



Social Environmental and Scientific Education (SESE) Plan

In our school, SESE provides opportunities for the child to explore and investigate and develop an understanding of the natural, human, scientific, historical, social and cultural environment in which they live. This plan forms the basis of individual teacher's long and short term planning.

Vision: SESE fosters children's respect for the past, responsibility for our living world, and inspires them for the scientific future.

Aims: To endorse the aims of the SESE curriculum.

1. Curriculum Planning

Strands and Strand Units: Outlined below are the strands in the SESE Curriculum and the skills that we hope to develop. Each strand is subdivided into Strand Units which focus on particular concepts.

<p>Geography</p> <ul style="list-style-type: none"> • Human Environments • Natural Environments • Environmental Awareness and Care 	<p>History</p> <ul style="list-style-type: none"> • Myself and my Family • Story • Early People and Ancient Societies • Life, society, work and culture in the past • Era's of change and conflict • Politics, conflict and society • Continuity and change over time 	<p>Science</p> <ul style="list-style-type: none"> • Living things • Energy and Forces • Materials • Environmental awareness and care
<p>Skills Development</p>		
<p>Geography</p> <ul style="list-style-type: none"> • A sense of place and space • Maps, globes and graphical skills 	<p>History</p> <ul style="list-style-type: none"> • Time and Chronology • Change and Continuity • Cause and Effect 	<p>Science</p> <ul style="list-style-type: none"> • Working Scientifically • Designing and Making

Geographical Investigation Skills	<ul style="list-style-type: none"> • Using Evidence • Synthesis and communication • Empathy 	
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Methodologies

2. Approaches and

1. We find out what the children already know by:

- Talk and discussion
- Play and experimenting
- Enquiry and questioning
- Annotated drawings
- Brainstorming
- Concept maps
- Concept cartoons

2. Teachers can choose from the following:

- Whole class work
- Small group work
- Individual work on chosen topics or projects
- Investigative approach
- Closed activities
- Open investigations
- Teacher-directed approach
- Exemplars
- Active learning
- Problem solving
- Developing skills through content
- Use of the environment

3. Linkage and Integration

We will explore possibilities to integrate the SESE subjects at all class levels. We will refer to the Teacher Guidelines in Geography, History and Science in order to choose topics or themes for SESE integration. In particular, the use of environmental trails in Geography will complement the study of living things in Science while the strand of Environmental Awareness and Care is common to both curricula. The use of trails will also lead to the study of how places and features have been shaped by the actions of people in the past and so integrate naturally with Local studies in History.

Opportunities that exist for integration with other subject areas are:

- SPHE: The development of the child's sense of identity and citizenship
- Mathematics; The skills outlined in mapping and graphicacy
- Visual Arts: Aesthetic awareness in the environments and Making drawings.
- Physical Education: Outdoor and adventure activities.
- Language: Discussion of ideas and relationships in Geography. The language of location, direction and position.

4. Multi-Grade Teaching

Our school has mostly multi-grade classes. We follow a two year cycle so that all curriculum areas are covered within the two years according to the plan of the relevant teachers.

The use of an integrated approach within SESE and the broader curriculum will facilitate blocks of time to be utilised in an efficient way and will be particularly useful to our multi class situation. We will differentiate the work for the different ages by setting tasks for the older children that will demand more complexity in terms of content, process and outcome. We will provide resources for each class level so that they can work independently as another class level is being attended to.

5. Assessment and Record Keeping

The following may be used:

- teacher observation
- teacher-designed tasks and tests
- concept-mapping
- work samples, portfolios and projects
- curriculum profiles.

As in all subject areas Assessment is an integral part of the teaching and learning of SESE. We as a staff have a common understanding of its purpose and the ways in which the progress of children in SESE will be assessed, documented and reported. Assessment in our school will fulfil the following roles:

- A diagnostic role – to identify areas of difficulty in order to respond to the needs of the child.
- A summative role- to establish the outcomes of learning after completing a unit of work.
- An evaluative role – to assist teachers in assessing their own practice, methodologies, approaches and resources.

We recognise that assessment techniques used in SESE must seek to assess progress in;

- a) Children's knowledge of the environment and of the world.
- b) Children's ability to use geographical skills
- c) Children's development of attitudes

The assessment tools we will use will range from the informal means to the more structured approaches.

*Methods we will use are;

- Teacher observation of the children's learning as the SESE curriculum is implemented
- Teacher designed tasks and tests at the end of units of work.
- Work samples e.g. Finished projects and investigations.

These records will inform the teacher of the progress of the child; the effectiveness of teaching methodologies employed and will also inform future planning.

The assessment records will form the basis for reporting and discussing the child's progress with parents. This information will be relayed at Parent Teacher Meetings and in annual school reports.

6. Differentiation

Teachers will differentiate within their class for all children to ensure that objectives are attainable for every child. We believe in equality of participation and access.

It is important that all children experience a rounded environmental education. SESE plays a pivotal role in this education and so we will do our best to ensure that every child will have opportunities to engage in learning activities appropriate to their abilities. • Teachers will use a mixture of whole-class teaching and group work, with different groups set tasks of various complexities.

- Teachers will develop their questioning techniques spanning from simple recall to more complex and analytical skills so that all pupils will have opportunities for success.
- Map work will be graded for the less able and the more able students.
- Different ways of recording and communicating findings will be encouraged: drawing, ICT, written records, oral reports and models.
- All children benefit from active involvement in the environment so all will be encouraged to participate in fieldwork.
- The exceptional ability child will be encouraged to undertake additional research and recording their geographical findings in a variety of ways.
- Children who were born abroad or who have lived in other countries will be invited to share their experiences with the other pupils.
- Provision will be made for children with physical difficulties.
- We will refer to the NCCA Guidelines in this regard.
- Children with general Learning difficulties will be catered for in the teaching and learning of SESE

7. Equality of Participation and Access

- Boys and girls will be having equal opportunities to participate in SESE lessons and activities.
- Equal opportunity will be given to boys and girls to experience all strands.
- Provision for children experiencing any form of disadvantage or whose first language is not English.

The SESE programme in our school will allow children to learn of and come to value the diversity of peoples, cultures and societies in Ireland and throughout the wider world and so promote cultural awareness.

8. Organisational Planning

Timetable:

Our teachers work in keeping with the recommendations in the Primary School Curriculum (page 70) for SESE, i.e. a minimum of two and a quarter hour in Infant years, with three hours for classes 1st – 6th per week. On occasion, time will be blocked as appropriate. Teachers are encouraged to integrate subjects.

9. Resources used within Classrooms

Junior Infants	Small World	
Senior Infants & 1st	Small World	
1st & 2nd	Small World	
3rd & 4th	Small World 3 / 4	History Quest 3 / 4
5th & 6th	Small World 5 / 6	History Quest 5 / 6

www.scoilnet.ie

Internet sites

National Geographic Magazines, other publications as necessary.

10. ICT Resources used within classrooms

- www.cjfallons.ie
- www.scoilnet.ie
- www.google.ie (also Google images)
- www.prometheanplanet.com
- Kiddle search engine
- Agri Aware
- Road Safety
- Water Safety
- Trocaire

11. Individual Teachers' Planning and Reporting

Teachers write long term plans for each SESE subject. We also produce a fortnightly plan for each subject, which combine to form a Cuntas Míosúil.

Teachers will include all the strands and strand units every year and will select objectives within the strand units each year. Where it is meaningful and suitable SESE will be taught in a thematic way to integrate with the other subjects.

Cúnais Míosúil will assist in recording work covered, in evaluating progress in SESE and in informing future teaching.

12. Community Links/People/Parental Involvement

Parents have an important role to play as custodians of local knowledge that can be shared with their children as they explore the various aspects of the local environment. Parents are encouraged to come to the school to help out in the delivery of this programme by;

- a. participating in surveys and interviews
- b. by helping out in supervision of fieldwork when/if needed
- c. Talking to the children about their lives, work, cultural and leisure interests.

Parents are invited to celebrate and view results of projects, surveys, investigations in the school or read about them in the school newsletter. Parents will be encouraged to invite the children to view places of interest like orchards, farms or distinctive natural environments with which they are familiar. Parents from distant lands will be encouraged to share their heritage with the rest of the school if they so wish or if it is appropriate.

- People in the local community who have an interest and knowledge in the environment will be invited to speak to the children.
- The local library will be a source of knowledge for the children.
- Local businesses will be approached to host a visit to a factory or other work –place
- Local farms encourage school visits for local studies of a rural area. The discussion of farm safety issues will be an essential element in the preparation of such visits.
- The work of some national agencies relates to aspects of the SESE programme. As well as accessing materials produced by these agencies specifically for schools, we will welcome visits by speakers from these organisations. i.e. Bord Na Mona, Duchais, ESB, Tree Council etc.

- Personnel from Concern/ Trócaire / Fair Trade will be invited to speak with the senior pupils about trade and development issues and issues involving the developing world such as famine and fair trade

13. Local Places of SESE Interest

- Library
- Strand/Beach
- Local Waterworks Plant
- Woods
- Old school building
- Church and graveyard
- Manor House / Gardens
- Wildlife Park
- Heritage Centre
- Museum
- Army/Naval Service
- Michael Collins Home place
- Michael Collins visitors centre
- Lios na gCon Ringfort
- Galley Head Lighthouse
- Castlefreke
- Darrara Agricultural College
- South Ring Road Walk

14. Success Criteria

We shall review this whole school plan in the future under the following headings:

- How individual teacher preparation, planning and teaching reflects this plan.
- Are procedures outlined in this plan consistently followed? i.e. procedures for fieldwork, assessment.
- How methodologies listed in this whole school plan are working in the classroom
- Resources
- How well are SESE concepts and skills learnt by the children

*Means of assessing the outcomes of the plan will include;

- Revisiting the aims of this plan as a staff
- Teacher feedback
- Children's feedback
- Inspectors reports / suggestions
- Results of class assessment

15. Implementation

Each teacher has responsibility for implementing this school plan within their classroom. The principal is responsible for ensuring all teachers are aware of the plan and use it within their classrooms.

Review Date:

It will be necessary to review this plan on a regular basis to ensure optimal implementation of the SESE curriculum. This plan will be reviewed in 2022.

Ratification:

This review was ratified by the Board of Management on _____

Signed _____

Signed _____

Termly Plans for Junior Infants to Sixth Class

Junior Infants				
Month	Page	Subject/Strand/Strand Unit	Objectives	Skills
September	1	Geography Living in the local community	<ul style="list-style-type: none"> • become aware of, discuss and appreciate the people in the school community • describe areas within the school • associate activities with areas within the school and outside the school 	Observing, questioning, sequencing, predicting, communicating.
	2	Science Living things Myself	<ul style="list-style-type: none"> • become aware of some of the changes that occur as children grow and mature 	Observing, questioning, predicting, recording and communicating.
	3	Science Energy and Forces Light	<ul style="list-style-type: none"> • identify and name different colours • sort objects into sets according to colour 	Observing, questioning, predicting.
	4	Science Living things Myself	<ul style="list-style-type: none"> • develop their observational skills • recognise that they use their eyes to see • gain an understanding about the importance of sight 	Observing, questioning, predicting, investigating.
	5	History Myself and my family Myself	<ul style="list-style-type: none"> • become aware of some of the changes that occur as children grow and mature • compare photographs, clothes worn or toys used at different ages, noting development and things that have stayed the same. 	Observing, questioning, sequencing, predicting.

	6	Science Living things Myself	<ul style="list-style-type: none"> • learn how we use our bodies to move • become aware that people have a variety of needs for growth which include exercise 	Observing, questioning, recording.
October	7	Science Living things Plants and animals	<ul style="list-style-type: none"> • observe discuss and identify the squirrel • gain knowledge of the characteristics and behaviour of the red and grey squirrel 	Observing, questioning, analysing, predicting, communicating.
	8/9	Science Living things Plants and animals	<ul style="list-style-type: none"> • observe discuss and identify a variety of plants and animals in the immediate environment • recognise and identify the external parts of the oak tree become aware of the life cycle of the oak tree 	Observing, questioning, sequencing, predicting, investigating and experimenting.
	10	Science Living thing Plants and animals	<ul style="list-style-type: none"> • sort and group living things into sets • recognise the characteristics of living things • recognise the characteristics of non-living things 	Observing, classifying, questioning, predicting, investigating.
	11	Geography Natural environments The local natural environment	<ul style="list-style-type: none"> • follow early mapping instructions 	Observing, questioning, predicting.

	12	Science Living things Plants and animals	<ul style="list-style-type: none"> • become aware of the concept of the same and different • identify some signs of autumn 	Observing, questioning, predicting.
November	13	Geography Human Environments Living in the local community	<ul style="list-style-type: none"> • discuss the work of people in the local community, in towns or countryside nearby and in wider environments • become aware of some buildings and places where people work, especially those in the locality 	Discussing, communicating, questioning.
	14	Science Materials Properties and characteristics	<ul style="list-style-type: none"> • observe and investigate hard and soft materials group materials according to these criteria • become aware that materials have different uses 	Recording, communicating, observation, questioning, predicting, investigating.
	15	Science Living things Myself	<ul style="list-style-type: none"> • identify hands and their parts • recognise and measure physical similarities and differences between hands 	Recording, communicating, observing, questioning, predicting, investigating and experimenting, estimating and measuring, analysing, exploring.
	16	Science Living things Myself	<ul style="list-style-type: none"> • become aware of the sense of touch • identify and categorise objects by how they feel • recognise that we commonly feel things through hands and fingers • recognise that animals have different skin coverings 	Matching, recording, communicating, observing, questioning, predicting, investigating and experimenting.

	17	History Myself and my family My family	<ul style="list-style-type: none"> • develop a sense of history through comparing objects • gain an understanding of what has changed and what has stayed the same 	Recording, communicating, observing, questioning, predicting, role play.
	18	Science Materials Properties and characteristics of materials	<ul style="list-style-type: none"> • gain knowledge of some everyday uses of common materials • identify and explain the difference in 1 of 4 pictures • Investigate materials for different properties 	Matching, recording, communicating, observing, questioning.
December	19	Science Living things Plants and animals	<ul style="list-style-type: none"> • become familiar with the characteristics and behaviours of the barn owl 	Communicating, observing, questioning.
	20	Science Living things Plants and animals	<ul style="list-style-type: none"> • become aware of and understand that some animals are nocturnal • recognise shared traits in nocturnal animals 	Matching, recording, communicating, observing, questioning.
	21	Geography Natural environments Planet earth in space	<ul style="list-style-type: none"> • recognise the difference between day and night • associate activities with daytime and night -time 	Recording, communicating, observing, questioning, categorising, sequencing.
	22	Geography Natural environment The local natural environment	<ul style="list-style-type: none"> • understand and use positional words • practice early mapping 	Mapping, recording, communicating, observing, questioning.
	23	History Myself and my family My family	<ul style="list-style-type: none"> • become familiar with chronology - what comes first and what comes next 	Recording, communicating, observation, questioning, predicting.

			<ul style="list-style-type: none"> • become aware of the effect time has on certain objects 	
	24	Science Energy and forces Light	<ul style="list-style-type: none"> • identify sources of light discover information about the sun, moon and stars 	Matching, recording, communicating, observing, questioning, predicting.
January	25	Science Living things Plants and animals	<ul style="list-style-type: none"> • gain information about the polar bear and its habitat 	Matching, recording, communicating, observing, questioning, predicting, investigating.
	26	Science Living things Myself	<ul style="list-style-type: none"> • understand how cold weather affects people in winter • discuss the suitability of different kinds of clothes for different weather conditions • understand the difference between mittens and gloves 	Matching, recording, communicating, observing, questioning, predicting, investigate.
	27	Geography Natural environments Weather	<ul style="list-style-type: none"> • observe and discuss a variety of weather conditions using simple vocabulary • record weather observations using a weather chart or diary • become aware of the days of the week 	Matching, recording, communicating, observing, questioning, predicting.
	28	Geography Natural environments The local natural environment	<ul style="list-style-type: none"> • recognise the signs of winter • follow early mapping instructions 	Matching, recording, communicating, observing, questioning, predicting, analysing, making, evaluating.
	29	History Myself and my family Myself	<ul style="list-style-type: none"> • become familiar with the chronology of what comes first and last 	Matching, recording, communicating, observing, questioning, predicting.

			<ul style="list-style-type: none"> • become aware of the effects of time on different events 	
	30	Science Energy and forces Heat	<ul style="list-style-type: none"> • recognise the difference between hot and cold in terms of weather, food, water and the body • identify ways of keeping objects and substances warm and cold 	Matching, recording, communicating, observing, questioning, predicting, investigating and experimenting.
February	31	Geography Human Environments Living in the local community	<ul style="list-style-type: none"> • discuss the work and workplaces of the doctor 	Communicating, observing, questioning.
	32	Science Living things Myself	<ul style="list-style-type: none"> • become aware that people have a variety of needs for growth -exercise, food, drink and rest 	Recording, communicating, observation, questioning, categorising.
	33	Science Living things Myself	<ul style="list-style-type: none"> • become aware of different types of food • distinguish between healthy and non healthy food 	Matching, recording, communicating, observation, questioning, predicting, categorising.
	34	History Story Stories	<ul style="list-style-type: none"> • understand the importance of milk in their diet • understand where milk comes from • develop an understanding of other dairy products 	Recording, communicating, observing, questioning, sequencing, chronology.
	35	Science Living things Myself	<ul style="list-style-type: none"> • develop an understanding that we eat different food at different times of the day 	Recording, communicating, observing, questioning, categorising.

			depending on the occasion and our lifestyle	
	36	Science Living things Plants and animals	<ul style="list-style-type: none"> • become aware that pets need homes to keep them safe • become aware that different pets need different homes 	Matching, recording, communicating, observing, questioning.
March	37	Science Living things Plants and animals	<ul style="list-style-type: none"> • recognise and identify the external parts of the blackbird • become familiar with common birds 	Recording, communicating, observing, questioning, predicting, categorising.
	38	Geography Environmental awareness and care Caring for my locality	<ul style="list-style-type: none"> • become aware of, explore , discuss and appreciate some aspects of the natural environment in the immediate locality of the school • appreciate that people share the environment with plant and animal life • develop a sense of responsibility for taking care of and improving the environment 	Matching, recording, communicating, observing, questioning, predicting, categorising.
	39	Science Living things Plants and animals	<ul style="list-style-type: none"> • identify farm animals • recognise the farm as the place where farm animals live 	recording, communicating, observing, questioning, categorising.
	40	Science Living things Plants and animals	<ul style="list-style-type: none"> • become aware that many baby animals are born in springtime • become aware of how animals are cared for by their mothers 	Matching, recording, communicating, observing, questioning, categorising.

			<ul style="list-style-type: none"> • identify and name farm animals and their babies 	
	41	Geography Human environments Living in the local community	<ul style="list-style-type: none"> • discuss the work of people in the local community • become aware of places where some people work 	recording, communicating, observing, questioning, predicting, categorising.
	42	Geography Human environments Living in the local community	<ul style="list-style-type: none"> • practise early mapping skills • become aware of the hospital as a place where people work • become aware of the importance of the ambulance as an emergency vehicle 	Matching, recording, communicating, observing, questioning, predicting, categorising.
April	43	History Myself and my family Myself	<ul style="list-style-type: none"> • explore and discuss how schools have changed • examine simple evidence through photographs • compare photographs noting development and things which have stayed the same 	Comparing photographs, using evidence, questioning, analysing.
	44	Geography Human Environments Living in the local community	<ul style="list-style-type: none"> • recognise and identify a variety of sounds in the environment • become aware of the landmarks that they pass on their journey to school 	Recording, communicating, observation, questioning, predicting, categorising.
	45	Geography Human Environments Living in the local community	<ul style="list-style-type: none"> • become aware of different forms of transport 	Recording, communicating, observing, questioning, categorising.
	46	History Story	<ul style="list-style-type: none"> • become aware of the chronology of events 	Matching, recording, communicating, observing,

		Stories	practice sequencing	questioning, predicting, categorising.
	47	Science Living thing Myself	<ul style="list-style-type: none"> • recognise that hearing helps people receive information • become aware of some zoo animals and the sounds they make. • develop their listening skills 	Recording, communicating, observation, questioning, listening.
	48	Science Energy and forces Sound	<ul style="list-style-type: none"> • recognise and identify a variety of sounds in the environment • identify and differentiate between loud and soft sounds 	Matching, recording, communicating, observing, questioning, categorising.
May	49	Science Living things Plants and animals	<ul style="list-style-type: none"> • become aware of different members of the cat family • become aware of the characteristics and habits of the cat family • become aware of the continents the wild cats live in 	Recording, communicating, observing, questioning, categorising, graphical skills.
	50	Geography Natural environments The local natural environment	<ul style="list-style-type: none"> • observe discuss and investigate water in the local environment • Investigate the uses of water by people • become aware of the importance of water for all living things • become aware of the importance of not wasting water 	recording, communicating, observing, questioning.

	51	Science Energy and forces Magnetism and electricity	<ul style="list-style-type: none"> • use magnets of different shapes and sizes in purposeful play to explore their effects on different materials • investigate the fact that magnets attract certain materials 	Recording, communicating, observing, questioning, predicting, categorising, investigating.
	52	History Myself and my family Myself	<ul style="list-style-type: none"> • compare photos noting development and things that have stayed the same • encounter some simple historical evidence 	Matching, recording , communicating, observing, questioning, predicting, categorising.
	53	Science Living things Plants and animals	<ul style="list-style-type: none"> • recognise different flowers and learn their names • become aware that flowers need sun, air, soil , and water to grow • become aware that summer is a good time for growth 	Matching, recording , communicating, observing, experimenting.
June	54	Geography Human environments Living in the local community	<ul style="list-style-type: none"> • become aware of and discuss play spaces • distinguish between indoor and outdoor spaces 	Matching, recording, communicating, observing, questioning, categorising.
	55/56	Science Living things Plants and animals	<ul style="list-style-type: none"> • become aware of ladybirds and their life cycle • become aware that ladybirds are insects 	Recording, communicating, observing, questioning.
	57	Science Living things Plants and animals	<ul style="list-style-type: none"> • identify and become familiar with animals that lay eggs 	experimenting, recording, communicating, observing, questioning, predicting, categorising.

