** |  | Preparing for Work |  | Preparing for Work | Short Course 2 |
| **14.00** | Preparing for Work |  |  |  | Short Course 2 |

\* Yellow indicates time slots that can be used towards other curricular activities as required for each class, e.g. Swimming, Speech Therapy, and Occupational Therapy.

***Short term plan/Progress Report       Month:***January 2015  ***Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Communication and Literacy***  ***Fortnight 1*** | SOL | L.M. | N.M. | J.P. | M.C. | C.K. | S.F. | C.R. | Assessment  TO, TDTT, WS, P |
| Reading group 1 - Hunger games, finish chapter 4 along with study questions from novelnovice.com. | 1,  3,  6, |  |  |  |  |  |  |  | Key Skills  C, MM, WO |
| Reading group 2 - Continuation of the SNIP programme, session 16-17. | 1,  3,  6 |  |  |  |  |  |  |  | Differentiation  DG, DS, DT |
| Addressing an envelope with the final task being to address a letter enclosing cv, application form and cover letter for mock interview. | 7,  10 |  |  |  |  |  |  |  | Methodologies  WM, RE, RM |
| Participate in practical informal communication.  Students will practice speaking in pairs about their skills and experiences in preparation for mock interviews. | 1,  11 |  |  |  |  |  |  |  | Resources  SNIP Programme, Hunger Games Novel,  Novelnovice.com |

***Short term plan/Progress Report       Month:***January 2015  ***Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Communication and Literacy***  ***Fortnight 2*** | SOL | L.M. | N.M. | J.P. | M.C. | C.K. | S.F. | C.R. | Assessment  TO, TDTT, WS, P |
| Reading group 1 - Hunger games, finish chapter 5 along with study questions from novelnovice.com. | 1,  3,  6, |  |  |  |  |  |  |  | Key Skills  C, MM, WWO |
| Reading group 2 - Continuation of the SNIP programme, session 18-19. | 1,  3,  6 |  |  |  |  |  |  |  | Differentiation  DG, DS, DT |
| Follow a series of spoken instructions under supervision. Students will practice guiding each other through a course while one is blindfolded. Students will learn to give clear instructions and to listen to every detail of an instruction. |  |  |  |  |  |  |  |  | Methodologies  WM, RE, RM |
|  |  |  |  |  |  |  |  |  | Resources:  SNIP Programme, Hunger Games Novel,  Novelnovice.com |

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: SENIOR 4 Month: March 2015

SOL: 1,2,3,4,5,6,9,17,19,22,24

Key Skills: C, BC, MIT, WO Achieved Working Towards Not achieved

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PLU** | **ELEMENTS** | **Resources** | **Diff/ Meth** | **CH** | **NS** | **OR** | **DS** | **JF** | **DO** |
| **NUMERACY**  Managing Money  Developing an awareness of number  Developing an awareness of Time | **Week 1 + 2**  **Awareness of Time:** Time games (Oral m Folders) (J1)  **Awareness of Number:**  Group games each Friday .Work on number and addition skills (B1, B2,)  Grouping – Making and reading number up to 100 (Place Value) (B1, B2, B3)  Number words + numerals  Backward Number word sequencing 1 – 100 (B1)  100 square jigsaw (B1)  **Managing Money**  Tuck shop activities (A1, A2, )  Purse Place correct amount in each purse (A1)  Coin match (Group games)  Looking at prices of foods which are grown locally | 100 square jigsaw  Maths games  Clocks  Watch  Euro coins and notes  Purse  Tuckshop | CM  COG  CM  COL  Env |  |  |  |  |  |  |
| **Week 3 + 4**  **Awareness of Time**  Oral questions based on times of the day. (J1, J3)  -Practice showing times on a clock when prompted. Focus on hours and minutes and (J,3)  **Using a Calculator**  Find digits and operations buttons(F1)  Solving simple addition problems | Oral Maths folders  IPAD  clock  resources | CM |  |  |  |  |  |  |