	58	Geography Human environments Living in the local community	<ul style="list-style-type: none"> • identify living and non-living things in the local environment • recognise some signs of summer 	Matching, recording, communicating, observing, questioning, predicting, categorising.
	59	Science Living things Myself	<ul style="list-style-type: none"> • become aware of the sense of smell • differentiate between various smells 	recording, communicating, observation, questioning, predicting, categorising.
	60	Geography Natural environments The local natural environment	<ul style="list-style-type: none"> • become aware of safety in the sun • identify objects found at the beach • identify clothing suitable for hot weather 	recording, communicating, observing, questioning, predicting, categorising, turn taking.

Senior Infants				
Month	Page	Subject/Strand/Strand Unit	Objectives	Skills
September	1	Geography Human environments Living in the local community	<ul style="list-style-type: none"> • become aware of, discuss and appreciate the people in the school community • describe areas within the school • associate activities with areas within the school and outside the school 	Observing, questioning, sequencing, predicting, communicating.
	2	Geography Human environments Living in the local community	<ul style="list-style-type: none"> • associate activities with areas within the school and outside the school • make simple drawings of school, immediate surroundings and journeys to and from school 	Observing, questioning, sequencing, predicting, mapping, communicating and recording.
	3	Science Energy and Forces Light	<ul style="list-style-type: none"> • identify and name different colours • sort objects into sets according to colour 	Observing, questioning, sequencing, predicting, investigating, classifying, communicating.
	4/5	Geography Natural environment The local natural environment	<ul style="list-style-type: none"> • Become aware of, explore and discuss some aspects of natural environments in the immediate locality of the school • Observe, collect and investigate a variety of natural materials in the local environment • Record and communicate experiences using oral language and pictures. 	Observing, questioning, sequencing, predicting, investigating, recording.

	6	Science Living things Myself	<ul style="list-style-type: none"> • Identify parts of the face • recognise physical similarities and differences between faces 	Observing, questioning, investigating, communicating, recording.
October	7	History Myself and my family My family	<ul style="list-style-type: none"> • become aware of, and identify, members of the family • compare relative ages: old/older, young/younger • collect simple evidence 	Observing, questioning, sequencing, communicating, recording.
	8	Science Living things Plants and animals	<ul style="list-style-type: none"> • Sort and group living and non-living things into sets 	Observing, questioning, investigating, communicating, classifying, recording.
	9	Science Living things Plants and animals	<ul style="list-style-type: none"> • discuss the chronology of events (beginning, middle, end) in a story • compare relative ages: old/older, young/younger • become aware of some of the changes that occur as children grow and mature 	Observing, sequencing, classifying, recording.
	10	Science Living things Myself	<ul style="list-style-type: none"> • use all senses to become aware of, and explore environments • explore the effects of heat on popcorn kernels 	Observing, questioning, predicting, sorting, observing, questioning, recording, analysing, communicating, predicting, investigating, experimenting.
	11	Science Living things Plants and animals	<ul style="list-style-type: none"> • recognise and identify the external parts of the spider; become aware of the characteristics and behaviour of spiders. 	Observing, questioning, recording, communicating.

	12	Geography Natural environment The local natural environment	<ul style="list-style-type: none"> • begin to develop a sense of space • explore, discuss, develop and use the vocabulary of spatial relations 	Questioning, observing, recording, communicating
November	13/14	Geography Natural environments Weather	<ul style="list-style-type: none"> • observe and discuss a variety of weather conditions using simple vocabulary • record weather observations using a weather chart or diary • become aware of some of the effects of different weather conditions on human, animal and plant life in the local environment • recognise that some weather patterns are associated with seasonal change and 	Matching, recording , communicating, observing, questioning, predicting, investigating, analysing.
	15	Geography Human environments Living in the local community	<p>recognise that people live in different types of homes</p> <ul style="list-style-type: none"> • recognise and name different types of homes • acquire some awareness of different types of homes in the locality • begin to appreciate the need for shelter for a family 	Matching, recording, communicating, observing, questioning, predicting.
	16	Geography Human environments Living in the local community	<ul style="list-style-type: none"> • associate activities, furniture and appliances with areas within the home and outside the home • describe areas within the home 	Recording, communicating, observing, questioning.
	17	Geography Human environments Living in the local community	<ul style="list-style-type: none"> • recognise that people live in homes • become aware of people who work in the building of 	Matching, recording, communicating, observing, questioning.

			houses • know about some everyday materials used in the building of houses	
	18	History Myself and my family Myself	• become familiar with simple historical evidence • recognise the changes in objects from long ago to now	Matching, recording, communicating, observing, questioning.
December	19	Geography Natural environments The local natural environment	• become aware of the uses of water	Matching, recording, communicating, observing, questioning, predicting.
	20	Geography Natural environments The local natural environment	• observe, discuss and investigate water in the local environment • become aware of other bodies of water that can be found in Ireland	Matching, recording, communicating, observing, questioning, predicting.
	21	Science Materials Materials and change	• explore the effects of water on a variety of materials • observe and describe materials when they are wet and when they are dry • identify some materials that are waterproof	Matching, recording, communicating, observing, questioning, predicting, categorising.
	22	History Story Stories	• display storyline pictures showing episodes in sequence	Matching, recording, communicating, observing, questioning, predicting.
	23	History Myself and my family Myself	• encounter some simple historical evidence • compare photographs noting development and things which have stayed the same	Matching, recording, communicating, observing, questioning, categorising.

			<ul style="list-style-type: none"> • become aware how transportation methods have changed over the years 	
	24	Science Energy and forces Magnetism and electricity	<ul style="list-style-type: none"> • become aware of the uses of electricity in school and at home • identify some household appliances that use electricity 	Matching, recording, communicating, observing, questioning, categorising.
January	25	Science Living things Plants and animals	<ul style="list-style-type: none"> • become aware of animals living in Antarctica • become aware of the characteristics and lifecycle of penguins 	Matching, recording, communicating, observing, questioning.
	26	Science Living things Plants and animals	<ul style="list-style-type: none"> • observe, discuss and identify a variety of different animal habitats • become aware of where animals live and why they live there • become aware that animals live in many places 	Matching, recording, communicating, observing, questioning, categorising.
	27	History/Science Stories/Materials Material and change/Stories	<ul style="list-style-type: none"> • explore the effects of heating on everyday objects • use all the senses to explore the effect of heat on bread 	Communicating, observing, questioning, predicting.
	28	Geography Human environments Living in the local community	<ul style="list-style-type: none"> • discuss the work of people in the local community • identify equipment used by different workers 	Matching, recording, communicating, observing, questioning.

	29	Geography Human environments Living in the local community	<ul style="list-style-type: none"> • become aware of some buildings and places where people work especially those in the locality 	Matching, recording, communicating, observing, questioning.
	30	Science Living things Plants and animals	<ul style="list-style-type: none"> • become aware of the characteristics of the fox • become aware of the characteristics of wild animals 	Matching, recording, communicating, observing, questioning, predicting, categorising.
February	31	Geography/Science Environmental awareness and care Caring for my locality	<ul style="list-style-type: none"> • observe, discuss and appreciate the attributes of the local environment <ul style="list-style-type: none"> • appreciate that people share the environment with plant and animal life • develop a sense of responsibility for taking care of and improving the environment • identify, discuss and implement simple strategies for improving and caring for the environment 	Recording, communicating, observing, questioning, predicting.
	32	Geography/Science Environmental awareness and care Caring for my locality	<ul style="list-style-type: none"> • develop a sense of responsibility for taking care of and improving the environment • identify, discuss and implement simple strategies for improving and caring for the environment • become aware of which materials can be recycled 	Recording, communicating, observing, questioning, categorising.
	33	Geography Human environments Living in the local community	<ul style="list-style-type: none"> • discuss the work of people in the local community • become aware of some 	Recording, communicating, observing, questioning.

			buildings and places of work • follow a route	
	34	Science Materials Properties and characteristics of materials	<ul style="list-style-type: none"> • observe and investigate a range of familiar materials in the immediate environment • describe and compare materials, noting the differences in the colour, shape and texture • know about some everyday uses of common materials • group materials according to certain criteria • investigate materials for different properties. 	Matching, recording, communicating, observing, questioning.
	35	Science Living things Myself	<ul style="list-style-type: none"> • become aware that people have a variety of requirements for staying healthy 	Recording, communicating, observing, questioning, predicting.
March	36/37	Geography Natural environment The local natural environment	<ul style="list-style-type: none"> • become aware of, explore, discuss and appreciate some aspects of the natural environment in the immediate locality of the school • appreciate that people share the environment with plant and animal life • develop a sense of responsibility for taking care of and improving the environment 	Recording, communicating, observing, questioning.
	38	Science Energy and forces Forces	<ul style="list-style-type: none"> • explore through informal activity with toys, forces such as pushing and pulling 	Recording, communicating, observing, questioning, predicting.

			<ul style="list-style-type: none"> • explore how the shape of objects can be changed by squashing, pulling and other forces 	
	39	History Myself and my family My family	<ul style="list-style-type: none"> • compare photographs noting development and things that have stayed the same • become aware that machines are doing the work that was done by people and animals in the past 	Communicating, observing, questioning.
	40	Science Living things Plants and animals	<ul style="list-style-type: none"> • become aware that living things grow and change • become aware of the sequence in the life cycle of the apple 	Recording, communicating, observing, questioning, predicting, categorising.
	41	Science Living things Plants and animals	<ul style="list-style-type: none"> • recognise and identify the external parts of a plant • become aware of conditions of growth for plants 	Matching, recording, communicating, observing, questioning, predicting.
	42	Science Living things Plants and animals	<ul style="list-style-type: none"> • become aware of the characteristics of the dolphin • recognise and identify the external parts of the dolphin 	Recording, communicating, observation, questioning.
April	43	Science Living things Plants and animals	<ul style="list-style-type: none"> • recognise and identify the external parts of the fish • become familiar with the function of the different body parts and where fish live 	Matching, recording, communicating, observing, questioning.

44	Science Living things Plants and animals	<ul style="list-style-type: none"> • recognise and identify living and non living things • sort living and non living things into sets • become aware that some non living things were once living. 	Matching, recording, communicating, observing, questioning.
45	Science Energy and forces Magnetism and electricity	<ul style="list-style-type: none"> • use magnets of different shapes and sizes in purposeful play to explore their effects on different materials • investigate the fact that magnets attract certain materials • investigate the fact that magnets can work through certain materials 	Recording, communicating, observing, questioning, predicting, categorising, investigating, experimenting, sorting.
46	Science Energy and forces Sound	<ul style="list-style-type: none"> • understand that we use our ears to hear a wide range of sounds • recognise and identify a variety of sounds in the environment 	Recording, communicating, observing, questioning, predicting, categorising.
47	Geography Natural environments The local natural environment	<ul style="list-style-type: none"> • become familiar with positional language • apply their understanding of positional knowledge to a selection of classroom games and activities 	Recording, communicating, observing, questioning.
48	Science Living things Plants and animals	<ul style="list-style-type: none"> • become familiar with the characteristics of the earthworm • appreciate the important role the earthworm plays in recycling organic waste 	Recording, communicating, observing, questioning.

			<ul style="list-style-type: none"> • identify animals that reproduce by laying eggs 	
May	49	Science Living things Plants and animals	<ul style="list-style-type: none"> • observe, discuss and identify mini beasts in the locality 	Matching, recording, communicating, observing, questioning.
	50	Science Energy and Forces Forces	<ul style="list-style-type: none"> • explore through informal activity what objects float/sink 	recording, communicating, observing, questioning, predicting.
	51	Science Living things Myself	<ul style="list-style-type: none"> • identify healthy foods • recognise the need for healthy foods for our bodies • become aware of the need for regular brushing of their teeth 	recording , communicating, observing, questioning, predicting, categorising.
	52	Science Living things Myself	<ul style="list-style-type: none"> • understand how daily exercise helps keep our bodies healthy • become aware of different forms of exercise • be enabled to spot the difference between two similar pictures 	Recording, communicating, observing, discriminating between 2 pictures, questioning, predicting, categorising.
	53	History Story Stories	<ul style="list-style-type: none"> • develop the skill of predicting based on information given • become aware of consequences 	Recording, communicating, observing, questioning, predicting.
June	54/55	Geography/Science Human environments/Living Things People and places in other areas/Plants and animals	<ul style="list-style-type: none"> • develop some awareness of people and animals living in other areas 	Matching, recording, communicating, observing, questioning, categorising.

	56	Geography Human environments People and places in other areas	<ul style="list-style-type: none"> • develop some awareness of people living in other areas • begin to recognise key features of the Irish landscape 	Recording, communicating, observing, questioning.
	57	Science Living things Plants and animals	<ul style="list-style-type: none"> • become aware that different animals have different diets 	Recording, communicating, observing, questioning, categorising.
	58	Science Living things Plants and animals	<ul style="list-style-type: none"> • become aware that animals and plants undergo a seasonal change in appearance and behaviour • recognise the differences between the seasons 	Matching, recording, communicating, observing, questioning, predicting, categorising.
	59	Science Living things Myself	<ul style="list-style-type: none"> • sort and group fruit and vegetables into sets • become aware of the health benefits of eating fruit and vegetables 	Sorting, communicating, observation, questioning, categorising.
	60	History Story Stories	<ul style="list-style-type: none"> • be enabled to recall and sequence significant events in the past school year • develop their memory skills through games 	Recording, communicating, observation, questioning, recalling, sequencing.

First Class

SESE – History, Geography & Science – Suggested Yearly Scheme at a Glance

Month	Textbook	Subject Strand, Strand Unit	Content Objectives The child should be enabled to:	Skills (synopsis) The child will:
September	Pages 4–5 Growing Up	Subject: History Strand: Myself and My Family Strand Unit: Myself	<ul style="list-style-type: none"> • Explore and record significant personal dates and events (e.g. birth, developmental milestones). • Explore his/her position in the family how family life changes. • Recognise that everyone starts life in the same way, i.e. that his/her grandmother also started out as a baby, played with toy, went to school, etc. • Recognise the timeline of his/her life so far in relation to the passage of time, and that other things happened on the day/year he/she was born. • Construct a simple personal timeline or storyline. 	<ul style="list-style-type: none"> • Distinguish between past, present and future; develop an understanding of chronology through exploring and recording simple sequences and by placing developmental pictures (baby, toddler, growing child, teenager, etc.) in historical sequence. • Explore instances of change and continuity in people’s growth and development. • Discuss why some events happened and their consequences (e.g. first born or extension to the family; developmental milestones; excitement at child’s first steps). • Look carefully at old and recent photographs and make observations and comparisons between past and present. How have we changed? What has stayed the same? We have grown but is our smile still the same, etc. • Listen to older people talk about their experiences when they were young – asking parents or other relatives about what they were like as a baby/toddler. • Imagine and discuss the feelings of children who might not be able to do things as well or at the same age as others. Discuss how a baby might tell you if he/she is feeling sad, happy, hungry, tired, excited, etc.

<p>Page 6 Where I Live</p>	<p>Subject: Geography Strand: Human Environments Strand Unit: Living in the Local Community</p>	<ul style="list-style-type: none"> • Identify the location of his/her home. • Write his/her name, address and phone number. • Identify a trusted adult to phone if he/she was lost. 	<ul style="list-style-type: none"> • Observe. • Record and communicate.
<p>Page 7 Theme: Transport – My Bicycle</p>	<p>Subject: Science Strand: Energy and Forces Strand Unit: Forces</p>	<ul style="list-style-type: none"> • Explore how a bicycle can be moved by pushing and pulling. • Become aware of how moving air and water can make things move. • Observe and investigate the movement of found objects on rough and smooth surfaces. 	<ul style="list-style-type: none"> • Question, predict and observe the effects of pulling and pushing. • Investigate how the forces of pushing and pulling act on other objects. • Record other modes of transport that use wheels (written or pictorial). • Observe the effect water and air (7UP) have on raisins. • Estimate and measure different slopes (using standard and non-standard units of measurement) to determine distance travelled and time taken to travel.
<p>Pages 8–9 Theme: Transport – Different Kinds of Transport</p>	<p>Subject: Geography Strand: Human Environments Strand Unit: Living in the Local Community</p>	<ul style="list-style-type: none"> • Describe and discuss observations orally, using an expanding vocabulary. • Investigate the work of people in a range of locations in the locality. • Discuss and record simply journeys to work/school. 	<ul style="list-style-type: none"> • Explore and come to know some of the distinctive human features of the locality. • Develop some awareness of and read maps. • Ask questions about human features in the immediate environment. • Observe, compare and discuss natural features in the local environment. • Carry out simple investigations (e.g. completing a traffic survey).
<p>Pages 10–11 Theme: Transport – Transport over Time</p>	<p>Subject: History Strand: Change and Continuity Strand Unit: Continuity and Change in the Local Environment</p>	<ul style="list-style-type: none"> • Explore and become aware of elements in the local environment (i.e. modes of transport) that show continuity and change. • Listen to and record memories of older people about the changes to transport systems they have witnessed throughout the years. 	<ul style="list-style-type: none"> • Distinguish between past, present and future; develop an understanding of chronology through exploring and recording simple changes in the vehicles and by placing developmental pictures in historical sequence.

			<ul style="list-style-type: none"> • Compare photographs and drawings of different transport systems from the past with those of modern transport systems. • Record findings through drawings and other artwork as well as constructing a timeline from past to present. 	<ul style="list-style-type: none"> • Explore instances of change and continuity in the development of the vehicles. • Discuss the reasons why some events happened and their consequences. Why were some of the vehicles invented or developed? What jobs were they needed for? • Look carefully at old and recent photographs and make observations and comparisons between past and present (e.g. differences in cost, size, shape). • Listen to older people talk about their experiences with vehicles when they were young. • Use evidence and imagination to consider what life would be like without access to certain vehicles. Did people have to walk a lot more? How often were they able to travel to a big city?
	<p>Page 12 Autumn</p>	<p>Subject: Science Strand: Living Things Strand Unit: Plants and Animals</p>	<ul style="list-style-type: none"> • Observe, identify and explore signs of seasons in the local environment (e.g. trees, animals, ponds). • Become familiar with the life cycle of the tree through learning about and observing each season. • Understand that seasonal changes occur in living things and examine the changes to plant and animal life during the different seasons. • Become aware of the suitability of different kinds of clothes for variations in temperature. 	<ul style="list-style-type: none"> • Ask questions about plants and animals and the seasonal changes that occur. • Observe gradual changes in plants and animals during each season.
October	<p>Page 13 Aerial View</p>	<p>Subject: Geography Strand: Human Environments Strand Unit: Living in the Local Community</p>	<ul style="list-style-type: none"> • Record areas in the immediate environment using simple picture maps. • Explore the outlines and plans of everyday small items. • Develop some awareness of maps. 	<ul style="list-style-type: none"> • Use pictures, maps and globes. • Estimate and measure. • Record and communicate. • Design and make.

		<ul style="list-style-type: none"> • Discuss and record simply some of the features of the classroom using simple drawings. 	
<p>Pages 14–15</p> <p>School Life Long Ago</p>	<p>Subject: History</p> <p>Strand: Change and Continuity</p> <p>Strand Unit: Continuity and Change in the Local Environment</p>	<ul style="list-style-type: none"> • Explore and become aware of elements in the local environment (i.e. school classrooms) that show continuity and change. • Examine an old-style classroom and its contents, paying particular attention to items that may not be found in a modern-day classroom. • Compare photographs and drawings of different classrooms from the past with modern classrooms. There may be old photographs of the school before an extension or a refurbishment. There may also be pictures within the school of old classrooms and school buildings from the local area. • Record findings through drawings and other artwork as well as constructing a timeline of past to present. 	<ul style="list-style-type: none"> • Distinguish between past, present and future; develop an understanding of chronology through exploring and recording simple changes in classrooms and by placing developmental pictures in historical sequence. • Explore instances of change and continuity in the development of classrooms (e.g. advent of central heating, general whiteboards, interactive whiteboards and other ICT advancements). • Discuss the reasons why some events happened and their consequences. Why were certain changes made in schools and were they always necessary? • Look carefully at old and recent photographs and make observations and comparisons between past and present (e.g. differences in size of classrooms, number of pupils). • Listen to older people talk about their experiences at school when they were young (e.g. books, pencils, copies, homework, lunch). • Use evidence and imagination to consider what school was like in times gone by (e.g. daily routine, subjects taught, length of school day, teachers). • Imagine and discuss the feelings of schoolchildren in times gone by (e.g. those who did not like school, the age at which children finished school and went to work, discipline) and how the issues schoolchildren face may have changed or stayed the same.

<p>Pages 16–17</p> <p>Going to the Playground</p>	<p>Subject: Geography</p> <p>Strand: Human Environments</p> <p>Strand Unit: Living in the Local Community</p>	<ul style="list-style-type: none"> • Appreciate the roles of people who help at play. • Describe the location and features of play spaces. • Identify rules to create a happy and safe playground. 	<ul style="list-style-type: none"> • Observe. • Predict. • Record and communicate. • Design and make.
<p>Pages 18–19</p> <p>Games and Pastimes</p>	<p>Subject: History</p> <p>Strand: Myself and My Family</p> <p>Strand Unit: Games in the Past</p>	<ul style="list-style-type: none"> • Explore and record traditional non-formal games, especially those common in the locality and those known to his/her parents or grandparents. • Explore and examine street games, local games and house games. • Collect and collate information on rules, traditions, songs or rhymes associated with the games. • Handle, collect or reconstruct articles used in such games where possible. 	<ul style="list-style-type: none"> • Distinguish between past, present and future; develop an understanding of chronology through exploring and recording simple changes in the games played by his/her grandparents, parents and teachers and the games played now. • Explore instances of change and continuity in the development of the games, especially given the advent of computer technology. Has technology completely taken over? What games do children play in the yard, in the park or at home? Are these games the same as games from the past? • Look carefully at old and recent photographs and make observations and comparisons between past and present. Were there girls' games and boys' games? Are these segregations similar today? • Use evidence and imagination to imagine playing at school many years ago. What rules might there have been? How would you choose who was on? • Imagine and discuss the feelings of children who were not able or allowed to play some of the games. Discuss how he/she would feel if outside playing all the time but a friend could not come out

			because he/she was sick. What could the child do inside if he/she had no computer?
<p>Page 20</p> <p>Hobbies</p>	<p>Subject: Geography</p> <p>Strand: Human Environments</p> <p>Strand Unit: Living in the Local Community</p>	<ul style="list-style-type: none"> • Appreciate the roles of people who help in play. • Identify different hobbies. • Explore the benefits of having a hobby. • Read and interpret data from a chart. 	<ul style="list-style-type: none"> • Question. • Observe. • Analyse and interpret data. • Record and communicate.
<p>Page 21</p> <p>Theme: Weather – Weather Forecasts Long Ago</p>	<p>Subject: History</p> <p>Strand: Change and Continuity</p> <p>Strand Unit: Continuity and Change in the Local Environment</p>	<ul style="list-style-type: none"> • Explore and become aware of elements in the local environment (i.e. methods of measuring and predicting weather) that show continuity and change. • Listen to and record memories of older people about the changes to weather forecasts they have witnessed throughout the years. • Compare photographs and drawings of different weather systems and satellite images from the past with modern systems. • Record findings through drawings and other artwork as well as constructing a timeline of past to present. 	<ul style="list-style-type: none"> • Distinguish between past, present and future; develop an understanding of chronology through exploring and recording simple changes in forecasting and by placing developmental pictures in historical sequence. • Explore instances of change and continuity in the development of weather forecasting. • Discuss the reasons why some events happened and their consequences (e.g. why weather forecasting had to become more sophisticated and the various groups of people who depend on the weather). • Look carefully at old and recent photographs and make observations and comparisons between past and present (e.g. development of satellite technology). • Listen to older people talk about their experiences with weather forecasting when they were young. • Use evidence and imagination to imagine how people used to get the weather forecast (e.g. before the internet, before television) and how people would stop what they were doing to listen to the forecast on the radio.

	<p>Page 22–23</p> <p>Theme: Weather – Weather Watch</p>	<p>Subject: Geography</p> <p>Strand: Natural Environments</p> <p>Strand Unit: Weather</p>	<ul style="list-style-type: none"> • Observe and record varying weather conditions using appropriate vocabulary and simple equipment. • Begin to associate cloud cover and other conditions with different kinds of weather. • Make and test simple weather conditions. 	<ul style="list-style-type: none"> • Engage in the practical use of weather maps. • Observe, compare and discuss natural features in the local environment. • Describe and discuss observations orally, using an expanding vocabulary. • Represent findings pictorially.
	<p>Page 24</p> <p>Theme: Weather – The Sahara Desert and Ireland</p>	<p>Subject: Science</p> <p>Strand: Living Things</p> <p>Strand Unit: Plants and Animals</p>	<ul style="list-style-type: none"> • Observe and identify some trees and plants in local habitats and environments. • Develop an awareness of plants in the Sahara Desert. • Appreciate that living things need water for growth. 	<ul style="list-style-type: none"> • Ask questions about the landscapes in the contrasting areas. • Ask questions that may lead to investigations (e.g. whether living things need water for growth). • Predict the outcome of the cress-growing experiment. • Observe the growth of cress seeds with water/without water. • Interpret the information gathered (i.e. living things need water for growth).
November	<p>Page 25</p> <p>My Senses</p>	<p>Subject: Science</p> <p>Strand: Living Things</p> <p>Strand Unit: Myself</p>	<ul style="list-style-type: none"> • Name and identify external parts of the human body and their associated senses. • Become aware of the role of each sense in detecting information about the environment and protecting the body. 	<ul style="list-style-type: none"> • Ask questions that may lead to investigations. • Use all his/her senses, separately or in combination, to explore objects. • Sort and classify objects according to observable features (e.g. colour, shape, size). • Record and communicate information about each of the senses.
	<p>Page 26</p> <p>At the Dentist</p>	<p>Subject: Geography</p> <p>Strand: Human Environments</p> <p>Strand Unit: Living in the Local Community</p>	<ul style="list-style-type: none"> • Investigate the work of the dentist. 	<ul style="list-style-type: none"> • Observe. • Record and communicate.
	<p>Page 27</p>	<p>Subject: Science</p>	<ul style="list-style-type: none"> • Recognise that people grow and change. 	<ul style="list-style-type: none"> • Ask questions about his/her teeth.

<p>My Teeth</p>	<p>Strand: Living Things Strand Unit: Myself</p>	<ul style="list-style-type: none"> • Recognise the differences between milk/baby teeth and adult/permanent teeth. 	<ul style="list-style-type: none"> • Estimate how many baby teeth a child has. • Sort teeth into different categories (e.g. pointy, sharp, flat). • Record how many teeth he/she has. • Interpret information gathered on how many teeth each child has and realise that we all grow and develop at different rates. • Design and make a set of teeth using marshmallows.
<p>Page 28 Animal Teeth</p>	<p>Subject: Science Strand: Living Things Strand Unit: Myself; Plants and Animals</p>	<ul style="list-style-type: none"> • Identify that humans need food for growth and development. • Appreciate that all living things have essential needs for growth (e.g. food). • Develop a sense of awareness of animals from wider environments. • Group and sort living things into sets according to whether they are omnivores, carnivores or herbivores. 	<ul style="list-style-type: none"> • Ask questions about the living things and their teeth (herbivores, carnivores and omnivores). • Sort and classify living things according to their teeth. • Interpret information gathered on the types of teeth living things have and realise that different living things eat different foods.
<p>Page 29 Fruit</p>	<p>Subject: Science Strand: Living Things Strand Unit: Plants and Animals</p>	<ul style="list-style-type: none"> • Identify some requirements for growth and development in humans (e.g. fruit is part of a healthy balanced diet). • Observe, identify and explore fruit plants/trees in local habitats and environments. 	<ul style="list-style-type: none"> • Experiment with the taste of various fruits. • Observe fruits in the classroom and fruit trees/plants in the local environment. • Sort and classify fruits according to colours. • Record favourite fruits on a bar chart. • Analyse a bar chart.
<p>Pages 30–31 Cows and Milk</p>	<p>Subject: Geography Strand: Human Environments Strand Unit: Living in the Local Community</p>	<ul style="list-style-type: none"> • Investigate the work of people in a range of locations in the locality. • Become aware of the work of people in other areas who supply food and other products to us. 	<ul style="list-style-type: none"> • Learn about the work of people involved in milk production. • Explore and come to know some of the distinctive human and natural features of the locality.

			<ul style="list-style-type: none"> • Develop an awareness of people and places in other areas.
<p>Pages 32–33 The Children of Lir</p>	<p>Subject: History Strand: Story Strand Unit: Stories</p>	<ul style="list-style-type: none"> • Listen to, discuss, retell and record some simply told stories. • Listen to, discuss, retell and record a range of myths and legends from different cultural, ethnic and religious backgrounds in Ireland and other countries. • Distinguish between fictional accounts in stories, myths and legends and real people and events in the past. • Discuss the chronology of events (beginning, middle and end). • Discuss the actions and feelings of characters. • Express or record stories through simple artwork, drama, music, mime and movement and using ICT. • Display storyline pictures showing episodes in sequence. • Use appropriate timelines. 	<ul style="list-style-type: none"> • Distinguish between past, present and future; develop an understanding of the story's chronology; consider when the story may have been written or set (e.g. through clothing, housing). • Explore instances of change and continuity in the development of the story. • Discuss why some events happened and their consequences. Discuss the actions of some of the characters and why they may have behaved in that way. • Begin to distinguish between fictional accounts in stories, myths and legends and real people and events in the past. • Communicate an awareness of stories, people and events from the past in a variety of ways (e.g. through drama, writing, drawing, ICT). • Imagine and discuss the feelings of characters in stories from the past (empathy).
<p>Page 34 Seeds</p>	<p>Subject: Science Strand: Living Things Strand Unit: Plants and Animals</p>	<ul style="list-style-type: none"> • Become familiar with the life cycle of fruits. • Explore, through the growing of seeds, the need of plants for water and heat. 	<ul style="list-style-type: none"> • Ask questions about living things and seeds. Do all fruits have seeds? Do vegetables have seeds? • Observe and describe the characteristics of different fruits and their seeds (e.g. colour, texture). • Analyse fruits and group them according to their seeds (one seed, a few seeds, many seeds).
<p>Page 35</p>	<p>Subject: Geography Strand: Human Environments</p>	<ul style="list-style-type: none"> • Identify the rooms in a house and discuss their functions. 	<ul style="list-style-type: none"> • Observe. • Record and communicate.

<p>Where in the House?</p>	<p>Strand Unit: Living in the Local Community</p>	<ul style="list-style-type: none"> • Name the furniture and appliances that are found in different rooms. 	
<p>Pages 36–37</p> <p>Homes and Houses</p>	<p>Subject: History</p> <p>Strand: Change and Continuity</p> <p>Strand Unit: Continuity and Change in the Local Environment</p>	<ul style="list-style-type: none"> • Explore and become aware of elements in the local environment (i.e. housing) that show continuity and change. • Examine the old-style house and its features, paying particular attention to the exterior and to the similarities/differences when compared with modern houses. • Compare photographs and drawings of different homes from the past with modern homes. There may be old photographs of the area where houses have since been renovated or refurbished. • Compare and contrast facilities and utilities from homes of parents and grandparents when they were young with modern homes. • Record findings through drawings and other artwork as well as constructing a timeline of past to present. 	<ul style="list-style-type: none"> • Distinguish between past, present and future; develop an understanding of chronology through exploring and recording simple changes in the homes and by placing developmental pictures in historical sequence. • Explore instances of change and continuity in the development of housing. • Discuss the reasons why some events happened and their consequences. Are homes better now than they were (consider windows, fireplaces/stoves, cooking facilities, etc.)? • Look carefully at old and recent photographs and make observations and comparisons between past and present (e.g. differences in size of homes and individual rooms). Investigate whether some older household items (e.g. a washboard) are available to the school from a local family or museum. • Use evidence and imagination to imagine what a day in an old-style house would have been like, what jobs you would have had to do and how you would have done them (e.g. using candles or paraffin instead of electricity).
<p>Page 38</p> <p>Types of Home</p>	<p>Subject: Geography</p> <p>Strand: Human Environments</p> <p>Strand Unit: Living in the Local Community</p>	<ul style="list-style-type: none"> • Recognise that people live in a variety of homes. • Develop an awareness and appreciation of different types of home in the locality and other areas. 	<ul style="list-style-type: none"> • Question. • Observe. • Predict. • Analyse, sort and classify.

	<p>Page 39</p> <p>Lighthouses</p>	<p>Subject: Geography</p> <p>Strands: Human Environments; Natural Environments</p> <p>Strand Units: Living in the Local Community; Weather</p>	<ul style="list-style-type: none"> • Discuss and record simply the places where people work. • Learn about the function and design of lighthouses. • Identify ways in which weather influences the lives of people. 	<ul style="list-style-type: none"> • Observe. • Design and make.
<p>December</p>	<p>Pages 40–41</p> <p>Theme: Toys – Toys Long Ago</p>	<p>Subject: History</p> <p>Strand: Change and Continuity</p> <p>Strand Unit: Continuity and Change in the Local Environment</p>	<ul style="list-style-type: none"> • Explore and record aspects of the lives of people when his/her grandparents were young (e.g. toys they played with). • Listen to or explore adults talking about their own past with regard to the toys they had. • Collect and/or examine simple evidence of these toys in school or in a local museum. • Explore and discover how often children in the past got new toys (e.g. Christmas, birthdays, very special occasions). • Explore how some of these older toys worked. • Compare lives of people in the past with the lives of people today, noting differences and similarities in children’s toys. • Record material on an appropriate timeline. 	<ul style="list-style-type: none"> • Distinguish between past, present and future; develop an understanding of chronology through exploring and recording simple sequences and by placing developmental pictures in historical sequence. • Explore instances of change and continuity from the time when his/her grandparents were playing with toys to now (e.g. frequency of receiving new toys, sharing toys, development of the same toys such as Lego or dolls). • Discuss the reasons why some events happened and their consequences. Consider why changes in technology may have happened or had to happen. Think about how computer games and technology have become such a large part of children’s lives nowadays and whether he/she still enjoys playing with Lego bricks, completing a jigsaw or brushing a doll’s hair. • Communicate an awareness of stories, people and events from the past in a variety of ways (e.g. writing, drama, ICT). • Look carefully at old and recent photographs and at real toys and make observations and comparisons between past and present. How have things changed? What has stayed the same? • Listen to older people talk about their experiences of toys when they were young.

			<ul style="list-style-type: none"> Imagine and discuss the feelings of being a child in his/her grandparents' time (e.g. not having own toys, sharing with siblings, infrequently receiving new toys). How would he/she feel about having just one or two main toys to play with?
<p>Page 42</p> <p>Theme: Toys – Toys Around the World</p>	<p>Subject: Geography</p> <p>Strand: Human Environments</p> <p>Strand Unit: People and Places in Other Areas</p>	<ul style="list-style-type: none"> Become familiar with some aspect of the lives of people and especially of children in other areas. 	<ul style="list-style-type: none"> Question. Observe. Predict.
<p>Page 43</p> <p>Theme: Toys – What Are Toys Made of?</p>	<p>Subject: Science</p> <p>Strand: Materials</p> <p>Strand Unit: Properties and Characteristics of Materials</p>	<ul style="list-style-type: none"> Identify and investigate a range of common materials used to make toys and various items found in the classroom. Describe and compare the materials (e.g. colour, shape, texture). 	<ul style="list-style-type: none"> Ask questions about materials in the environment. Will this material let light through? Is it waterproof? Observe and describe materials in the immediate environment (e.g. colour, texture, shape, size). Predict which ball will bounce the highest. Analyse materials and sort them according to their colour, texture and shape. Communicate his/her findings to the class. Explore the fact that people like certain characteristics of objects but not others, and investigate the reasons for these preferences (e.g. preferring a rubber ball to a plastic ball as it bounces better).
<p>Pages 44–45</p> <p>Tom the Fir Tree</p>	<p>Subject: History</p> <p>Strand: Myself and My Family</p> <p>Strand Unit: Feasts and Festivals in the Past</p>	<ul style="list-style-type: none"> Listen to, discuss, retell and record some simply told stories. Distinguish between fictional accounts in stories, myths and legends and real people and events in the past. Discuss the chronology of events (beginning, middle and end). Discuss the actions and feelings of characters. 	<ul style="list-style-type: none"> Distinguish between past, present and future; develop an understanding of chronology through exploring and recording the sequence of the story, when the story may have been written or set (e.g. through exploration of clothing, housing). Explore instances of change and continuity in the development of the story. Discuss the reasons why some events happened and their consequences; consider

		<ul style="list-style-type: none"> • Express or record stories through simple artwork, drama, music, mime and movement and using ICT. • Display storyline pictures showing episodes in sequence. • Use appropriate timelines. • Explore and recognise the value of family at Christmas. 	<p>the actions of some of the characters in the story and why they may have behaved in that way.</p> <ul style="list-style-type: none"> • Begin to distinguish between fictional accounts in stories, myths and legends and real people and events in the past. • Communicate an awareness of stories, people and events from the past in a variety of ways (e.g. using drama, writing, drawing, ICT). • Imagine and discuss the feelings of characters in stories from the past.
<p>Pages 46–47 Trees</p>	<p>Subject: Science Strands: Living Things; Materials Strand Units: Plants and Animals; Properties and Characteristics of Materials</p>	<ul style="list-style-type: none"> • Observe, identify and explore common trees, with a particular focus on the ash tree. • Recognise and describe the parts of the tree. • Recognise that trees are plants. • Group and sort trees into sets according to certain characteristics (e.g. evergreen or deciduous). • Identify and investigate wood and its uses in their immediate environment. 	<ul style="list-style-type: none"> • Ask questions about trees in the immediate environment. • Observe trees in the environment using all the senses. • Predict the appearance of deciduous and evergreen trees in various seasons. • Appreciate the criteria for sorting trees into the categories of deciduous and evergreen.
<p>Page 48 Winter</p>	<p>Subject: Science Strand: Living Things Strand Unit: Plants and Animals</p>	<ul style="list-style-type: none"> • Observe, identify and explore signs of seasons in the local environment (e.g. trees, animals, ponds). • Become familiar with the life cycle of the tree through learning about and observing each season. • Understand that seasonal changes occur in living things and examine the changes to plant and animal life during the different seasons. • Become aware of the suitability of different kinds of clothes for variations in temperature. 	<ul style="list-style-type: none"> • Ask questions about plants and animals and the seasonal changes that occur. • Observe gradual changes in plants and animals during each season.

January	<p>Page 49 Road Signs</p>	<p>Subject: Geography Strand: Human Environments Strand Unit: Living in the Local Community</p>	<ul style="list-style-type: none"> • Discuss, and record simply, journeys to and from play spaces. • Identify common road signs in Ireland and recognise their meanings. 	<ul style="list-style-type: none"> • Observe.
	<p>Pages 50–51 Map of the Zoo</p>	<p>Subject: Geography Strand: Human Environments Strand Unit: Living in the Local Community</p>	<ul style="list-style-type: none"> • Describe the location and features of play spaces. • Discuss, and record simply, the features of play spaces. • Develop some awareness of maps. 	<ul style="list-style-type: none"> • Observe. • Predict.
	<p>Page 52 Map of Journey to School</p>	<p>Subject: Geography Strand: Human Environments Strand Unit: Living in the Local Community</p>	<ul style="list-style-type: none"> • Discuss, and record simply, journeys to and from school. 	<ul style="list-style-type: none"> • Observe. • Predict.
	<p>Page 53 Compost</p>	<p>Subject: Science Strand: Environmental Awareness and Care Strand Unit: Caring for My Locality</p> <p>Subject: Geography Strand: Environmental Awareness and Care Strand Unit: Caring for My Locality</p>	<ul style="list-style-type: none"> • Develop an awareness that soil/compost is essential to the environment. • Begin to realise that people, animals and plants depend on one another. • Recognise both an individual and a community responsibility for taking care of the environment. • Identify, discuss and implement a compost bin in their classroom, which will improve and care for the environment. 	<ul style="list-style-type: none"> • Ask questions about composting and the matter that can be used to create compost. • Observe compost forming in a class compost bin (optional). • Record and communicate the items that may be put in the layers of a compost bin.
	<p>Pages 54–55 Theme: The Farm – Farm Animals</p>	<p>Subject: Science Strand: Living Things Strand Unit: Plants and Animals</p>	<ul style="list-style-type: none"> • Develop some awareness of plants and animals from a farm environment. • Group and sort farm animals into sets according to number of legs, foods they have in common. • Appreciate that animals need food and water for growth. 	<ul style="list-style-type: none"> • Ask questions about farming, farm animals, foods farm animals eat, hay and silage. • Observe similarities between two-legged and four-legged animals, and between hay and silage. • Sort and classify farm animals according to their number of legs.

		<ul style="list-style-type: none"> • Become familiar with the life cycles of farm animals. 	
<p>Pages 56–57</p> <p>Theme: The Farm – Seasons on the Farm</p>	<p>Subject: Geography</p> <p>Strands: Human Environments; Natural Environments</p> <p>Strand Units: Living in the Local Community; Weather</p>	<ul style="list-style-type: none"> • Investigate the work of people in the locality. • Become aware of the work of people who supply food to us. • Identify ways in which weather influences farming. • Observe the influences weather and seasonal changes have on animals and plants in the locality. 	<ul style="list-style-type: none"> • Ask questions about natural and human features in the immediate environment. • Investigate the range of jobs that are carried out on the farm throughout the year and identify dangers on the farm.
<p>Pages 58–59</p> <p>Theme: The Farm – Tractors; Milking</p>	<p>Subject: History</p> <p>Strand: Change and Continuity</p> <p>Strand Unit: Continuity and Change in the Local Environment</p>	<ul style="list-style-type: none"> • Explore and become aware of continuity and change in farming machinery and farming methods over the years. • Examine an old-style tractor and note how it is similar to or differs from a modern tractor. • Compare photographs and drawings of different tractors from the past with modern tractors, looking at choice and scale, etc. There may be old photographs of these tractors and machines, including old ploughs, available in the area where the children live or in a local museum. • Compare and contrast machinery from when his/her parents/grandparents were young with what is available now. • Record findings through drawings and other artwork. • Construct a timeline of past to present. 	<ul style="list-style-type: none"> • Distinguish between past, present and future; develop an understanding of chronology through exploring and recording simple changes in tractors and in the milking process and by placing developmental pictures in historical sequence. • Explore instances of change and continuity in the development of the tractor (e.g. addition of a cab, size) and in the development of milking machines and the milking process. Consider how these changes have occurred over the years. • Discuss the reasons why some events happened and their consequences; paying attention to the changes in a farmer’s workload as well as time it takes to carry out particular tasks. Why were certain changes made to tractors and were always necessary? Are tractors or milking machines better now than they used to be? • Look carefully at old and recent photographs and make observations and comparisons between past and present. Investigate whether some of these older

				<p>utilities are available to the school from a local family or museum.</p> <ul style="list-style-type: none"> • Use evidence and imagination to imagine what a day on the farm without modern machinery would have been like, the difficulties for everybody in carrying out their duties on the farm without the development of milking machines or the tractor.
February	<p>Pages 60–61</p> <p>St Brigid</p>	<p>Subject: History</p> <p>Strand: Myself and My Family</p> <p>Strand Unit: Feasts and Festivals in the Past</p>	<ul style="list-style-type: none"> • Listen to, discuss, retell and record some simply told stories. • Listen to, discuss, retell and record a range of myths and legends from different cultural, ethnic and religious backgrounds in Ireland and other countries. • Distinguish between fictional accounts in stories, myths and legends and real people and events in the past. • Discuss the chronology of events (beginning, middle and end). • Discuss the actions and feelings of characters. • Express or record stories through simple artwork, drama, music, mime and movement and using ICT. • Display storyline pictures showing episodes in sequence. • Use appropriate timelines. 	<ul style="list-style-type: none"> • Distinguish between past, present and future; develop an understanding of chronology through exploring and recording the sequence of the story; consider when the story may have been written or set (e.g. through exploration of clothing or construction, creating a patchwork quilt). • Explore instances of change and continuity in the development of the story. • Discuss the reasons why some events happened and their consequences; consider the actions of some of the characters in the story and why they may have behaved this way. • Begin to distinguish between fictional accounts in stories, myths and legends and real people and events in the past. • Communicate an awareness of stories, people and events from the past in a variety of ways (e.g. using drama, writing, drawing, ICT). • Imagine and discuss the feelings of characters in stories from the past.
	<p>Page 62</p> <p>Spring</p>	<p>Subject: Science</p> <p>Strand: Living Things</p> <p>Strand Unit: Plants and Animals</p>	<ul style="list-style-type: none"> • Observe, identify and explore signs of seasons in the local environment (e.g. trees, animals, ponds). 	<ul style="list-style-type: none"> • Ask questions about plants and animals and the seasonal changes that occur. • Observe gradual changes in plants and animals during each season.