**Communication and Literacy - Monthly Plan & Cúntas Míosúil - May 2015 - Senior ASD Class**

**SOLs:** 1, 3, 4, 23, 24. Theme: New Beginnings

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Students will engage in:**  **Week 1 + 2:**  - Listen & respond to a range of stories.  - Read aloud with confidence to one person/to a group.  - Express personal opinions, facts and feeling appropriately.  - Use the main rules of writing appropriately e.g. grammar.  - Use a range of spelling patterns in their writing.  - Find key information in different forms of writing.  - Follow a series of spoken instructions under supervision.  - Write at least five sentences to describe something or convey meaning/message.  **Week 3 + 4:**  - Listen & respond to a range of stories.  - Read aloud with confidence to one person/to a group.  - Express personal opinions, facts and feeling appropriately.  - Use the main rules of writing appropriately e.g. grammar.  - Use a range of spelling patterns in their writing.  - Find key information in different forms of writing.  - Follow a series of spoken instructions under supervision.  - Write at least five sentences to describe something or convey meaning/message.  **Content:**  Comprehension: Using “Read Write Now”, read & complete comprehension exercises on the information pieces  - Grammar: Prepositions, regular & irregular plurals – through using Black Sheep Press  - Poetry: – Explore Haiku Poetry, its rhyming scheme and create their own Haiku’s and perform. Identify its rhyming scheme and punctuation. Complete a Poetry Reflection sheet.  - Oral Language: Short daily Oral Language informal session, recalling information from the previous evening or weekend.  Listening & Responding: Using Black Sheep Press as the resource, perform some simple listening and responding activities for 10 minutes daily.  - Writing: Participate in short Creative Writing exercises weekly using the Black Sheep Press visual structure.  - Reading: 5 minutes daily of silent reading independently in workstation during communication& literacy.  - EdMark Comprehension & Reading: Complete individualised EdMark lessons with Teacher to develop comprehension & word reading ability.  - Using ICT: Through Living in the Community project on Ireland, research information on the counties of Ireland on the internet.  - Expressive Arts: Participate in a short performance for the Whole School “Happy” video. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **S1** | **S2** | **S3** | **S4** | **S5** | | **Teaching Methodology/Resources**   |  |  | | --- | --- | | CoL | L/R | | L | T/D | | GDis | RE | | RM | TDA | | LB | IT | | CT |  |   **Differentiation:**   |  |  |  | | --- | --- | --- | | DS | DT | DO |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Key Skills:** | MIT | MM | C | WwO | | SW | BC |  |  |  |  |  |  |  | | --- | --- | --- | | **Assessment:** TO | WS | TDTT |   **Link to School Improvement Plan - Literacy:**  Students engage in oral language activities and paired work |

**Communication and Literacy**

.

E3.Produce a piece of work for display. St Patrick’s Day rainbow, window display

**E4**. Irish Dancing Weekly - Use drama or dance to explore real imaginary situations.

**E2** Irelands Call National Anthem

**Week 3 and 4**

E4. Tin Whistle

E3.Produce a piece of work for display. Easter Boxes and Cards

A5 Functional writing

E1 Co-operative games

**Living in the Community**

**Week 1 and 2**

**B5**: Looking at the sale of animals

**A6**: Sharing activity – Each time a person shares reward is given, most rewards gets a prize at end of month

Week 3 and 4

A6. Participate co-operatively in a group situation (Organise outing to the farm and mart. Two groups)

Not Achieved

Working Towards

Achieved

**Theme**

Farming in Ireland

**Key Skills**

**BC MIT**

**C WO**

**SOLS**

**1 9**

**2 17**

**3 19**

**4 22**

**5 24**

**6**

**4**

**7**

**8**

**SESE**

Week 1 and 2

Geography: Farming in Ireland, Types, Methods

History: The story of St Patrick

*Science: Farming and growing food*

Week 3 and 4

Geography: Farms in the locality, milking, employment

History: The Easter story

*Science New life on farms (RSE)*

*Release Chinese lantern on Chinese New Year*

**Personal Care**

**Week 1 and 2**

**A5** Maintain an agreed Personal Care Plan

**A6**: Sharing activity – Each time a person shares reward is given, most rewards gets a prize at end of month

Week 3 and 4

A6. Participate co-operatively in a group situation (Organise outing to the farm and mart. Two groups)

**Preparing for Work**

Week 1 and 2

**B1**: Identify suitable clothing for place of work. Farms.

B2: Farming as a source of employment

Week 3 and 4

B1 Identify jobs that people do in the community, the role of THE FARMER

B5. Visit a local employee (Farm and Mart)