		<ul style="list-style-type: none"> • Become familiar with the life cycle of the tree through learning about and observing each season. • Understand that seasonal changes occur in living things and examine the changes to plant and animal life during the different seasons. • Become aware of the suitability of different kinds of clothes for variations in temperature. 	
<p>Page 63</p> <p>The Story of the Frog</p>	<p>Subject: Science</p> <p>Strand: Living Things</p> <p>Strand Unit: Plants and Animals</p>	<ul style="list-style-type: none"> • Become familiar with the life cycle of the frog. 	<ul style="list-style-type: none"> • Ask questions about the frog. • Sort and classify animals according to certain criteria (e.g. four legs, has gills, lays eggs). • Record and communicate the life cycle of the frog using increased vocabulary.
<p>Pages 64–65</p> <p>Mexico</p>	<p>Subject: Geography</p> <p>Strand: Human Environments</p> <p>Strand Unit: People and Places in Other Areas</p>	<ul style="list-style-type: none"> • Become familiar with some aspect of the lives of people and especially of children in other areas. • Appreciate ways in which people in different areas depend on one another and on people living in other parts of the world. 	<ul style="list-style-type: none"> • Learn how people in Mexico interact with the environment and about their way of life. • Develop an awareness of people and places in other areas. • Identify land and sea on a map. • Develop some awareness of maps.
<p>Page 66</p> <p>Hatching from an Egg</p>	<p>Subject: Science</p> <p>Strand: Living Things</p> <p>Strand Unit: Plants and Animals</p>	<ul style="list-style-type: none"> • Group and sort living things according to certain characteristics (e.g. whether they lay eggs). • Recognise and describe the parts of some living things (e.g. scales of a snake, webbed feet of a duck, shell of a turtle). • Develop an awareness of animals in local habitats and those from further afield. 	<ul style="list-style-type: none"> • Sort and classify the living things according to various criteria (e.g. whether they hatch from an egg, number of legs, amphibian or reptile, ability to fly). • Ask questions about living things that lay eggs.
<p>Page 67</p> <p>Parts of an Egg</p>	<p>Subject: Science</p> <p>Strands: Living Things; Materials</p>	<ul style="list-style-type: none"> • Identify and investigate an egg. • Become familiar with the life cycle of living things that hatch from an egg (parts of an egg). 	<ul style="list-style-type: none"> • Ask questions about the egg and its parts. • Ask questions that may lead to investigations (e.g. place egg in water, vinegar, cola; boil the egg in water).

		<p>Strand Units: Plants and Animals; Properties and Characteristics of Materials</p>	<ul style="list-style-type: none"> • Explore the effects of heating and cooling on an egg. 	<ul style="list-style-type: none"> • Predict the outcome of an investigation. • Record and communicate the findings of an investigation through drawings and/or a simple written account. • Draw a conclusion from an investigation.
March	<p>Pages 68–69</p> <p>Theme: Australia – Australian Animals; Coral</p>	<p>Subject: Science</p> <p>Strands: Living Things; Environmental Awareness and Care</p> <p>Strand Units: Plants and Animals; Caring for My Locality</p>	<ul style="list-style-type: none"> • Develop an awareness of plants and animals that live in Australia and in the seas around Australia. 	<ul style="list-style-type: none"> • Ask questions about animal and sea life in Australia. • Sort and classify some Australian animals according to whether or not they are mammals.
	<p>Pages 70–71</p> <p>Theme: Australia – Fact File; Aboriginal Art</p>	<p>Subject: Geography</p> <p>Strand: Human Environments</p> <p>Strand Unit: People and Places in Other Areas</p>	<ul style="list-style-type: none"> • Become familiar with some aspect of the lives of people and especially of children in other areas. • Appreciate ways in which people in different areas depend on one another and on people living in other parts of the world. 	<ul style="list-style-type: none"> • Question. • Observe. • Predict. • Design and make.
	<p>Pages 72–74</p> <p>Theme: Australia – Mammy Kangaroo Gets a Pouch; The Flying Doctors</p>	<p>Subject: History</p> <p>Strand: Story</p> <p>Strand Unit: Stories</p>	<ul style="list-style-type: none"> • Listen to, discuss, retell and record some simply told stories. • Listen to, discuss, retell and record a range of myths and legends from different cultural, ethnic and religious backgrounds in Ireland and other countries (i.e. Australia). • Distinguish between fictional accounts in stories, myths and legends and real people and events in the past. • Discuss the chronology of events (beginning, middle and end). • Discuss the actions and feelings of characters. • Express or record stories through simple artwork, drama, music, mime and movement and using ICT. • Display storyline pictures showing episodes in sequence. 	<ul style="list-style-type: none"> • Distinguish between past, present and future; develop an understanding of chronology by exploring and recording the sequence of the story; consider when the story may have been written or set (e.g. through exploration of the development of aviation, medical practices, technological advances in locating casualties). • Explore instances of change and continuity in the development of the story (e.g. how the Flying Doctors started with one plane because a man had the idea to help people in rural areas and how it has developed to its current status). • Discuss the reasons why some events happened and their consequences; consider the actions of some of the characters in the story and why they may have behaved this

		<ul style="list-style-type: none"> • Use a timeline to show the development of the Flying Doctor Service. 	<p>way (e.g. why the wombat was grumpy at the beginning).</p> <ul style="list-style-type: none"> • Begin to distinguish between fictional accounts in stories, myths and legends and real people and events in the past. • Imagine and discuss the feelings of Mammy Kangaroo, Joey and the wombat; exploring how he/she would feel living in a place with no doctors or nurses and why that might matter.
<p>Page 75</p> <p>Aerial View of a Classroom</p>	<p>Subject: Geography</p> <p>Strand: Human Environments</p> <p>Strand Unit: Living in the Local Community</p>	<ul style="list-style-type: none"> • Describe, and record simply, features of the classroom. • Use a key to read a map. 	<ul style="list-style-type: none"> • Use pictures, maps and globes. • Question. • Observe. • Analyse, sort and classify; recognise patterns; interpret. • Record and communicate.
<p>Pages 76–77</p> <p>St Patrick</p>	<p>Subject: History</p> <p>Strand: Myself and My Family</p> <p>Strand Unit: Feasts and Festivals in the Past</p>	<ul style="list-style-type: none"> • Listen to, discuss, retell and record some simply told stories. • Listen to, discuss, retell and record a range of myths and legends from different cultural, ethnic and religious backgrounds in Ireland and other countries. • Distinguish between fictional accounts in stories, myths and legends and real people and events in the past. • Discuss the chronology of events (beginning, middle and end). • Discuss the actions and feelings of characters. • Express or record stories through simple artwork, drama, music, mime and movement and using ICT. • Display storyline pictures showing episodes in sequence. • Use appropriate timelines. 	<ul style="list-style-type: none"> • Distinguish between past, present and future; develop an understanding of chronology by exploring and recording the sequence of the story; consider when the story may have been written or set (e.g. exploring the idea of living alone/outside or of helping others). • Explore instances of change and continuity in the development of the story (e.g. changing role of shepherds on mountain ranges). • Discuss the reasons why some events happened and their consequences; consider the actions of some of the characters in the story and why they may have behaved in that way. • Begin to distinguish between fictional accounts in stories, myths and legends and real people and events in the past.

				<ul style="list-style-type: none"> • Communicate an awareness of stories, people and events from the past in a variety of ways (e.g. drama, writing, drawing, ICT). • Imagine and discuss the feelings of characters in stories from the past (e.g. consider how he/she might feel if separated from his/her family and made to work as a slave with no friends to talk to).
April	<p>Pages 78–79</p> <p>Magnets</p>	<p>Subject: Science</p> <p>Strand: Energy and Forces</p> <p>Strand Unit: Magnetism and Electricity</p>	<ul style="list-style-type: none"> • Use magnets of different shapes and sizes in purposeful play to explore their effects on materials. • Investigate how magnets attract materials such as iron and nickel. • Investigate how magnets attract certain materials through other materials. 	<ul style="list-style-type: none"> • Predict whether or not an object will be attracted to a magnet. • Experiment to get a magnet to make a paperclip move without touching it with the magnet. • Record his/her findings and communicate them.
	<p>Pages 80–81</p> <p>Family Photograph</p>	<p>Subject: History</p> <p>Strand: Myself and My Family</p> <p>Strand Unit: My Family</p>	<ul style="list-style-type: none"> • Explore and record significant features and dates in the past of the child’s family and extended family. • Compare the ages of his/her family members (e.g. old/older, young/younger). • Discuss and record significant family events (e.g. births, moving house, holidays). • Collect, explore and discuss a range of simple evidence, noting changes and developments and items that have stayed the same. • Explore and examine photographs of family members and significant family occasions. • Explore and examine simple mementoes or memorabilia (e.g. items used by his/her parents or guardians when they were young). • Compile and record material on a simple timeline. 	<ul style="list-style-type: none"> • Distinguish between past, present and future; develop an understanding of chronology through exploring and recording simple sequences and by placing developmental pictures in historical sequence. • Explore instances of change and continuity from the time when his/her parents were young to now, paying particular attention to the photographs and how and why they have changed (e.g. black and white to colour). • Look carefully at old and recent photographs and make observations and comparisons between past and present. How have we changed? What has stayed the same? The child could explore, through evidence, what his/her parents were like when they were young.

				<ul style="list-style-type: none"> • Discuss the reasons why some things (e.g. technology, clothes) have changed and the consequences of these changes. • Communicate an awareness of stories, people and events from the past in a variety of ways (e.g. writing, drama, ICT). • Listen to older people talk about their experiences when they were young.
<p>Pages 82–83</p> <p>Life of My Grandparents</p>		<p>Subject: History</p> <p>Strand: Myself and My Family</p> <p>Strand Unit: When My Grandparents Were Young</p>	<ul style="list-style-type: none"> • Explore and record aspects of the lives of people when his/her grandparents were young (e.g. where they lived, homes, work, clothes, food). • Listen to or explore adults talking about their own past. • Collect and/or examine simple evidence in school or in a local museum. • Explore and discover how people used to travel in the past, games they played, songs and dances they learned, etc. • Learn songs and dances or play games from the past. • Compare the lives of people in the past with the lives of people today, noting differences and similarities. • Record material on an appropriate timeline. • Examine and explore household tools, equipment, farm tools, packages/boxes, newspapers, letters and postcards from the past. 	<ul style="list-style-type: none"> • Distinguish between past, present and future; develop an understanding of chronology through exploring and recording simple sequences and by placing developmental pictures in historical sequence. • Explore instances of change and continuity from the time when his/her grandparents were young to now. • Discuss the reasons why some events happened and their consequences; consider why changes in technology may have happened or had to happen, or how cars changed and the consequences of mass production leading to widespread availability, etc. • Communicate an awareness of stories, people and events from the past in a variety of ways (e.g. writing, drama, ICT). • Look carefully at old and recent photographs and make observations and comparisons between past and present. How have we changed? What has stayed the same? • Listen to older people talk about their experiences when they were young. Ask his/her parents/relatives about what they were like as a baby/toddler. • Imagine and discuss the feelings of being a child in his/her grandparents' time (e.g. not

				having own toys or clothes, but being able to play outside in forests and fields all day).
May	Page 84 Irish Wildflowers	Subject: Science Strand: Living Things Strand Unit: Plants and Animals	<ul style="list-style-type: none"> • Observe, identify and explore a variety of Irish wildflowers in the local environment. • Group and sort living things into sets according to certain characteristics. • Recognise and describe the parts of wildflowers (e.g. petals, stem, leaves). 	<ul style="list-style-type: none"> • Ask questions about wildflowers. • Observe wildflowers in the local environment. • Observe similarities and differences between various wildflowers. • Sort and classify wildflowers according to colour. • Communicate his/her observations using new vocabulary.
	Page 85 Summer	Subject: Science Strands: Living Things; Materials Strand Units: Plants and Animals; Materials and Change	<ul style="list-style-type: none"> • Observe, identify and explore signs of seasons in the local environment (e.g. trees, animals, ponds). • Become familiar with the life cycle of the tree through learning about and observing each season. • Understand that seasonal changes occur in living things and examine the changes to plant and animal life during the different seasons. • Become aware of the suitability of different kinds of clothes for variations in temperature. 	<ul style="list-style-type: none"> • Ask questions about plants and animals and the seasonal changes that occur. • Observe gradual changes in plants and animals during each season.
	Pages 86–87 People in Our School	Subject: Geography Strands: Human Environments; Environmental Awareness and Care Strand Units: Living in the Local Community; Caring for My Locality	<ul style="list-style-type: none"> • Investigate the work of people in the school. • Identify and discuss simple strategies for improving and caring for the environment. • Realise that there is both an individual and a community responsibility for taking care of the environment. • Identify the jobs that people do in our schools. 	<ul style="list-style-type: none"> • Question. • Observe. • Predict. • Analyse, sort and classify; recognise patterns; interpret. • Record and communicate.

	<p>Pages 88–89</p> <p>Natural Materials</p>	<p>Subject: Science</p> <p>Strand: Materials</p> <p>Strand Unit: Properties and Characteristics of Materials</p>	<ul style="list-style-type: none"> • Begin to distinguish between natural and manufactured materials. • Identify and investigate materials used to make clothes. • Describe and compare materials, noting the differences in colour, texture and shape. 	<ul style="list-style-type: none"> • Ask questions about various natural and manufactured materials. • Observe natural and manufactured materials in the environment. • Sort and classify materials according to whether they are natural or manufactured. • Record natural and manufactured materials using pictures and/or words.
	<p>Page 90</p> <p>Common Irish Birds</p>	<p>Subject: Science</p> <p>Strand: Living Things</p> <p>Strand Unit: Plants and Animals</p>	<ul style="list-style-type: none"> • Observe, identify and explore a variety of common Irish birds in local habitats and environments. • Group and sort birds/eggs into sets according to certain characteristics. • Recognise and describe the parts of the bird. 	<ul style="list-style-type: none"> • Observe common Irish birds in the school environment or at home. • Ask questions about birds in the environment. • Analyse details about the appearance of birds and their eggs. • Record and communicate his/her findings from a bird watch (orally, pictorially or written). • Design and make a bird cake to attract birds.
June	<p>Page 91</p> <p>The Land Around Us</p>	<p>Subject: Geography</p> <p>Strand: Natural Environments</p> <p>Strand Unit: The Local Natural Environment</p>	<ul style="list-style-type: none"> • Identify, explore and discuss aspects of some major natural features in the local environment. 	<ul style="list-style-type: none"> • Observe. • Classify. • Record and communicate.
	<p>Pages 92–93</p> <p>Egyptian Hieroglyphics</p>	<p>Subject: History</p> <p>Strand: Story</p> <p>Strand Unit: Stories</p>	<ul style="list-style-type: none"> • Listen to, discuss, retell and record some simply told stories. • Listen to, discuss, retell and record a range of myths and legends from different cultural, ethnic and religious backgrounds in Ireland and other countries. • Distinguish between fictional accounts in stories, myths and legends and real people and events in the past. • Discuss the chronology of events (beginning, middle and end). 	<ul style="list-style-type: none"> • Distinguish between past, present and future; develop an understanding of chronology; examine the beginning of the use of hieroglyphics and why they may have been introduced (e.g. communicating in a more permanent fashion). • Explore instances of change and continuity in the development of Egyptian hieroglyphic artwork; realising that although the pictures have been replaced by letters (or other marks in other languages) the concept of formal written communication

		<ul style="list-style-type: none"> • Discuss the actions and feelings of characters. • Express or record stories through simple artwork, drama, music, mime, movement and ICT. • Display storyline pictures showing episodes in sequence. • Use appropriate timelines. 	<p>and reasons for use of same remain in place to this day.</p> <ul style="list-style-type: none"> • Discuss the reasons for the development of hieroglyphics and consider what has happened as a result (e.g. other forms of written communication). • Communicate an awareness of stories, people and events from the past in a variety of ways (e.g. writing, drama, ICT). • Imagine and discuss the feelings of the people who may have developed the concept of hieroglyphics.
<p>Pages 94–95 Temperature</p>	<p>Subject: Science Strands: Energy and Forces; Living Things Strand Unit: Heat; Plants and Animals</p>	<ul style="list-style-type: none"> • Learn that temperature is a measurement of how hot something is. • Measure and compare temperatures in different places (e.g. in the classroom and schoolyard). • Group and sort living things according to where they live (e.g. in hot or cold places). • Develop some awareness of animals from different environments. 	<ul style="list-style-type: none"> • Ask questions about temperature and animals in hot and cold places. • Observe the temperature changes in the classroom and outside. • Predict temperature changes. • Measure temperature. • Make a paper thermometer. • Sort and classify animals that live in the Arctic (e.g. animals that can be camouflaged in the snow – shades of white) and Africa (animals that can be camouflaged in the African grassland – brown/tan colours).
<p>Page 96 Sounds Around Us</p>	<p>Subject: Science Strand: Energy and Forces Strand Unit: Sound</p>	<ul style="list-style-type: none"> • Identify and differentiate between sounds (e.g. high and low, loud and soft). • Explore ways of making sounds using glasses and varying levels of water. • Design and make a range of simple percussion instruments. 	<ul style="list-style-type: none"> • Ask questions about high and low sounds – leading to the experiment on creating high and low sounds using glasses and varying levels of water. • Predict the outcome of the experiment. • Record the results of the experiment. • Design and make a percussion instrument. • Evaluate his/her design and suggest improvements.

Second Class

SESE – History, Geography & Science – Suggested Yearly Scheme at a Glance

Month	Textbook	Subject, Strand, Strand Unit	Content Objectives The child should be enabled to:	Skills (synopsis) The child will:
September	Page 4 My Locality	Subject: Geography Strand: Human Environments Strand Unit: Living in the Local Community	<ul style="list-style-type: none"> Identify, explore and discuss aspects of some major natural features in the local environment. Identify, explore and discuss tourist attractions in the local area. Record how he/she travels to school. 	<ul style="list-style-type: none"> Question. Observe. Record and communicate.
	Page 5 Country Fact File: Ireland	Subject: Geography Strand: Human Environments Strand Unit: People and Places in Other Areas	<ul style="list-style-type: none"> Become familiar with some aspects of the lives of people and especially of children in Ireland. Learn about the Irish flag, the Connemara pony and the Cliffs of Moher. 	<ul style="list-style-type: none"> Question. Observe.
	Page 6 What Is Soil Made of?	Subject: Geography Strand: Natural Environments Strand Unit: The Local Natural Environment	<ul style="list-style-type: none"> Observe, collect and investigate a variety of natural materials in the local environment. Collect and examine soil, mud, sand, pebbles, stones and rocks. Compare and contrast samples and group them into broad sets (e.g. sand, stones, plant material). Investigate qualities of materials (e.g. hard or soft, colour, texture, wet or dry). Recognise that soils and rocks are habitats for living things (e.g. worms, lichens, barnacles). 	<ul style="list-style-type: none"> Question. Observe. Predict. Investigate and experiment. Analyse, sort and classify, recognise patterns, interpret. Record and communicate.
	Page 7 Our School Grounds	Subject: Science Strand: Living Things Strand Unit: Plants and Animals Subject: Geography Strand: Natural Environments Strand Unit: The Local Natural Environment	<ul style="list-style-type: none"> Recognise and describe the parts of some living things: root, leaf, stem of plants; trunk and branch of trees; head, leg, wing, tail, skin covering of animals. Observe, identify and explore a variety of living things in local habitats and environments. Identify the common birds, animals, insects and mini-beasts of local habitats. 	<ul style="list-style-type: none"> Observe, using the senses of listening, seeing, touching and smelling. Predict what he/she will find in the school grounds. Analyse, sort and classify the mini-beasts by various characteristics and attributes. Record and communicate his/her findings in his/her textbook or project copy.

	<p>Page 8 Materials in Our School Grounds</p>	<p>Subject: Science Strand: Materials Strand Unit: Properties and Characteristics of Materials</p> <p>Subject: Geography Strand: Natural Environments Strand Unit: The Local Natural Environment</p>	<ul style="list-style-type: none"> • Group materials according to their properties. • Observe, collect and investigate a variety of natural materials in the local environment. • Recognise that soils and rocks are habitats for living things such as worms. • Describe and compare materials, noting differences in colour, shape and texture. 	<ul style="list-style-type: none"> • Question why certain objects are categorised under certain headings. • Observe the materials found in his/her immediate environment. • Analyse, sort and classify the characteristics of the materials found. • Record information and communicate the reasons for his/her choices.
	<p>Pages 9–11 Oisín in Tír na nÓg</p>	<p>Subject: History Strand: Story Strand Unit: Stories</p>	<ul style="list-style-type: none"> • Explore some differences between a myth and a factual or true story. • Discuss the chronology of events in ‘Oisín in Tír na nÓg’. • Discuss the actions and feelings of the characters in the story. • Retell the story of ‘Oisín in Tír na nÓg’ with the aid of pictures and key words. 	<ul style="list-style-type: none"> • Sequence the events of the story in the correct order. • Consider cause and effect (e.g. discuss the consequences of Oisín falling off the horse when he returned to Ireland). • Use evidence and imagination to recreate elements from the story (e.g. engaging in a talk-through drama lesson or a group art activity). • Talk about the feelings of the various characters and how these feelings change throughout the story.
October	<p>Page 12 Plan of a Castle</p>	<p>Subject: Geography Strand: Human Environments Strand Unit: Living in the Local Community</p>	<ul style="list-style-type: none"> • Identify the rooms in a castle and discuss their functions. • Name the furniture that is found in different rooms. 	<ul style="list-style-type: none"> • Observe. • Use pictures, maps and globes. • Record and communicate.
	<p>Page 13 Using a Key on a Map</p>	<p>Subject: Geography Strand: Human Environments Strand Unit: People and Places in Other Areas</p>	<ul style="list-style-type: none"> • Develop some awareness of maps and keys. • Identify land and sea on a map. 	<ul style="list-style-type: none"> • Use pictures, maps and globes. • Record and communicate. • Design and make.
	<p>Page 14 Do Plants Need Light to Grow?</p>	<p>Subject: Science Strands: Living Things; Energy and Forces Strand Units: Plants and Animals; Light</p>	<ul style="list-style-type: none"> • Investigate how plants respond to light. • Appreciate that living things have essential needs for growth. • Recognise that the sun gives us heat and light, without which we could not survive. 	<ul style="list-style-type: none"> • Question why plants need light to grow. • Observe the different responses from the seeds that were planted. • Predict what will happen to each pot (i.e. the one in the light and the one in the dark).

		<ul style="list-style-type: none"> • Design, make or adapt a suitable container for growing seeds. 	<ul style="list-style-type: none"> • Estimate how long it will take for the seeds to start growing. • Record what happens and communicate the information.
Page 15 Card Games	Subject: History Strand: Myself and My Family Strand Unit: Games in the Past	<ul style="list-style-type: none"> • List several indoor pastimes that are popular with children in his/her class, focusing on pastimes that can be played with others. • List some indoor pastimes that were popular with his/her parents. • List some indoor pastimes that were popular with his/her grandparents. • Identify some similarities and differences between his/her pastimes and those of his/her parents and grandparents and suggest some reasons for these similarities and differences. • Experience playing a simple card game with others, either at home or at school. 	<ul style="list-style-type: none"> • Distinguish between past, present and future, and become familiar with discussing what life may have been like when his/her parents and grandparents were young. • Discuss how family pastimes, especially playing card and board games, have changed and how they have remained the same over the lifetimes of his/her grandparents and parents. • Discuss the reasons why card games may have been more popular in the past than they are now.
Page 16 Migration	Subject: Science Strand: Living Things Strand Unit: Plants and Animals	<ul style="list-style-type: none"> • Group and sort living things into sets according to certain characteristics (migration). 	<ul style="list-style-type: none"> • Question why certain animals leave the country they are in to go to a warmer (or colder) country. • Observe the activity of birds and watch out for swallows leaving or geese arriving.
Page 17 Autumn	Subject: Science Strand: Living Things Strand Unit: Plants and Animals	<ul style="list-style-type: none"> • Understand that seasonal changes occur in living things and examine the changes in plant and animal life during the different seasons 	<ul style="list-style-type: none"> • Question why the weather is changing. • Observe what changes are taking place. • Predict what will happen (e.g. leaves fall from trees, weather gets colder and wetter). • Recognise patterns in the seasons. • Communicate what he/she is observing.
Pages 18–19 Halloween: An Irish Festival	Subject: History Strand: Myself and My Family Strand Unit: Feasts and Festivals in the Past	<ul style="list-style-type: none"> • Become familiar with some traditions and games associated with Halloween in the past in Ireland. • Explore and discuss how Halloween was celebrated by his/her parents and grandparents (if at all). • Explore the idea that traditions can change over time and can be influenced by people moving from country to country and bringing their traditions with them. 	<ul style="list-style-type: none"> • Identify some ways in which the celebration of Halloween has (a) changed and (b) stayed the same since his/her parents and grandparents were young. • Discuss the impact of American culture and TV on the celebration of Halloween in Ireland.

			<ul style="list-style-type: none"> • Experience some traditional Halloween games at home or at school. • Identify some dangers associated with Halloween. 	<ul style="list-style-type: none"> • Experience some traditional games associated with Halloween in the past in Ireland and record the experience through photo or video. • Imagine and discuss the feelings of people who left Ireland many years ago for a new life in another country. What clues can we get from their continuing to include Irish traditions in their lives?
November	Pages 20–21 Theme: Buildings – Features of a House; People at Work	Subject: Geography Strand: Human Environments Strand Unit: Living in the Local Community	<ul style="list-style-type: none"> • Investigate materials used to construct homes. • Investigate the work of people in a range of locations in the locality. 	<ul style="list-style-type: none"> • Observe. • Predict.
	Pages 22–23 Theme: Buildings – Shops from Long Ago	Subject: History Strand: Change and Continuity Strand Unit: Continuity and Change in the Local Environment	<ul style="list-style-type: none"> • Identify some similarities and differences in the physical appearance of shops in the past and present, paying particular attention to the exterior appearance of shops. • Identify some similarities and differences in the way we shop now for groceries and the way his/her parents and grandparents shopped for groceries in the past. • Listen to older people share their experiences of shops and shopping when they were young. • Use photographic evidence to compare shops from the past and present. 	<ul style="list-style-type: none"> • Distinguish between past, present and future, and become familiar with discussing what life may have been like when his/her parents and grandparents were young. • Explore change and continuity in shop design, and in the way we shop, over the past sixty years. • Look carefully at old and current photos to make observations and comparisons between past and present. • Listen to older people talk about their experiences when young. • Use evidence and imagination to create a 2D or 3D shop front from the past or present.
	Page 24 Theme: Buildings – A Badger’s Home	Subject: Science Strand: Materials Strand Unit: Properties and Characteristics of Materials	<ul style="list-style-type: none"> • Begin to explore how different materials may be used in the construction of homes suited to the environment: homes of animals. 	<ul style="list-style-type: none"> • Question how animals might make their homes. • Recognise patterns among different animals and how they make their homes. • Communicate what he/she has discovered.
	Page 25 Theme: Buildings – A Fox’s Home	Subject: Science Strand: Materials Strand Unit: Properties and Characteristics of Materials	<ul style="list-style-type: none"> • Begin to explore how different materials may be used in the construction of homes suited to the environment: homes of animals. 	<ul style="list-style-type: none"> • Question how animals might make their homes. • Recognise patterns among different animals and how they make their homes. • Communicate what he/she has discovered.

	<p>Pages 26–27 Gráinne Ní Mháille – Granuaile</p>	<p>Subject: History Strand: Story Strand Unit: Stories</p>	<ul style="list-style-type: none"> • Explore some differences between a legend and a factual or true story. • Discuss the chronology of events in the story of how Granuaile got her name. • Discuss the actions and feelings of the main characters in the story. • Retell the story in his/her own words with the aid of pictures and key words. • Look at Clare Island on a map and pictures of Rockfleet Castle in Co. Mayo and see that they are real places. Some legends have factual elements and are about real people. 	<ul style="list-style-type: none"> • Sequence the events of the story in the correct order. • Discuss how life has changed since the time of Granuaile. • Consider cause and effect (e.g. the consequences of Gráinne Ní Mháille going on her first voyage). • Use evidence and imagination to recreate elements from the story (e.g. engaging in a talk-through drama lesson or an art/creative writing activity). • Talk about the feelings of the various characters and how these feelings change throughout the story.
	<p>Pages 28–29 Homes Around the World</p>	<p>Subject: Geography Strand: Human Environments Strand Unit: People and Places in Other Areas</p>	<ul style="list-style-type: none"> • Become familiar with some aspects of the lives of people and especially of children in Ireland, Europe and other areas. • Appreciate ways in which people in different areas depend on one another and on people living in other parts of the world. 	<ul style="list-style-type: none"> • Question. • Observe. • Predict.
	<p>Page 30 Homelessness</p>	<p>Subject: Geography Strand: Human Environments Strand Unit: Living in the Local Community</p>	<ul style="list-style-type: none"> • Develop an awareness of homelessness. 	<ul style="list-style-type: none"> • Question. • Predict.
December	<p>Page 31 Hibernation</p>	<p>Subject: Science Strand: Living Things Strand Unit: Plants and Animals</p>	<ul style="list-style-type: none"> • Group and sort living things into sets according to certain characteristics (i.e. hibernators). 	<ul style="list-style-type: none"> • Question why certain animals hibernate and how they hibernate. • Recognise similar patterns of behaviour among different animals.
	<p>Page 32 Winter</p>	<p>Subject: Science Strand: Living Things Strand Unit: Plants and Animals</p>	<ul style="list-style-type: none"> • Understand that seasonal changes occur in living things and examine the changes in plant and animal life during the different seasons • Use all his/her senses to become aware of and explore environments. 	<ul style="list-style-type: none"> • Question why the weather is changing. • Observe what changes are taking place. • Predict what will happen (e.g. weather getting much colder). • Recognise patterns in the seasons. • Communicate what he/she is observing.

	<p>Page 33 Late Late Toy Show</p>	<p>Subject: History Strand: Myself and My Family Strand Unit: My Family</p>	<ul style="list-style-type: none"> • Become familiar with and use a simple timeline. • Examine examples of changes and continuity in relation to the traditions of Christmas during the lifetime of his/her parents. • Relate events on a timeline to his/her own life. 	<ul style="list-style-type: none"> • Place different dates and events correctly on a timeline. Interpret a simple timeline. • Discuss how the celebration of Christmas has changed and how it has remained the same over the lifetime of his/her parents. • Read what an adult has to say about his experiences of Christmas when he was young. • Imagine and discuss the feelings of other children at Christmas time in the past and in the present (and in different cultures if relevant in the class grouping).
	<p>Pages 34–35 Christmas Around the World</p>	<p>Subject: Geography Strand: Human Environments Strand Unit: People and Places in Other Areas</p>	<ul style="list-style-type: none"> • Become familiar with some aspects of the lives of people, and especially of children, in Ireland, Europe and other areas. • Compare and contrast Christmas traditions, food and weather in Ireland, Poland, Mexico and Australia. 	<ul style="list-style-type: none"> • Interpret. • Record and communicate.
	<p>Pages 36–38 Country Fact File: China</p>	<p>Subject: Geography Strand: Human Environments Strand Unit: People and Places in Other Areas</p>	<ul style="list-style-type: none"> • Become familiar with some aspects of the lives of people and especially of children in other areas. • Appreciate ways in which people in different areas depend on one another and on people living in other parts of the world. 	<ul style="list-style-type: none"> • Develop an awareness of people and places in other areas. • Identify land and sea on a map. • Develop some awareness of maps. • Learn how people in China interact with the environment and about their way of life.
	<p>Page 39 Say Cheese!</p>	<p>Subject: History Strand: Myself and My Family Strand Unit: When My Grandparents Were Young</p>	<ul style="list-style-type: none"> • Become familiar with and use a simple timeline. • Examine changes and examples of continuity in relation to cameras and the taking of photos. • Relate events on a timeline to his/her own life and the lives of his/her family and extended family. 	<ul style="list-style-type: none"> • Place different cameras on a timeline. • Discuss how cameras and photography changed over the lifetime of his/her grandparents and parents. Identify what has remained the same (e.g. the subject matter of the photos, recording important family events).
<p>January</p>	<p>Pages 40–41 Theme: Water – The Seaside; John Barry</p>	<p>Subject: History Strands: Change and Continuity; Story Strand Units: Continuity and Change in the Local Environment; Stories</p>	<ul style="list-style-type: none"> • Explore and record significant personal dates and events on a simple timeline. • Compare and contrast his/her experiences of the seaside with those of his/her parents and grandparents. • Listen to older people talk about their memories of when they were young. 	<ul style="list-style-type: none"> • Begin to develop an understanding of chronology through the use of a simple timeline. • Distinguish between past, present and future, and become familiar with discussing what life may have been like when his/her parents and grandparents were young, with special reference to the seaside. • Record the sequence of events in the life of John Barry on a timeline or in pictorial format.

		<ul style="list-style-type: none"> • Become aware of the connection between Ireland and the sea through the story of Commodore John Barry. 	<ul style="list-style-type: none"> • Discuss how family pastimes, especially trips to the beach and seaside, have changed and how they have remained the same over the lifetimes of his/her grandparents and parents. • Look carefully at old and current photos and paintings to make observations and comparisons between the past and the present. • Talk about the life of John Barry. Use evidence and imagination to recreate some elements from the life of John Barry (e.g. engage in a talk-through drama lesson or a creative writing activity about life on board a ship for a cabin boy). • Explore the possible feelings of John Barry at various stages in his life.
<p>Pages 42–43</p> <p>Theme: Water – Floating and Sinking</p>	<p>Subject: Science</p> <p>Strand: Energy and Forces</p> <p>Strand Unit: Forces</p>	<ul style="list-style-type: none"> • Investigate how forces act on objects. • Investigate floating and sinking with a wide range of materials and objects. • Make and test predictions about objects that will sink or float. Group objects that will sink or float. • Investigate how some objects may be made to float by hollowing them out. 	<ul style="list-style-type: none"> • Question how objects stay afloat. Why do some objects float and some sink? • Predict what will happen before he/she conducts an investigation. • Observe what happens when he/she conducts an investigation. • Investigate and experiment with different objects. • Estimate how many of each item will be required to sink a vessel or how many items can be added before the vessel sinks. • Analyse the information; sort out and interpret the data. • Recognise patterns in investigations. • Record the information and communicate it to others. • Design an object so that it will float, and evaluate the outcome.
<p>Pages 44–45</p> <p>Theme: Water – Conservation</p>	<p>Subject: Geography</p> <p>Strand: Environmental Awareness and Care</p> <p>Strand Unit: Caring for My Locality</p>	<ul style="list-style-type: none"> • Develop an awareness that water is essential to the environment. • Identify and help to implement simple strategies for protecting, conserving and enhancing the environment. 	<ul style="list-style-type: none"> • Question. • Observe. • Predict. • Estimate and measure.

		<ul style="list-style-type: none"> • Estimate how much water is used in everyday household tasks. • Identify how water is wasted and how to conserve water. 	
Page 46 Theme: Water – The Water Cycle	Subject: Geography Strand: Natural Environments Strand Unit: The Local Natural Environment	<ul style="list-style-type: none"> • Observe, discuss and investigate water in the locality. • Identify what occurs during each stage of the water cycle. 	<ul style="list-style-type: none"> • Observe. • Investigate and experiment.
Page 47 What Is a Habitat?	Subject: Science Strand: Environmental Awareness and Care Strand Unit: Caring for My Locality Subject: Geography Strand: Environmental Awareness and Care Strand Unit: Caring for My Locality	<ul style="list-style-type: none"> • Begin to recognise that people, animals and plants depend on one another. • Observe and develop an awareness of living things in a range of habitats in local environments. • Identify and help to implement simple strategies for protecting, conserving and enhancing the environment (e.g. planting trees or flowers to develop a school garden). 	<ul style="list-style-type: none"> • Question why habitats are destroyed and what we can do to replace them. • Observe a habitat regenerating. • Predict the outcome if a habitat is destroyed. • Investigate a habitat and find out what lives there. • Classify the different species that live in a habitat. • Record information and communicate it to others.
Page 48 Parts of Plants and Animals	Subject: Science Strand: Living Things Strand Unit: Plants and Animals	<ul style="list-style-type: none"> • Recognise and describe the parts of some living things (e.g. trunk and branch of a tree; head, leg, wing, tail, skin covering of an animal). 	<ul style="list-style-type: none"> • Observe the detail of a plant and what it consists of (leaves, stem, etc.) and of an animal (legs, shell, etc.). • Record the information.
Page 49 The Crow	Subject: Science Strand: Living Things Strand Unit: Plants and Animals	<ul style="list-style-type: none"> • Recognise and describe the parts of some living things (e.g. head, leg, wing, skin covering of animals). 	<ul style="list-style-type: none"> • Question what each part of a bird is for. • Observe crows in the environment. • Investigate the behaviour of crows. • Recognise patterns in bird behaviour. • Record information and communicate it to others.
Pages 50–51 Irish Trees	Subject: Science Strand: Living Things Strand Unit: Plants and Animals	<ul style="list-style-type: none"> • Observe, identify and explore a variety of living things in local habitats and environments. • Identify common trees and other plants. • Recognise that trees are plants. 	<ul style="list-style-type: none"> • Question where trees came from. • Observe the types of tree in his/her environment and the differences between them. • Classify trees as native or non-native.

				<ul style="list-style-type: none"> Record the information.
February	Pages 52–54 Fionn and the Giant’s Causeway	Subject: History Strand: Story Strand Unit: Stories	<ul style="list-style-type: none"> Explore some differences between a myth and a factual or true story. Discuss the chronology of events in ‘Fionn and the Giant’s Causeway’. Discuss the actions and feelings of the characters in the story. Retell the story in his/her own words with the aid of pictures and key words. Look at the Giant’s Causeway on a map and in pictures and see that it is a real place. Realise that some myths and legends have factual elements. 	<ul style="list-style-type: none"> Sequence the events of the story in the correct order. Consider cause and effect (e.g. discuss the consequences of Fionn building the causeway). Use evidence and imagination to recreate elements from the story (e.g. engaging in a talk-through drama lesson or a group art activity). Talk about the feelings of the various characters and how these feelings change throughout the story. Recognise that this is a comic story, and enjoying the humour.
	Page 55 The Dandelion	Subject: Science Strand: Living Things Strand Unit: Plants and Animals	<ul style="list-style-type: none"> Recognise and describe the parts of some living things (e.g. root, leaf, stem of plants). 	<ul style="list-style-type: none"> Question what we call the different parts of a plant. Observe different plants and applying the labels to them. Sort and classify different types of plant.
	Pages 56–57 Food in Season	Subject: Geography Strand: Environmental Awareness and Care Strand Unit: Caring for My Locality	<ul style="list-style-type: none"> Observe and develop an awareness of living things in a range of habitats in local and wider environments. Learn about what time of year certain fruits and vegetables are in season in Ireland. Identify the different stages in the journey of an apple. 	<ul style="list-style-type: none"> Question. Observe. Predict. Interpret data.
	Pages 58–59 The Milkman	Subject: History Strand: Story Strand Unit: Stories	<ul style="list-style-type: none"> Compare and contrast his/her own experience of how milk arrives in the fridge at home with the experiences of his/her parents and grandparents. Listen to adults of different ages talk about their memories of the milkman when they were young. Identify some similarities and differences between his/her life and the childhoods of his/her parents and grandparents and suggest some reasons for these similarities and differences. 	<ul style="list-style-type: none"> Distinguish between past, present and future, and become familiar with discussing what life may have been like when his/her parents and grandparents were young. Explore change and continuity in how we buy milk. Discuss the possible reasons why people chose to use a milkman in the past and why this is generally no longer the case.

	Pages 60–61 Our Five Senses; A Sense of Spring	Subject: Science Strand: Living Things Strand Unit: Myself	<ul style="list-style-type: none"> • Become aware of the role of each sense in detecting information about the environment and in protecting the body. • Use all the senses to become aware of and explore environments. 	<ul style="list-style-type: none"> • Question what parts of the body we use to smell, hear, touch, see and taste. • Observe how we use our five senses.
	Page 62 Spring	Subject: Science Strand: Living Things Strand Unit: Plants and Animals	<ul style="list-style-type: none"> • Understand that seasonal changes occur in living things and examine the changes in plant and animal life during the different seasons • Use all his/her senses to become aware of and explore environments. 	<ul style="list-style-type: none"> • Question why the weather is changing. • Observe what changes are taking place. • Predict what will happen (e.g. weather getting warmer and more daylight hours). • Recognise patterns in the seasons. • Communicate what he/she is observing.
March	Page 63 Theme: Heat – Heating Homes Long Ago	Subject: History Strands: Myself and My Family; Change and Continuity Strand Units: When My Grandparents Were Young; Continuity and Change in the Local Environment	<ul style="list-style-type: none"> • List the ways that homes were heated in the past, especially when his/her parents and grandparents were young. • Compare the ways that homes were heated in the past with the way they are heated now, identifying similarities and differences. • Suggest ideas on why some heating methods have remained popular while others have not. • Outline several fire hazards in the home and identify some fire safety tips for children. 	<ul style="list-style-type: none"> • Distinguish between past, present and future, and become familiar with discussing what life may have been like when his/herr parents and grandparents were young. • Explore change and continuity in the way we heat our homes, particularly our bedrooms. • Explore why some home heating methods have remained popular while others have not.
	Pages 64–65 Theme: Heat – Countries Around the World	Subject: Geography Strand: Natural Environments Strand Unit: Weather	<ul style="list-style-type: none"> • Identify ways in which weather influences the lives of people. • Contrast weather in the locality with that in other areas. 	<ul style="list-style-type: none"> • Question. • Observe. • Analyse information, recognise patterns, interpret.
	Page 66 Theme: Heat – Where Does Heat Come from?	Subject: Science Strand: Energy and Forces Strand Unit: Heat	<ul style="list-style-type: none"> • Become aware of different sources of heat energy (e.g. sun, fire, radiator). 	<ul style="list-style-type: none"> • Question where heat comes from. • Observe heat sources.
	Page 67 Hospitals	Subject: Geography Strand: Human Environments Strand Unit: Living in the Local Community	<ul style="list-style-type: none"> • Investigate the work of people in a range of locations in the locality. • Investigate the work of people in a hospital. • Develop oral language on the theme of the hospital. 	<ul style="list-style-type: none"> • Question. • Observe. • Predict. • Investigate.