**Project Work - Ireland;**

**Counties, Provinces, Coat of Arms, Transport, Farming, Fishing**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Communication & Literacy** | | **Numeracy** | **Personal Care** | **Living in the Community** | **Preparing for Work** |
| **Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener**  - Listen to obtain information relating to more than one option  - Ask questions to obtain information  - Follow a series of spoken instructions under supervision  - Express personal opinions, facts and feelings appropriately  - Participate in practical, formal and informal communications  - Listen to and respond to a range of stories  **Using non-verbal behaviour to get the message across**  - Respond to non-verbal signals and signs encountered in daily life  **Reading to obtain basic information**  **-** Read familiar words that are commonly used and personally relevant  - Use simple rules and text conventions that support meaning  - Interpret different forms of writing and text, including social signs and symbols  - Find key information from different forms of writing  - Use a range of reading strategies  **Using a range of writing forms to express opinions**  **-** Write/type notes and messages needed for simple tasks  - Write/type at least five sentences so that they convey meaning or information  - Use the main rules of writing appropriately  - Use a range of spelling patterns  - Use a range of different forms of writing to suit purpose and audience  **Using expressive arts to communicate**  **-** Create a range of images using a variety of materials  - Produce a piece of work for display  **Using suitable technologies for a range of purposes**  **-** Turn a personal computer on and off safely  - Identify the information symbols on a desktop  - Use frequently used keys appropriately  - Access a range of websites on the internet  - Find information for a project on the web | | **Managing Money**  - Recognise frequently used Euro notes and coins  **Developing an awareness of number**  **-** Recognise numbers up to 100  - Recognise place value in relation to units, tens and hundreds  **Developing an awareness of temperature**  **-** Use appropriate words to describe temperature  - Compare temperatures for the different times of the year  **Developing spatial awareness**  **-** Use appropriate vocabulary to describe direction  - Use a simple map to find a given location  - Draw a simple map to give directions  - Calculate the distance between two places on a map  - Use the body or body parts to move in a given direction  - Move a range of objects in given directions  **Using data for a range of different purposes**  **-** Identify uses of data in everyday life  - Identify basic approaches to data collection  - Collect a range of data using one of the following: a survey, record sheet, tally system or audio-visual records  - Construct basic representations to communicate data with two criteria  - Talk about/discuss information from basic data  **Developing an awareness of time**  **-** Solve problems to work out the passage of time | **Developing healthy eating habits**  **-** Sort familiar foods according to food groups  - Describe typical foods and drinks associated with a well-balanced diet  - Participate in the preparation of healthy meals  **Knowing how to stay safe**  **-** Identify key safety risks in the community  - Recognise when personal safety is threatened  - Name daily practices that promote physical safety  - Describe an appropriate response when a risk is identified | **Developing good relationships**  **-** Participate co-operatively in a group situation  **Using local facilities**  **-** List ways of spending leisure time  - Identify familiar places and organisations in the local community  - Distinguish between what is free and what has to be paid for in the local community | **Finding out about work**  **-** List three local employment opportunities  - Describe one way in which people get a job or course of their choice  - List possible jobs that they are interested in and find information on the requirements for the jobs  **Developing an awareness of health and safety using equipment**  **-** Give samples of safe practices in three distinct workplaces  - List the different procedures for self-protection at work |
| **Statements**  **Of Learning** | **1.** Communicate effectively in a variety of means in a range of contexts in L1. **2.** Listen, speaks, reads and writes in L2 **4.** Creates and presents artistic works and appreciates the process and skills involved. **6.** Appreciates and respects how diverse values, beliefs and traditions have contributes to the communities and culture in which she/he lives. **7.** Values what it means to be an active citizen, with rights and responsibilities in local and wider contexts. **8.** Values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change. **9.** Understands the origins and impacts of social, economic, and environmental aspects of the world around her/him. **10.** Has the awareness, knowledge, skills and values to live sustainably. **11**. Takes action to safeguard and promote her/his wellbeing and that of others. **13**. Understands the importance of food and diet in making lifestyle choices. **15.** Recognises the potential uses of mathematical knowledge, skills and understanding in all areas of learning. **23.** Brings an idea from conception to realisation. **24.** Uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner. | | | | |

**Statements of Learning explored through Other Learning Experiences**

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| **Subject Area** | **Statement of Learning** |
| Sewing | SoL: 4, 20, 21, 22, 23 |
| Computers | SoL: 1, 20, 24 |
| ICT Project | SoL: 1, 4, 19, 20, 21, 22, 23, 24 |
| Baking | SoL: 1, 13, 15 |
| Kitchen Duty | SoL: 1, 13 ,15 |
| Woodwork | SoL: 1, 11, 15, 20, 21, 23 |
| Social Skills games | SoL: 1, 5, 15, 16 |
| Photography | SoL: 1, 4, 7, 8, 19, 20, 21, 23, 24 |