	<p>Pages 68–69 Nurse on Duty</p>	<p>Subject: History</p> <p>Strand: Myself and My Family</p> <p>Strand Unit: When My Grandparents Were Young</p>	<ul style="list-style-type: none"> • Examine a nurse’s uniform from the past by looking at photographic evidence. • Compare and contrast the experience of a stay in hospital for children in the past and in the present. • Listen to older people talk about their experiences when they were young. • Discuss the possible feelings of children in hospital in the past and compare these feelings with his/her own feelings and experiences of hospital. 	<ul style="list-style-type: none"> • Distinguish between past, present and future, and become familiar with discussing what life may have been like about sixty years ago in Ireland. • Explore change and continuity in nurses’ uniforms and in the hospital experience for children. • Look carefully at old photos to make observations of and comparisons between past and present. • Listen to older people talk about their experiences when young. • Imagine and discuss the feelings of children who were in hospital sixty years ago and compare them with the feelings of children who are in hospital now.
	<p>Pages 70–71 Tourist Map of Ireland</p>	<p>Subject: Geography</p> <p>Strand: Human Environments</p> <p>Strand Unit: People and Places in Other Areas</p>	<ul style="list-style-type: none"> • Become familiar with some aspects of the lives of people and especially of children in Ireland. • Become familiar with tourist attractions in each county in Ireland. 	<ul style="list-style-type: none"> • Use pictures, maps and globes. • Question. • Observe. • Analyse, sort, classify, interpret. • Record and communicate.
April	<p>Page 72 Map of Ireland</p>	<p>Subject: Geography</p> <p>Strand: Natural Environments</p> <p>Strand Unit: The Local Natural Environment</p>	<ul style="list-style-type: none"> • Identify, explore and discuss aspects of some major natural features in the local environment. • Identify land, sea, rivers, cities, mountains and lakes on maps. • Use maps to develop awareness of Ireland’s major natural features. 	<ul style="list-style-type: none"> • Use pictures, maps and globes. • Observe. • Record and communicate.
	<p>Page 73 Theme: Africa – Wildebeest</p>	<p>Subject: Science</p> <p>Strand: Living Things</p> <p>Strand Unit: Plants and Animals</p>	<ul style="list-style-type: none"> • Develop some awareness of plants and animals from wider environments. • Group and sort living things into sets according to certain characteristics (e.g. migration). 	<ul style="list-style-type: none"> • Question why certain animals migrate and how they know where to go. • Analyse, sort and classify animals. • Recognise migration patterns among other animals, birds and insects. • Communicate new information he/she may have researched or learned. • Evaluate different sources of information.

	<p>Pages 74–75</p> <p>Theme: Africa – Anansi and the Pot of Wisdom: A Story from Africa</p>	<p>Subject: History</p> <p>Strand: Story</p> <p>Strand Unit: Stories</p>	<ul style="list-style-type: none"> • Explore the main elements of a fable: animals as characters with human qualities; a moral or message at the end. • Discuss the chronology of events in ‘Anansi and the Pot of Wisdom’. • Discuss the actions and feelings of the characters in the story. • Retell the story in his/her own words with the aid of pictures and key words. • Look at Ghana on a map and see that it is a real place. 	<ul style="list-style-type: none"> • Sequence the events of the story in the correct order. • Discuss the consequences of Anansi sharing wisdom with the world. What would have happened if he had kept the wisdom to himself? • Use evidence and imagination to recreate elements from the story (e.g. engaging in a talk-through drama lesson or a group art activity). • Talk about the feelings of various characters and how these feelings change throughout the story.
	<p>Pages 76–77</p> <p>Theme: Africa – Country Fact File: Ethiopia</p>	<p>Subject: Geography</p> <p>Strand: Human Environments</p> <p>Strand Unit: People and Places in Other Areas</p>	<ul style="list-style-type: none"> • Become familiar with some aspects of the lives of people, especially children, in other areas. • Appreciate ways in which people in different areas depend on one another and on people living in other parts of the world. 	<ul style="list-style-type: none"> • Use pictures, maps and globes. • Question. • Observe. • Record and communicate.
<p>May</p>	<p>Pages 78–79</p> <p>Bealtaine</p>	<p>Subject: History</p> <p>Strand: Myself and My Family</p> <p>Strand Unit: Feasts and Festivals in the Past</p>	<ul style="list-style-type: none"> • Become familiar with some traditions and games associated with May Day in the past in Ireland. • Explore and discuss how May Day was celebrated by his/her parents and grandparents (if at all). • Explore the idea that traditions can change over time and that some Irish traditions that were popular in the past may no longer be observed widely. 	<ul style="list-style-type: none"> • Distinguish between past, present and future, and become familiar with discussing what life may have been like about sixty years ago in Ireland. • Identify how some Irish traditions may no longer be practiced widely. • Listen to older people talk about their experiences of May Day celebrations when they were young. • Re-enact some May Day traditions at home or at school (e.g. laying flowers on doorsteps or decorating the May Bush) and explain the meaning of these traditions.
	<p>Page 80</p> <p>Summer</p>	<p>Subject: Science</p> <p>Strand: Living Things</p> <p>Strand Unit: Plants and Animals</p>	<ul style="list-style-type: none"> • Understand that seasonal changes occur in living things and examine the changes in plant and animal life during the different seasons • Use all his/her senses to become aware of and explore environments. 	<ul style="list-style-type: none"> • Question why the weather is changing. • Observe what changes are taking place. • Predict what will happen (e.g. weather getting much warmer). • Recognise patterns in the seasons. • Communicate what he/she is observing.

<p>Page 81 Life Cycle of the Butterfly</p>	<p>Subject: Science Strand: Living Things Strand Unit: Plants and Animals</p>	<ul style="list-style-type: none"> • Become familiar with the life cycles of common plants and animals. 	<ul style="list-style-type: none"> • Question what a life cycle is. • Observe different (simple) life cycles in the environment. • Investigate the life cycles of other creatures. • Record and communicate information.
<p>Page 82 The Butterfly Bush</p>	<p>Subject: Science Strand: Living Things Strand Unit: Plants and Animals</p>	<ul style="list-style-type: none"> • Observe, identify and explore a variety of living things (e.g. common trees and other plants) in local habitats and environments. • Observe and develop an awareness of living things in a range of habitats in local and wider environments. • Identify and help to implement simple strategies for protecting, conserving and enhancing the environment. 	<ul style="list-style-type: none"> • Observe various trees, plants and shrubs in his/her environment. • Predict the effect of the seasons on the different trees and plants. • Analyse, sort and classify different types of tree and plant. • Record and communicate information.
<p>Page 83 Where Does Light Come from?</p>	<p>Subject: Science Strand: Energy and Forces Strand Unit: Light</p> <p>Subject: Geography Strand: Natural Environments Strand Unit: Planet Earth in Space</p>	<ul style="list-style-type: none"> • Recognise that the sun gives us heat and light, without which we could not survive. • Recognise that light comes from different sources. • Recognise that light is needed in order to see. • Become aware of the dangers of looking directly at the sun. • Design and make a pair of sunglasses using different combinations of coloured film or plastic. 	<ul style="list-style-type: none"> • Question where light comes from. • Observe different light sources. • Predict what will happen in various experiments with light. • Investigate and experiment with light. • Interpret the results of experiments. • Record and communicate information.
<p>Pages 84–85 Materials; What Is a Shadow?</p>	<p>Subject: Science Strands: Materials; Energy and Forces Strand Units: Properties and Characteristics of Materials; Light</p>	<ul style="list-style-type: none"> • Describe and compare materials, noting the differences in colour, shape and texture. • Group materials according to their properties (e.g. flexibility, transparency, strength). • Identify and investigate materials that absorb water and those that are waterproof. • Investigate the relationship between light and materials. • Sort materials according to whether or not they allow light through (i.e. transparent/opaque). • Explore materials that do not allow light to pass through and thus form shadows. 	<ul style="list-style-type: none"> • Question what type of material objects are made from and what properties those materials have. • Observe different materials and their properties. • Predict what will happen to different materials when an experiment is conducted. • Investigate and experiment. • Analyse, sort and classify materials; recognise patterns; interpret results. • Record and communicate information and results.

June	<p>Page 86</p> <p>Theme: Space – The Solar System</p>	<p>Subject: Science</p> <p>Strand: Energy and Forces</p> <p>Strand Unit: Light</p> <p>Subject: Geography</p> <p>Strand: Natural Environments</p> <p>Strand Unit: Planet Earth in Space</p>	<ul style="list-style-type: none"> • Recognise that the sun gives us heat and light, without which we could not survive. 	<ul style="list-style-type: none"> • Question the benefits and dangers of the sun. • Observe how the sun affects our daily lives. • Record and communicate information about the sun and the solar system. • Design and make a solar system.
	<p>Pages 87–89</p> <p>Theme: Space – Earth, Moon and Sun; Astronauts</p>	<p>Subject: Geography</p> <p>Strand: Natural Environments</p> <p>Strand Unit: Planet Earth in Space</p>	<ul style="list-style-type: none"> • Recognise the sun as a source of heat and light. • Identify the sun, moon, stars, day and night. • Develop familiarity with the spherical nature of the earth. • Become familiar with the role of an astronaut. 	<ul style="list-style-type: none"> • Question. • Observe. • Predict. • Interpret.
	<p>Pages 90–91</p> <p>Theme: Space – Space Travel</p>	<p>Subject: History</p> <p>Strand: Story</p> <p>Strand Unit: Stories</p>	<ul style="list-style-type: none"> • Examine and interpret a simple timeline about space travel. • Describe, with one or two details, events from the history of space travel in the correct sequence. • Describe what life is like on board the International Space Station. 	<ul style="list-style-type: none"> • Begin to develop an understanding of chronology and the past by examining timelines in relation to space travel. • Examine photos and short video clips and summarise the information in them. • Record events on a timeline. • Use evidence and imagination to write about the life of an astronaut on board the ISS. • Imagine the feelings of astronauts on their first trip to space.
	<p>Pages 92–93</p> <p>Communication</p>	<p>Subject: History</p> <p>Strand: Story</p> <p>Strand Unit: Stories</p>	<ul style="list-style-type: none"> • Compare and contrast the experience of communicating with family living far away in the past and in the present. • Listen to adults and older people talk about their experiences when they were young. • Discuss the feelings of people in the past who were separated from family by long distances and compare these feelings with his/her own experiences of family members living far away. 	<ul style="list-style-type: none"> • Distinguish between past, present and future, and become familiar with discussing what life may have been like for his/her parents and grandparents. • Explore change and continuity in the way we communicate with others who live far away. • Use evidence and his/her imagination to write a letter home from far away or to role-play a phone conversation between family members living far apart.

		<ul style="list-style-type: none"> • Explore the effect of easier and cheaper communication methods on families living far apart. 	<ul style="list-style-type: none"> • Imagine and discuss the feelings of people in the past who lived far away from family and the impact of easier and cheaper methods of communication today.
<p>Pages 94–95</p> <p>Why Do We Need Electricity? What Is Electricity?</p>	<p>Subject: Science</p> <p>Strand: Energy and Forces</p> <p>Strand Unit: Magnetism and Electricity</p>	<ul style="list-style-type: none"> • Become aware of the uses of electricity in school and at home. • Recognise that light comes from different sources. • Explore the effects of static electricity. 	<ul style="list-style-type: none"> • Question why we need electricity and where it comes from. • Observe electricity in his/her everyday life. • Predict what would happen if we had no electricity. • Record and communicate the information discovered.
<p>Page 96</p> <p>Sporting Hero</p>	<p>Subject: History</p> <p>Strand: Story</p> <p>Strand Unit: Stories</p>	<ul style="list-style-type: none"> • Identify one or two sporting heroes from the past and say why they are famous. • Place some key events from the life of a sporting hero in correct chronological order. • Identify a sporting hero who is important to him/her and say why he/she has chosen this person. • Identify some traits of Katie Taylor that may have contributed to her success (e.g. dedication, perseverance). • Name some common sports that he/she and his/her peers play. • Name some common sports that were played by his/her parents and grandparents when they were young. 	<ul style="list-style-type: none"> • Begin to develop an understanding of chronology through the use of a simple timeline. • Distinguish between past, present and future, and become familiar with discussing what sports may have been popular when his/her parents and grandparents were young. • Explore how the sports he/she plays have changed or remained the same over the lifetime of his/her grandparents and parents. • Discuss possible reasons why some sports are more popular now than they were in the past. • Listen to, watch and discuss excerpts of an interview with Katie Taylor (or another sporting hero). • Talk about a sporting hero of his/her own choosing and share with the class or a small group why he/she chose this sporting hero. Record some of his/her sporting hero's achievements on a timeline or in pictorial format.

**Third Class
Suggested Yearly History Plan**

Month	Unit	Strand, Strand Unit	Content Objectives The child should be enabled to:	Skills – The student will work as an historian in using the following skills:
September	Unit 1: Fionn and the Fianna	Story, Myths and Legends	<p><i>f.</i> Learn about the events of the story of Fionn.</p> <p><i>f.</i> Become familiar with the way people lived and got food.</p> <p><i>f.</i> Become familiar with significant dates/events in the life of the Fianna, e.g. Samhain.</p> <p><i>f.</i> Use a range of simple historical evidence, e.g. tests for joining the Fianna.</p> <p><i>f.</i> Record main events of the story on a timeline.</p> <p><i>f.</i> Examine continuity and change over time since the time of the story.</p>	<p><i>f.</i> Identify, discuss and retell in sequence the main events of the story.</p> <p><i>f.</i> Recognise that people lived in a very different way than they do today.</p> <p><i>f.</i> Use evidence of various kinds, e.g. oral, pictorial and documentary to add to knowledge of the topic.</p> <p><i>f.</i> Look at the information in the unit from the point of view of the main characters in the story.</p> <p><i>f.</i> Use evidence and imagination to reconstruct events from the past, e.g. how people travelled, dressed and ate.</p> <p><i>f.</i> Explore the text to understand those elements of life during the time of the story that have changed and those that</p>

				remain the same.
October	Unit 2: The Stone Age	Early People and Ancient Societies, Stone Age Peoples	<p><i>ff.</i> Become familiar with aspects of the lives of Stone Age people, e.g. arrival, settlement and life in Ireland, food, work, weapons, burial practices, faith and beliefs.</p> <p><i>f.</i> Record the place of Stone Age people on timelines.</p> <p><i>f.</i> Become familiar with evidence of Stone Age people in the locality, e.g. ancient settlements (rath and dún) and ancient burial sites.</p> <p><i>f.</i> Explore the idea of the daily fight for survival in terms of the search for food.</p> <p><i>f.</i> Compare the building practices of Stone Age</p>	<p><i>f.</i> Record information about Stone Age people using a timeline, and understand and use date conventions, e.g. BC.</p> <p><i>f.</i> Discuss the reasons for hunter-gatherers becoming farmers and the effect this had on their way of life.</p> <p><i>f.</i> Look at the information in the unit from the points of view of the work done by Stone Age men, women and children</p> <p><i>f.</i> Use evidence and imagination to reconstruct events, e.g. preparing to hunt the elk.</p> <p><i>f.</i> Explore the text to understand those elements of life in Stone Age times that have changed and those that remain the same.</p>

			<p>people in relation to the development of the built environment in recent times.</p>	
November	Unit 3: Food and Farming	Continuity and Change Over Time, Food and Farming	<p><i>f.</i> Study aspects of social, technological and scientific developments over long periods of time.</p> <p><i>f.</i> Identify items of change and continuity in the ‘line of development’.</p> <p><i>f.</i> Identify some of the factors that have caused or prevented change.</p> <p><i>f.</i> Become familiar with important events in the history of the locality including those associated with the Great Famine and changes that may have occurred in farming practices.</p> <p><i>f.</i> Collect related local ballads, stories and traditions.</p> <p><i>f.</i> Refer to and use appropriate timelines.</p>	<p><i>f.</i> Distinguish between food-growing practices in the past and in the present.</p> <p><i>f.</i> Record information about developments in food production using a timeline, and understand and use date conventions, e.g. BC.</p> <p><i>f.</i> Discuss the reasons why potato blight was such a problem in the past.</p> <p><i>f.</i> Look at the information in the unit from the point of view of the lack of variety in food eaten by people during the Middle Ages in comparison to the vast choice available today.</p> <p><i>f.</i> Use evidence and imagination to reconstruct events from the past, e.g. the traditional way of making black pudding from pigs’ blood. such as photographs, objects, maps, stories, etc.</p> <p><i>f</i></p>

December	Unit 4: People of the Tigris and Euphrates Rivers	Early People and Ancient Societies, Early Societies of the Tigris and Euphrates Valleys	<p><i>f.</i> Become familiar with aspects of the lives of the people in the Tigris and Euphrates Valleys, e.g. settlement, food, work, weapons, burial practices, faith and beliefs.</p> <p><i>f.</i> Become familiar with evidence of the people of the Tigris and Euphrates Valleys.</p> <p><i>f.</i> Compare their building practices in relation to the development of the built environment in recent times.</p> <p><i>f.</i> Record the place of the people of the Tigris and Euphrates on appropriate timelines.</p>	<p><i>f.</i> Record information about the people of the Tigris and Euphrates Valleys using a timeline, and understand and use date conventions, e.g. BC.</p> <p><i>f.</i> Discuss the impact the discovery of metal had on their way of life.</p> <p><i>f.</i> Look at the information in the unit from the points of view of the work done by men, women and children.</p> <p><i>f.</i> Use evidence and imagination to reconstruct events from the past, e.g. building a great city.</p> <p><i>f.</i> Explore the text to understand those elements of life that have changed and those that remain the same.</p>
January	Unit 5: Setanta	Story, Myths and Legends	<p><i>f.</i> Learn about the events of the story of Setanta.</p> <p><i>f.</i> Become familiar with the way the people lived and celebrated.</p>	<p><i>f.</i> Identify, discuss and retell in sequence the main events of the story.</p> <p><i>f.</i> Recognise that people lived in a very different way than they</p>

			<p><i>f.</i> Become familiar with significant dates/events in the life of King Conor, e.g. the party at Eamhain Mhaca.</p> <p><i>f.</i> Use a range of simple historical evidence, e.g. the strength of Setanta.</p> <p><i>f.</i> Examine continuity and change over time since the time of the story.</p>	<p>do today.</p> <p><i>f.</i> Use evidence of various kinds, e.g. oral, pictorial and documentary to add to knowledge of the topic.</p> <p><i>f.</i> Look at the information in the unit from the points of the main characters in the story.</p> <p><i>f.</i> Use evidence and imagination to reconstruct events from the past, e.g. how people travelled, dressed and ate.</p>
February	Unit 6: Games and Pastimes	Local Studies, Games and Pastimes in the Past	<p><i>f.</i> Become familiar with some games and pastimes enjoyed in the locality.</p> <p><i>f.</i> Explore and discuss games and pastimes enjoyed by parents and grandparents in the past.</p> <p><i>f.</i> Gain some knowledge of games and pastimes enjoyed by children in ancient societies and in other lands.</p> <p><i>f.</i> Identify how some games and pastimes,</p>	<p><i>f.</i> Record information about the progression of sport from ancient times using a timeline, and understand and use date conventions, e.g. BC.</p> <p><i>f.</i> Discuss the reasons for changes in the ways that people like to enjoy themselves, e.g. cruelty to animals was commonplace in medieval times but is less acceptable today.</p> <p><i>f.</i> Look at the information in the unit in terms of children having less</p>

			<p>while they may have changed over time, still remain to this day.</p> <p><i>f.</i> Identify some factors that have caused or prevented change.</p> <p><i>f.</i> Refer to appropriate timelines.</p>	<p>time for play in the first part of the twentieth century.</p> <p><i>f.</i> Use evidence and imagination to reconstruct events from the past, e.g. making a go-cart – sourcing the materials and tools needed, making the cart.</p>
March	Unit 10: The Wooden Horse of Troy	Story, Myths and Legends	<p><i>f.</i> Learn about the events of the story of Troy.</p> <p><i>f.</i> Become familiar with significant dates/events in Troy and Greece.</p> <p><i>f.</i> Use a range of simple historical evidence, e.g. the legend of the wooden horse.</p> <p><i>f.</i> Record main events of the story on a timeline.</p> <p><i>f.</i> Examine continuity and change over time since the time of the story.</p>	<p><i>f.</i> Identify, discuss and retell in sequence the main events of the story.</p> <p><i>f.</i> Identify that people lived in a very different way than they do today.</p> <p><i>f.</i> Use evidence of various kinds, e.g. oral, pictorial and documentary to add to knowledge of the topic.</p> <p><i>f.</i> Look at the information in the unit from the points of view of the main characters in the story.</p> <p><i>f.</i> Use evidence and imagination to reconstruct events from the past, e.g. how people travelled, dressed and ate.</p>

				<p><i>f.</i> Explore the text to understand those elements of life during the time of the story that have changed and those that remain the same.</p>
April	Unit 11: Schools and Education	Continuity and Change over Time, Schools and Education	<p><i>f.</i> Study aspects of social, artistic, technological and scientific developments from the time of the Ancient Greeks to the present day.</p> <p><i>f.</i> Identify items of change and continuity in the line of development of schools and educational practices.</p> <p><i>f.</i> Identify some of the factors that have caused or prevented change in the area of education.</p> <p><i>f.</i> Refer to and use appropriate timelines.</p> <p><i>f.</i> Investigate the development of present buildings and the history of earlier school buildings.</p> <p><i>f.</i> Attempt to reconstruct a school day in the past</p>	<p><i>f.</i> Place information about various events to do with schools and education from the time of the Ancient Greeks on a timeline, and understand and use date conventions, e.g. BC.</p> <p><i>f.</i> Discuss the reasons for the changes that took place in schools over time and the effect this had on children's education.</p> <p><i>f.</i> Look at the information in the unit in terms of the kind of schooling and educational practices experienced by children in former times.</p> <p><i>f.</i> Use evidence and imagination to reconstruct events from the past, e.g. using a scroll, and being denied education if you were a girl or poor.</p> <p><i>f.</i> Use a number of sources to create a</p>

			<p>using a range of simple evidence, e.g. memories</p> <p>of former pupils, oral history, old textbooks and</p> <p>photographs.</p> <p><i>f.</i> Compare school furniture and equipment and</p> <p>the appearance of the classroom from the past with those of today.</p>	<p>broader picture of the</p> <p>history of education such as documents – e.g. roll-books, old texts</p> <p>– photographs, objects, etc.</p> <p><i>f.</i> Explore the text to understand those elements of schools and education that have changed over time and those that remain the same.</p>
May	Unit 12: Arthur and Excalibur	Story, Myths and Legends	<p><i>f.</i> Learn about the events of the story of King Arthur.</p> <p><i>f.</i> Become familiar with the way the people lived</p> <p>and worked as soldiers.</p> <p><i>f.</i> Become familiar with significant dates/events in</p> <p>the life of Arthur, e.g. finding the sword Excalibur.</p> <p><i>f.</i> Record main events of the story on a timeline.</p> <p><i>f.</i> Examine continuity and change over time since</p> <p>the time of the story.</p>	<p><i>f.</i> Identify, discuss and retell in sequence the main events of the story.</p> <p><i>f.</i> Recognise that people lived in a very different way than they do today.</p> <p><i>f.</i> Use evidence of various kinds, e.g. oral, pictorial and</p> <p>documentary to add to knowledge of the topic.</p> <p><i>f.</i> Look at the information in the unit from the points of view of the main characters in the story.</p> <p><i>f.</i> Use evidence and imagination to reconstruct events from the past, e.g. how people travelled.</p>

				<p><i>f.</i> Explore the text to understand those elements of life during the time of the story that have changed and those that remain the same.</p>
June	Unit 13: Life in Norman Ireland	Life, Society, Work and Culture in the Past, Life in Norman Ireland	<p><i>f.</i> Become familiar with aspects of the lives of the Normans in Ireland, e.g. arrival and settlement, food, weapons, leisure and pastimes.</p> <p><i>f.</i> Become familiar with evidence of the Normans that may be found locally.</p> <p><i>f.</i> Record the place of the Normans on appropriate timelines.</p> <p><i>f.</i> Compare the building practices of the Normans with the development of the built environment in recent times.</p> <p><i>f.</i> Identify items of change and continuity in the line of development of areas such as clothes, food,</p>	<p><i>f.</i> Record information about the Normans using a timeline, and understand and use date conventions, e.g. AD.</p> <p><i>f.</i> Use a number of sources to create a broader picture of the history of the Normans – such as documents, e.g. the Bayeux Tapestry, buildings, objects, etc.</p> <p>□. Discuss the manner in which the Normans adapted to living in Ireland and the effect this had on their way of life; look at the information in the unit in terms of the Norman invasion and the resulting effects on both the Normans and the indigenous population.</p> <p><i>f.</i> Use evidence and imagination to reconstruct events from the</p>

			<p>and homes/houses.</p> <p><i>f.</i> Explore the origin of some family names, e.g. Fitzgerald and O’Sullivan.</p>	<p>past, e.g. building a motte-and-bailey.</p> <p><i>f.</i> Explore the text to understand those elements of life during Norman times that have changed and those that remain the same.</p>
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The units listed below may be substituted for those units above that come under the same strand according to the guidelines of the Curriculum.

Teachers may also like to add these units into their programme as additional literacy opportunities (integrated with History).

	<p>Unit 7: The Bronze Age</p>	<p>Early People and Ancient Societies, Bronze Age People</p>	<p><i>f.</i> Become familiar with aspects of the lives of Bronze Age people, e.g. homes, food, farming and mining, trade and transport, burial practices, faith and beliefs.</p> <p><i>f.</i> Become familiar with evidence of Bronze Age people that may be found locally.</p> <p><i>f.</i> Record the place of Bronze Age people on appropriate timelines.</p> <p><i>f.</i> Become familiar with important events in the history of the locality, e.g. ancient settlements and burial sites.</p> <p><i>f.</i> Explore the links that Bronze Age people</p>	<p><i>f.</i> Record information about Bronze Age people using a timeline, and understand and use date conventions, e.g. BC.</p> <p><i>f.</i> Discuss the reasons for Bronze Age people becoming traders and craftsmen and the effect this had on their way of life.</p> <p><i>f.</i> Look at the information in the unit in terms of the work done by Bronze Age men, women and children.</p> <p><i>f.</i> Use evidence and imagination to reconstruct events from the past, e.g. your community travelling to a celebration at the standing stones.</p> <p><i>f.</i> Explore the text to understand those</p>
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			<p>had with people outside Ireland.</p> <p><i>f.</i> Compare the means of transport used by Bronze Age people with developments in this area down through the ages to recent times.</p>	<p>elements of life in Bronze Age</p> <p>times that have changed and those that remain the same.</p>
	<p>Unit 8: Saint Brendan</p>	<p>Story, Myths and Legends</p>	<p><i>f.</i> Learn about the events of the story of Brendan.</p> <p><i>f.</i> Become familiar with significant dates/events in the life of Brendan e.g. voyage to discovery.</p> <p><i>f.</i> Use a range of simple historical evidence.</p> <p><i>f.</i> Record main events of the story on a timeline.</p> <p><i>f.</i> Examine continuity and change over time since the time of the story.</p>	<p><i>f.</i> Identify, discuss and retell in sequence the main events of the story.</p> <p><i>f.</i> Recognise that people lived in a very different way than they do today.</p> <p><i>f.</i> Use evidence of various kinds, e.g. oral, pictorial and documentary to add to knowledge of the topic.</p> <p><i>f.</i> Look at the information in the unit from the point of the main character in the story.</p> <p><i>f.</i> Explore the text to understand those elements of life during the time of the story that have changed and those that remain the same.</p>
	<p>Unit 9: The</p>	<p>Early People and Ancient</p>	<p><i>f.</i> Become familiar with aspects of the lives of the Egyptians, e.g. settlement and way of life, food, work,</p>	<p><i>ff.</i> Record information about Egyptian people using a timeline and understand and use date conventions,</p>

	Egyptians	Societies, Egyptians	<p>weapons, burial practices, faith and beliefs.</p> <p><i>f.</i> Become familiar with evidence of Egyptian people that may be found today.</p> <p><i>f.</i> Record the place of the Egyptian people on appropriate timelines</p> <p><i>f.</i> Compare the building practices of Egyptian people in relation to the development of the built environment in recent times.</p>	<p>e.g. BC.</p> <p><i>f.</i> Discuss the reasons for the people becoming farmers and the effect this had on their way of life.</p> <p><i>f.</i> Look at the information in the unit in terms of the work done by Egyptian men, women and children.</p> <p><i>f.</i> Use evidence and imagination to reconstruct events from the past, e.g. preparing for building a great monument.</p> <p><i>f.</i> Explore the text to understand those elements of life in Egypt that have changed and those that remain the same.</p>
Unit 14: Life in Medieval Towns		Life, Society, Work and Culture in the Past, Life in Medieval Towns and Countryside in Ireland and Europe	<p><i>f.</i> Become familiar with aspects of the lives of people who lived in medieval times in Ireland and Europe, e.g. food, work, leisure and pastimes.</p> <p><i>f.</i> Become familiar with evidence of the lives of people from medieval times that may be found locally.</p> <p><i>f.</i> Record the place of people from medieval times on appropriate timelines.</p>	<p><i>f.</i> Record information about medieval people using a timeline.</p> <p><i>f.</i> Discuss the reasons for the spread of the plague and the effect this had on the way of life for people in the Middle Ages.</p> <p><i>f.</i> Look at aspects of the lives of town dwellers, e.g. communications, public health and sanitation, and administration of justice.</p>

			<p><i>f.</i> Compare the building practices of people in medieval times with the development of the built environment in recent times.</p> <p><i>f.</i> Study aspects of technological and scientific developments, e.g. the printed word and development of trades, over a long period of time.</p> <p><i>f.</i> Identify items of change and continuity in the line of developments to do with dealing with disease and health.</p>	<p><i>f.</i> Use evidence and imagination to reconstruct events from the past, e.g. going to the fair or to see the ‘miracle plays’.</p> <p><i>f.</i> Explore the text to understand those elements of life in the Middle Ages that have changed and those that remain the same.</p> <p><i>f.</i> Use a number of sources to create a broader picture of the history of life in the Middle Ages such as documents, photographs, objects, etc.</p>
	Unit 15: Christopher Columbus	Story, Stories from the Lives of People in the Past	<p><i>f.</i> Learn about the events of the story of Columbus.</p> <p><i>f.</i> Become familiar with the way people lived and worked as sailors.</p> <p><i>f.</i> Become familiar with significant dates/events in the life of Columbus, e.g. voyage to America.</p> <p><i>f.</i> Use a range of simple historical evidence, e.g. arriving</p>	<p><i>f. f.</i> Identify, discuss and retell in sequence the main events of the story.</p> <p><i>f.</i> Recognise that people lived in a very different way than they do today.</p> <p><i>f.</i> Use evidence of various kinds, e.g. oral, pictorial and documentary to add to knowledge of the topic.</p> <p><i>f.</i> Look at the information in the unit from the point of view of the main character in the story.</p>

			<p>in America.</p> <p><i>f.</i> Record the main events of the story on a timeline.</p> <p><i>f.</i> Examine continuity and change over time since the time of the story.</p>	<p><i>f.</i> Explore the text to understand those elements of life during the time of the story that have changed and those that remain the same.</p>
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Suggested Yearly Science and Geography Plan
Third Class

Month	Unit	Strand, Strand Unit	Content Objectives The child should be enabled to:	Skills – The student will work as a geographer/scientist in using the following skills:
September	Unit 1: Animals and Habitats	Science: Living Things, Plants and Animals Geography: Natural Environments, The Local Natural	<p><i>ff.</i> Observe, identify and investigate the animals that live in local environments.</p> <p><i>f.</i> Develop an increasing awareness of animals from wider environments.</p> <p><i>f.</i> Observe and explore some ways in which animal behaviour is influenced by, or adapted to, environmental conditions.</p> <p><i>f.</i> Sort and group living things into sets according to observable features.</p> <p><i>f.</i> Use simple keys to identify common species of animal.</p> <p><i>f.</i> Come to appreciate that animals depend on plants and, indirectly, on the sun for food.</p> <p><i>f.</i> Discuss simple food chains.</p> <p><i>f.</i> Become aware of some of the basic life processes in animals.</p>	<p><i>f.</i> Observe the behaviours of animals in Irish habitats (meadow and seashore).</p> <p><i>f.</i> Identify some characteristics of some animals, e.g. eyes on side of the head to act as sentinel...</p> <p><i>f.</i> Investigate the habits of such animals – eating, predation...</p>
	Unit 2: Buildings	Geography: Human Environments,	<p><i>f.</i> Explore, investigate and come to appreciate the major features of the</p>	<p><i>f.</i> Observe buildings in their environment.</p> <p><i>f.</i> Examine pictures of buildings outside their</p>

	All Around Me	<p>People Living and Working... (Homes and Other Buildings)</p> <p>Science:</p> <p>Environmental Awareness and Care, Science and the Environment</p>	<p>built environment in the locality and in a contrasting part of Ireland.</p>	<p>environment.</p> <p><i>f.</i> Discriminate between buildings in which we live and buildings (such as bridges) that have a different purpose..</p>
October	Unit 3: Plants and Habitats	<p>Science:</p> <p>Living Things, Plants and Animals</p> <p>Geography:</p> <p>Natural Environments, The Local Natural Environment</p>	<p><i>ff.</i> Observe, identify and investigate plants that live in local environments.</p> <p><i>f.</i> Develop an increasing awareness of plants from wider environments.</p> <p><i>f.</i> Observe and explore some ways in which plant behaviour is influenced by, or adapted to, environmental conditions.</p> <p><i>f.</i> Sort and group living things into sets according to observable features.</p> <p><i>f.</i> Use simple keys to identify common species of plant.</p> <p><i>f.</i> Understand that plants use light energy from the sun.</p> <p><i>f.</i> Investigate the factors that affect</p>	<p><i>ff.</i> Hypothesise about a seed/plant's need for water, light, heat and soil.</p> <p><i>f.</i> Record the results of experiments on growing seeds in varying conditions.</p> <p><i>f.</i> Investigate plant life in two contrasting environments: the meadow and the seashore.</p>

			plant growth.	
	Unit 4: Living Together	Geography: Human Environments, People Living and Working... (Communities) Science: Environmental Awareness and Care, Caring for the Environment	<i>f.</i> Learn about and come to appreciate and respect the people and communities who live and work in the locality and in a contrasting part of Ireland.	<i>f.</i> Identify people in their community with whom the children interact. <i>f.</i> Investigate the role of community groups and individuals.
November	Unit 5: Life in	Geography: Human Environments, People Living and Working in a	<i>f.</i> Become aware of the natural features in Blanchardstown and their relationship to the lives of people living there.	<i>f.</i> Develop some awareness of the distinctive human and natural features of some places in Ireland. <i>f.</i> Develop an understanding of the relative location

	Blanchardstown	<p>Contrasting Part of Ireland</p> <p>Science: Environmental Awareness and Care, Environmental Awareness</p>	<p><i>f.</i> Learn about and come to appreciate and respect the people and communities who live and work in a suburban part of Ireland.</p> <p><i>f.</i> Explore, investigate and come to appreciate the major features of the built environment of Blanchardstown.</p> <p><i>f.</i> Explore and investigate, especially through practical studies, a small number of the common economic activities of people in Blanchardstown.</p> <p><i>f.</i> Become aware of forms of transport and transport routes in Dublin and its suburbs.</p> <p><i>f.</i> Become familiar with the communication methods available.</p> <p><i>f.</i> Investigate the work of people involved in transport and communications.</p>	<p>and size of major natural and human features.</p> <p><i>f.</i> Develop some familiarity with, and engage in practical use of, maps and photographs.</p> <p><i>f.</i> Develop an understanding of and use some common map features and conventions.</p> <p><i>f.</i> Make simple maps.</p> <p><i>f.</i> identify major geographical features and find places on the globe.</p>
	Unit 6: Staying in Touch	<p>Geography: Human Environments, People Living and Working...</p>	<p><i>f.</i> Become familiar with the communication methods available.</p> <p><i>f.</i> Investigate the work of people involved in communications.</p>	<p><i>f.</i> Examine the development of some communications from word-of-mouth to modern-day methods.</p> <p><i>f.</i> Investigate means of communicating from a</p>

		(Communications) Science: Environmental Awareness and Care, Science and the Environment		distance by constructing a taut line telephone. <i>f.</i> List the means of communications that they have at their disposal. □. Communicate using means other than voice.
December	Unit 7: Ireland – People and Places	Geography: Human Environments, People Living and Working in a Contrasting Part of Ireland Science: Environmental Awareness and Care, Environmental Awareness	<i>ff.</i> Become familiar with the names and locations of some major natural features in the county. <i>f.</i> Develop some familiarity with the relationship of these features with each other and with elements of the built environment.	<i>f.</i> Develop some familiarity with, and engage in practical use of, maps and photographs. <i>f.</i> Develop an understanding of, and use, some common map features and conventions. <i>f.</i> Make simple maps of home, classroom, school and the immediate environment. <i>f.</i> Identify major geographical features and find places on the globe. <i>f.</i> Explore and become familiar with some of the distinctive human and natural features of the locality and County Clare. <i>f.</i> Develop some awareness of the distinctive human and natural features of some places in Ireland and other parts of the world.

				<p><i>f.</i> Develop an understanding of the relative location and size of major natural and human features.</p> <p><i>f.</i> Develop some awareness of the names and relative location of some European countries.</p> <p><i>f.</i> Establish and use cardinal compass points.</p> <p><i>f.</i> Use maps to record routes and directions in the locality.</p>
	Unit 8: Mount ains	<p>Geography: Natural Environments, The Local Natural Environment Science: Environmental Awareness and Care, Environmental Awareness</p>	<p><i>ff.</i> Become familiar with the names and locations of some major natural features in the county.</p> <p><i>f.</i> Develop some familiarity with the relationship of these features with each other and with elements of the built environment such as roads, bridges, towns and cities.</p>	<p><i>ff.</i> Develop awareness of distinctive human and natural features of the locality, county, country and the world.</p> <p><i>f.</i> Develop an understanding of the relative location and size of major natural features.</p> <p><i>f.</i> Engage in practical use of maps.</p> <p><i>f.</i> Ask questions about natural and human features and processes in the environment.</p> <p><i>f.</i> Observe, discuss and describe natural and human features and processes in the environment.</p> <p><i>f.</i> Recognise patterns and relationships in the environment.</p>

January	Unit 9: Britain	Geography: Human Environments, People and Other Lands	<p><i>ff.</i> Study some aspects of the environment and the lives of people in Britain.</p> <p><i>f.</i> Develop an awareness of the interdependence of the lives of people in Britain and people in Ireland.</p> <p><i>f.</i> Begin to develop a sense of belonging to local, county, national, European and global communities.</p>	<p><i>f.</i> Develop some awareness of the distinctive human and natural features of some places in Britain.</p> <p><i>f.</i> Develop an understanding of the relative location and size of major natural and human features in Britain.</p> <p><i>f.</i> Develop some awareness of the names and relative location of some of Britain's European neighbours.</p> <p><i>f.</i> Develop some familiarity with, and engage in the practical use of, maps and photographs of different scales and purposes.</p> <p><i>f.</i> Develop an understanding of, and use, some common map features and conventions, e.g. symbols for services.</p> <p><i>f.</i> Identify major geographical features and find places on the globe.</p>
	Unit 10: Science and the	Geography:	<p><i>f.</i> Begin to explore and appreciate the applications of science and technology in familiar contexts.</p>	<p><i>ff.</i> Ask questions about events in the immediate environment and their relationships.</p> <p><i>f.</i> Ask questions that will identify problems to be</p>

	World Around Us		<p><i>f.</i> Identify some ways in which science and technology contribute positively to society.</p>	<p>solved.</p> <p><i>f.</i> Ask questions that will help in drawing conclusions and interpreting information.</p> <p><i>f.</i> Collect information and data from a variety of sources.</p> <p><i>f.</i> Interpret information and offer explanations.</p> <p><i>f.</i> Draw conclusions from suitable aspects of the evidence collected.</p> <p><i>f.</i> Record and present findings and conclusions using a variety of methods: oral and written accounts, charts, graphs and diagrams, presentations using information and communication technologies.</p> <p><i>f.</i> Identify major geographical features and find places on the globe.</p>
February	Unit 11: Egypt	Geography: Human Environments, People and Other Lands	<p><i>ff.</i> Study some aspects of the environments and lives of people in one location in another part of the world.</p>	<p><i>ff.</i> Develop some awareness of the distinctive human and natural features in Egypt.</p> <p><i>f.</i> Develop some awareness of the relative location</p>

			<p><i>f.</i> Develop an awareness of the interdependence of these people and the people in Ireland.</p> <p><i>f.</i> Begin to develop a sense of belonging to local, county, national, European and global communities.</p>	<p>of Egypt.</p> <p><i>f.</i> Develop some familiarity with, and engage in practical use of, maps.</p> <p><i>f.</i> Ask questions about natural and human features and processes in Egypt and their interrelationships.</p> <p><i>f.</i> Observe, discuss and describe natural and human features and processes in Egypt.</p>
	<p>Unit 12: Rainforests</p>	<p>Geography: Environmental Awareness and Care, Environmental Awareness Science: Environmental Awareness and Care, Environmental Awareness</p>	<p><i>f.</i> Identify the interrelationships of living and non-living elements of local and other environments.</p> <p><i>f.</i> Develop some awareness of the types of environment which exist in Ireland and other parts of the world.</p> <p><i>f.</i> Recognise how the actions of people may have an impact on environments.</p>	<p><i>ff.</i> Develop some awareness of the distinctive human and natural features of some places in Ireland and other parts of the world.</p> <p><i>f.</i> Identify major geographical features and find places on the globe.</p> <p><i>f.</i> Explore the different layers of the rainforest.</p>
March	<p>Unit 13: Sound</p>	<p>Science: Energy and Forces, Sound</p>	<p><i>f.</i> Learn that sound is a form of energy.</p> <p><i>f.</i> Recognise and identify a variety of sounds in the environment.</p>	<p><i>f.</i> Carry out a range of investigations to develop a hands-on knowledge of sound.</p>

			<p><i>f.</i> Understand and explore how different sounds may be made by making a variety of materials vibrate.</p> <p><i>f.</i> Design and make a range of simple string instruments using an increasing variety of tools and materials.</p> <p><i>f.</i> Explore the fact that sound travels through materials.</p>	<p><i>f.</i> Be encouraged to ask questions about sound.</p> <p><i>f.</i> Observe and describe processes during investigations.</p> <p><i>f.</i> Offer suggestions based on observations about the likely results of investigations.</p> <p><i>f.</i> Design, plan and carry out simple investigations.</p> <p><i>f.</i> Sort and group objects related to recorded sound into chronological order.</p> <p><i>f.</i> Explore a range of everyday objects and how they work.</p> <p><i>f.</i> Recognise a need to adapt or change an object, and work collaboratively to create a design proposal.</p> <p><i>f.</i> Recognise that modifications to the plan may have to be made throughout the task.</p>
	Unit 14: The Human Body	Science: Living Things, Human Life	<p><i>f.</i> Explore and investigate how people move.</p> <p><i>f.</i> Develop an awareness of the importance of food for energy and growth.</p>	<p><i>ff.</i> Interpret information and offer explanations.</p> <p><i>f.</i> Draw conclusions from suitable aspects of the evidence collected.</p> <p><i>f.</i> Record and present findings and conclusions</p>

				<p>using a variety of methods: oral and written accounts, charts, graphs and diagrams, presentations using information and communication technologies.</p>
April	Unit 15: Electricity	<p>Science: Energy and Forces, Magnetism and Electricity</p> <p>Geography: Human Environments, People Living and Working in the Local Area</p>	<p><i>f.</i> Explore the effects of static electricity.</p> <p><i>f.</i> Observe the effects of static electricity on everyday objects in the environment.</p> <p><i>f.</i> Learn about electrical energy.</p> <p><i>f.</i> Investigate current electricity by constructing simple circuits.</p> <p><i>f.</i> Examine and group materials as conductors (those that conduct electricity) and insulators (those that do not conduct electricity).</p> <p><i>f.</i> Become aware of the dangers of electricity.</p>	<p><i>f.</i> Carry out a range of investigations to develop a hands-on knowledge of electricity.</p> <p><i>f.</i> Be encouraged to ask questions about electricity.</p> <p><i>f.</i> Observe and describe processes during investigations.</p> <p><i>f.</i> Offer suggestions based on observations about the likely results of investigations.</p> <p><i>f.</i> Design, plan and carry out simple investigations.</p> <p><i>f.</i> Sort and group objects into categories.</p> <p><i>f.</i> Record the results of the insulator/conductor investigation on a table in the Activity Book.</p> <p><i>f.</i> Explore a range of everyday objects and how they work.</p> <p><i>f.</i> Recognise a need to adapt or change an object</p>

				<p>and</p> <p>work collaboratively to create a design proposal.</p> <p><i>f.</i> Develop craft-handling skills and techniques.</p> <p><i>f.</i> Recognise that modifications to the plan may have to be made throughout the task.</p>
	<p>Unit 16: The Sun</p>	<p>Geography: Natural Environments, Planet Earth in Space</p> <p>Science: Energy and Forces, Heat</p>	<p><i>f.</i> Observe, describe and record the positions of the sun when rising and setting and the changing lengths of day and night during the seasons.</p> <p><i>f.</i> Investigate shadows, directions and sunlight.</p> <p><i>f.</i> Understand the importance of sunlight for plants and animals.</p> <p><i>f.</i> Become aware of the dangers of sunlight to skin and eyes.</p>	<p><i>f.</i> Develop some awareness of the distinctive human and natural features in the world.</p> <p><i>f.</i> Develop an understanding of the relative location and size of major natural features.</p> <p><i>f.</i> Develop some familiarity with, and engage in practical use of, the map of the Solar System.</p> <p><i>f.</i> Ask questions about natural and human features and processes in the environment.</p> <p><i>f.</i> Observe, discuss and describe natural and human features and processes in the environment.</p> <p><i>f.</i> Offer suggestions based on observations about the likely</p>

				<p>results of an investigation.</p> <p><i>f</i>. Carry out simple investigations and collect information from a variety of sources.</p> <p><i>f</i>. Look for and recognise patterns and relationships in the environment.</p>
May	Unit 17: Heat	<p>Science: Energy and Forces/ Materials, Heat (linked to Materials and Change)</p> <p>Geography: Natural Environments, Weather, Climate and Atmosphere</p>	<p><i>ff</i>. Learn that heat can be transferred.</p> <p><i>f</i>. Recognise that temperature is a measurement of how hot something is.</p> <p><i>f</i>. Measure changes in temperature using a thermometer.</p> <p><i>f</i>. Measure and compare temperature in different places in the classroom, school and environment and explore the reasons for variations.</p> <p><i>f</i>. Understand that the sun is Earth's most important heat source.</p> <p><i>f</i>. Identify ways in which homes, buildings and materials are heated.</p>	<p><i>ff</i>. Be encouraged to think and question each investigation and also to ask and respond to questions about the effects of heat in our everyday world.</p> <p><i>f</i>. Use close observation during each investigation.</p> <p>□. Be given the opportunity to predict what will happen in each investigation before trying it out – their predictions should be recorded for discussion later.</p> <p>□. Be encouraged to design and plan one of the suggested investigations and identify one or two variables.</p> <p><i>f</i>. Measure heat using non-standard and standard units.</p>

				<p><i>f.</i> Sort sources of heat into natural or artificial, and materials into conductors or insulators of heat.</p> <p><i>f.</i> Record the investigations on record sheets.</p>
	<p>Unit 18: Materials</p>	<p>Science: Materials, Properties and Characteristics of Materials</p> <p>Geography: Human Environments, People Living and Working in the Local Area</p>	<p><i>ff.</i> Identify and investigate a range of common materials used in the immediate environment.</p> <p><i>f.</i> Describe and compare materials, noting the differences in colour, shape and texture.</p> <p><i>f.</i> Distinguish between raw and manufactured materials.</p> <p><i>f.</i> Group materials according to their properties.</p> <p><i>f.</i> Investigate how materials may be used in the construction of homes.</p>	<p><i>ff.</i> Ask questions about materials in the immediate environment and pose questions that will identify problems to be solved.</p> <p><i>f.</i> Observe and describe natural and human materials and processes in the immediate environment.</p> <p><i>f.</i> Predict the likely outcome and offer suggestions (hypotheses) based on observations about the likely results of the investigation.</p> <p><i>f.</i> Collect information and data from a variety of sources.</p> <p><i>f.</i> Design, plan and carry out simple investigations.</p> <p><i>f.</i> Identify one or two obvious variables relevant to the investigation.</p> <p><i>f.</i> Realise that an experiment is unfair if relevant variables are not controlled.</p> <p><i>f.</i> Use appropriate equipment and units of</p>

				<p>measurement.</p> <p><i>f.</i> Sort and group materials according to their properties and present data in sets and subsets.</p> <p><i>f.</i> Recognise patterns, interpret information and offer explanations, and draw conclusions from suitable aspects of the evidence collected.</p> <p><i>f.</i> Record and present findings and conclusions using a variety of methods.</p>
June	Unit 19: Weather	<p>Geography: Natural Environments, Weather, Climate and Atmosphere</p> <p>Science: Environmental Awareness and Care, Environmental Awareness</p>	<p><i>ff.</i> Use simple equipment to observe and record weather phenomena.</p> <p><i>f.</i> Record and display simple weather observations in a systematic way, using graphs, charts and common meteorological symbols.</p> <p><i>f.</i> Use analysis of weather recordings to begin to associate simple descriptions of clouds, amount of cloud cover, wind direction and other conditions of</p>	<p><i>ff.</i> Develop some familiarity with, and engage in practical use of, maps and photographs of different scales and purposes.</p> <p><i>f.</i> Offer suggestions (hypotheses) based on observations about the likely results of an investigation.</p> <p><i>f.</i> Carry out simple investigations and collect information from a variety of sources, e.g. observations and experiments in the environment and classroom,</p>

			<p>particular types of weather.</p> <p><i>f.</i> Make and test weather predictions.</p> <p><i>f.</i> Compare temperatures indoors and outdoors, in shade and sunlight, on different sides of the same building, and explore the reasons for differences.</p>	<p>photographs, books, maps, electronic and other media.</p> <p><i>f.</i> Use appropriate simple instruments and equipment to collect data.</p> <p><i>f.</i> Look for and recognise patterns and relationships in the environment, e.g. seasonal patterns in weather observations.</p> <p><i>f.</i> Interpret information and offer explanations.</p> <p><i>f.</i> Draw conclusions from suitable aspects of the evidence collected.</p> <p><i>f.</i> Record and present findings and conclusions using a variety of methods.</p>
	<p>Unit 20: Soils</p>	<p>Geography: Natural Environments, Rocks and Soils</p> <p>Science: Living Things, Plants and Animals</p>	<p><i>ff.</i> Observe, collect and examine different soil samples in the immediate and other environments.</p> <p><i>f.</i> Sort and group constituent materials in samples.</p> <p><i>f.</i> Compare and contrast materials, focusing on certain criteria.</p>	<p><i>ff.</i> Ask questions about soil, its uses and the processes that made it.</p> <p><i>f.</i> Observe samples of soil both in the garden and in the classroom.</p> <p><i>f.</i> Predict what is going to happen before carrying out an</p>

			<p><i>f.</i> Begin to explore the influence of soils and rocks on animal and plant life.</p>	<p>investigation on a soil sample, or predict what they will find</p> <p>in the soil prior to a fieldtrip to collect or observe samples.</p> <p><i>f.</i> Carry out simple investigations on soil.</p> <p><i>f.</i> Use appropriate instruments and measurements when carrying out the soil investigations.</p> <p><i>f.</i> Sort and classify soil types.</p> <p><i>f.</i> Analyse which soil might be best for growth based on observations and investigations.</p> <p><i>f.</i> Record and present findings and conclusions using a variety of methods including oral, written, pictorial, photographic, diagrammatic and graphical forms, and ICT.</p> <p><i>f.</i> Explore and become familiar with some of the distinctive natural features of the locality and county.</p>
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Fourth Class Suggested Yearly History Plan

Month	Unit	Strand, Strand Unit	Content Objectives The child should be enabled to:	Skills – The student will work as an historian in using the following skills:
September (1st fortnight)	Unit 1: The Children of Lir	Story, Myths and	<p>Listen to, discuss, retell and record the story of the Children of Lir.</p> <p><i>f.</i> Compare the lives of the Children of Lir to his/her own life and to the lives of other people in the past.</p> <p><i>f.</i> Discuss the chronology and sequence of events in the story of the Children of Lir.</p> <p><i>f.</i> Discuss the actions, feelings, attitudes and motivations of the characters in the story.</p>	<p><i>f.</i> Sequence the events in the story.</p> <p><i>f.</i> Discuss the effect that Lir choosing to marry Aoife had on his life and the lives of others in the story.</p> <p><i>f.</i> Look at the story from the point of view of the various characters.</p> <p><i>f.</i> Use evidence and imagination to recreate elements from the story of the Children of Lir.</p>
September (2nd fortnight)	Unit 2: Tuatha Dé Danann	Story, Myths and	<p><i>f.</i> Listen to, discuss, retell and record the story of the Tuatha Dé Danann</p> <p><i>f.</i> Compare life in Ireland at the time of the Tuatha Dé Danann with his/her own life and to the lives of other people in the past.</p>	<p><i>f.</i> Sequence the events of the story.</p> <p><i>f.</i> Discuss the effect that King Eochaid's stubbornness had on the Firbolg and the Tuatha Dé Danann.</p> <p><i>f.</i> Look at the story from the point of view of the various characters.</p> <p><i>f.</i> Use evidence and imagination to recreate</p>

			<p><i>f.</i> Discuss the chronology and sequence of events in the story of the Tuatha Dé Danann</p> <p><i>f.</i> Discuss the actions, feelings attitudes and motivations of the characters in the story.</p> <p><i>f.</i> Use oral and written forms, artwork, drama, mime, movement and ICT to express the story of the Tuatha Dé Danann.</p>	<p>elements from the story.</p> <p><i>f.</i> Explore the similarities between life for the Tuatha Dé Danann before and after the appointment of Bres as king.</p> <p><i>f.</i> Ask questions about a piece of evidence.</p>
October	Unit 5: The Romans	Early People and Ancient Societies, The Romans	<p><i>f.</i> Become familiar with aspects of the lives of the Romans such as their origins, military, constructions, daily life, trade, homes, work, leisure and pastimes, and cultural and artistic achievements.</p> <p><i>f.</i> Examine and become familiar with evidence we have that tells us about the Romans.</p> <p><i>f.</i> Record the place of the Romans on a timeline and relate this to prior knowledge.</p> <p><i>f.</i> Compare and contrast the lives of the Romans to</p>	<p><i>f.</i> Record information about the Romans using simple timelines, and develop an understanding of time and chronology by comparing the relative age of objects and events.</p> <p><i>f.</i> Explore similarities and differences between the lives of the Romans and our lives today.</p> <p><i>f.</i> Discuss the discovery of concrete by the Romans and the effect that had on their lives.</p> <p><i>f.</i> Examine the power and influence of the</p>

			<p>other early people and ancient societies. environment in recent times.</p>	<p>Roman army on the expansion of the empire.</p> <p><i>f.</i> Examine a wide range of historical evidence about the Romans such as photographs, objects, maps, stories, etc.</p> <p><i>f.</i> Use evidence and imagination to reconstruct the story of the Romans.</p> <p><i>f.</i> Imagine and discuss the feelings and motives of the Romans.</p>
<p>November (1st fortnight)</p>	<p>Unit 6: My Locality</p>	<p>Local Studies, My Locality Through the Ages</p>	<p><i>f.</i> Actively explore some features of the locality such as old buildings, etc.</p> <p><i>f.</i> Collect and use a range of simple historical evidence such as old photographs, newspaper articles, oral history, etc.</p> <p><i>f.</i> Investigate various aspects of the locality such as its origins, place-names, elements that have changed, etc.</p> <p><i>f.</i> Become familiar with important events in the history</p>	<p><i>f.</i> Chart the major historical events that have taken place in the locality.</p> <p><i>f.</i> Examine old photographs or newspaper articles to find out how a place might have looked in the past.</p> <p><i>f.</i> Examine how events in the history of a locality influenced how the area developed.</p> <p><i>f.</i> Use a wide variety of sources to build up a better picture of the development of the location.</p>

			<p>of the locality.</p> <p><i>f.</i> Collect related local ballads, stories and traditions.</p> <p><i>f.</i> Present findings using a variety of media and appropriate timelines.</p>	<p><i>f.</i> Communicate this understanding of the past in a number of different ways.</p> <p><i>f.</i> Imagine and discuss the feelings of individuals in the past.</p>
<p>November (2nd fortnight)</p>	<p>Unit 6: My Locality</p>	<p>Early People and Ancient Societies, Early Christian Ireland</p>	<p>Become familiar with aspects of the lives of people living in Early Christian Ireland such as their daily lives, trade, homes, work, cultural and artistic achievements, and their mission to spread the word of God.</p> <p><i>f.</i> Examine and become familiar with evidence we have that tells us about Early Christian Ireland.</p> <p><i>f.</i> Record the place of the Saint Patrick and the monks that followed him on a timeline and relate this to prior knowledge.</p> <p><i>f.</i> Compare and contrast the lives of the monks in Early Christian Ireland to other early people and ancient societies.</p> <p><i>f.</i> Contrast the life of an ordinary person living in Early</p>	<p>Record information about Early Christian Ireland using simple timelines.</p> <p><i>f.</i> Examine a wide variety of evidence such as maps and other reference material to find out more about monastic times in Ireland.</p> <p><i>f.</i> Discuss the influence that the monks had on Ireland and on areas further afield.</p> <p><i>f.</i> Gain an understanding of the life of a monk or hermit.</p> <p><i>f.</i> Examine changes that occurred to the lives of people in Celtic Ireland with the coming of Christianity, and how life changed once again with the coming of the Vikings.</p>

			<p>Christian Ireland with those who had lived in Ireland during Celtic times.</p>	<p><i>f.</i> Use evidence and imagination to reconstruct the story of life in Early Christian Ireland in various forms.</p>
December	Unit 8: Saint Colmcille	<p>Story, Stories from the Lives of People in the Past</p>	<p><i>f.</i> Listen to, discuss, retell and record the story of Colmcille.</p> <p><i>f.</i> Compare the life of Colmcille to his/her own life and to the lives of other people in the past.</p> <p><i>f.</i> Discuss the chronology of events in the story of Colmcille.</p> <p><i>f.</i> Discuss the actions and feelings of Colmcille, Finian and other characters in the story.</p> <p><i>f.</i> Explore the idea of a life of solitude bringing a monk closer to God.</p>	<p><i>f.</i> Place the life of Colmcille on a timeline and sequence the events of the story.</p> <p><i>f.</i> Discuss the effect that copying the book had on Colmcille's life and the lives of others in the story.</p> <p><i>f.</i> Look at the story from the point of view of various characters.</p> <p><i>f.</i> Use evidence and imagination to recreate elements from the story of Colmcille.</p> <p><i>f.</i> Discuss how life has changed since the time of Colmcille and what elements remain the same.</p>
January	Unit 9: Homes and House	<p>Continuity and Change Over Time, Homes and Houses</p>	<p><i>f.</i> Identify items of change and continuity in the line of development in terms of homes and houses.</p> <p><i>f.</i> Identify some of the factors that have caused or prevented change such as the introduction of</p>	<p>Use appropriate timelines to show the development of homes and houses.</p> <p><i>f.</i> Discuss and analyse changes in the way houses have been built over time.</p>

			<p>electricity, planning, etc.</p> <p><i>f.</i> Use appropriate timelines in relation to homes and houses.</p> <p><i>f.</i> Identify types of house from different time periods.</p> <p><i>f.</i> Examine homes and houses in the locality and look for key indicators that might suggest the period during which a house was built.</p>	<p><i>f.</i> Examine the introduction of electricity and its influence on the development of houses.</p> <p><i>f.</i> Use photographs and other evidence to examine different styles of architecture from various time periods.</p> <p><i>f.</i> Use a variety of media and methods to highlight changes that have occurred in housing over time.</p> <p><i>f.</i> Develop a sense of what it was like to live in houses at different time periods.</p>
February (1st fortnight)	Unit 11: The Saga of Leif Ericson	Story, Stories from the Lives of People in the Past	<p>. Listen to, discuss, retell and record the story of Leif Erikson.</p> <p><i>f.</i> Compare the life of Leif Erikson to his/her own life and to the lives of other people in the past.</p> <p><i>f.</i> Discuss the chronology of events in the story of Leif Erikson.</p> <p><i>f.</i> Discuss the actions and feelings of Leif Erikson, Erik</p>	<p><i>f.</i> Place the life of Leif Erikson on a timeline and sequence the events of the story.</p> <p><i>f.</i> Discuss the implications of Erik the Red losing his temper and what it meant for his family.</p> <p><i>f.</i> Discuss how things have changed since the time of Leif Erikson and what has stayed the same.</p> <p><i>f.</i> Investigate a wide variety of sources to</p>

			<p>the Red and other characters in the story.</p> <p><i>f.</i> Explore the idea of a life of solitude on a faraway island and how this compares to the life of solitude of monks in Early Christian Ireland.</p>	<p>expand upon the story of Leif Erikson, e.g. the discovery at L'Anse aux Meadows in Newfoundland.</p> <p><i>f.</i> Look at the story from the point of view of various characters.</p> <p><i>f.</i> Use evidence and imagination to recreate elements from the story of Leif Erikson.</p>
<p>February (2nd fortnight)</p>	<p>Unit 12: Princess Hase of Japan</p>	<p>Story, Myths and Legends</p>	<p><i>f.</i> Listen to, discuss, retell and record the story of Princess Hase.</p> <p><i>f.</i> Compare the life of Princess Hase to his/her own life and to the lives of other people in the past.</p> <p><i>f.</i> Discuss the chronology and sequence of events in the story of Princess Hase.</p> <p><i>f.</i> Discuss the actions, feelings attitudes and motivations of the characters in the story.</p>	<p><i>f.</i> Sequence the events of the story.</p> <p><i>f.</i> Discuss the effect that Princess Hase's father choosing to remarry had on his life and the lives of others in the story.</p> <p><i>f.</i> Look at the story from the point of view of various characters.</p> <p><i>f.</i> Use evidence and imagination to recreate elements from the story of Princess Hase.</p> <p><i>f.</i> Compare and contrast the story of Princess Hase to that of the Children of Lir.</p>

March	Unit 13: Medieval Towns of Europe	Life, Society Work and Culture in the Past, Life in Medieval Towns and Countryside in Ireland and Europe	<p><i>f.</i> Become familiar with aspects of the lives of people</p> <p>in medieval towns in Europe such as homes, clothing,</p> <p>the growth of towns, trade, craftsmanship, guilds, people at work, and leisure and pastimes.</p> <p><i>f.</i> Examine and become familiar with evidence from</p> <p>the Middle Ages, especially evidence that can be found in the own local area.</p> <p><i>f.</i> Record the people and events of the Middle Ages on</p> <p>appropriate timelines.</p> <p><i>f.</i> Relate what was happening in medieval Europe to</p> <p>what was taking place in Ireland at the same time.</p>	<p>. Place the events and people of the Middle Ages on</p> <p>appropriate timelines.</p> <p><i>f.</i> Relate the Middle Ages to prior knowledge.</p> <p><i>f.</i> Discuss the development of castles and towns and the effect this</p> <p>had on the population of Europe.</p> <p><i>f.</i> Use a wide variety of evidence such as photographs, paintings,</p> <p>websites, etc. to develop a clear understanding of the period</p> <p>and to investigate the local area during this time.</p> <p><i>f.</i> Examine the lives of a number of people during this period such</p> <p>as a labourer, craftsman, merchant, etc.</p> <p><i>f.</i> Examine the changes that took place during this period in terms</p> <p>of technology, homes, crafts, etc.</p>
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<p>April (1st fortnight)</p>	<p>Unit 15: Musical Maestros</p>	<p>Story, Stories from the Lives of People in the Past</p>	<p><i>f.</i> Listen to, discuss, retell and record the stories of Turlough O'Carolan and Seán Ó Riada.</p> <p><i>f.</i> Discuss the chronology of events in the lives of both men.</p> <p><i>f.</i> Examine and make deductions from simple evidence.</p> <p><i>f.</i> Discuss the attitudes and motivations of O'Carolan and Ó Riada.</p> <p><i>f.</i> Use appropriate timelines related to both their lives.</p> <p><i>f.</i> Express or record the stories of O'Carolan and Ó Riada through oral and written forms, artwork, music and other media.</p> <p><i>f.</i> Compare and contrast the lives of both men.</p>	<p><i>f.</i> Record the events listed in the unit on appropriate timelines.</p> <p><i>f.</i> Use prior knowledge to place the lives of O'Carolan and Ó Riada in the context of Irish history at the time.</p> <p><i>f.</i> Compare and contrast the lives of O'Carolan and Ó Riada and their roles in the preservation of Irish music.</p> <p><i>f.</i> Gain an understanding of what life was like for each of these musicians.</p> <p><i>f.</i> Express or record the stories of O'Carolan and Ó Riada through oral and written forms, artwork, music and other media.</p> <p><i>f.</i> Examine the impact of smallpox on O'Carolan's life.</p>
<p>April (1st fortnight) and May</p>	<p>Unit 16: Life in Ireland in the Nineteenth</p>	<p>Life, Society Work and Culture in the Past, Life in the</p>	<p><i>f.</i> Become familiar with aspects of the lives of people living in Ireland during the nineteenth century.</p> <p><i>f.</i> Examine and become familiar with a variety of evidence from the nineteenth century.</p>	<p><i>f.</i> Place the events of the story on appropriate timelines and sequence the events of the story.</p> <p><i>f.</i> Discuss the effect of the Great Famine on the ordinary people</p>

(2nd fortnight)	Century	Nineteenth Century	<p><i>f.</i> Record the events mentioned in the unit on a timeline.</p> <p><i>f.</i> Identify items of change and continuity from earlier and later time periods.</p> <p><i>f.</i> Discuss the actions and feelings of different characters mentioned in the unit.</p> <p><i>f.</i> Compare and contrast the lives of the three families mentioned in the unit.</p>	<p>of Ireland.</p> <p><i>f.</i> Examine evidence from a number of sources about life in Ireland at this time such as maps, photographs, drawings, etc.</p> <p><i>f.</i> Empathise with the characters mentioned in the unit.</p> <p><i>f.</i> Examine how life in the nineteenth century in Ireland differed from life now, what has changed and what remains the same.</p>
<p>May (2nd fortnight) and June (1st fortnight)</p>	Unit 18: Caring for the Sick	<p>Continuity and Change.</p> <p>Caring for the Sick</p>	<p><i>f.</i> Study aspects of technological and scientific developments in medicine over a long period of time.</p> <p><i>f.</i> Identify items of change and continuity in the line of development in caring for the sick.</p> <p><i>f.</i> Identify some of the factors that have caused or prevented change in the way healthcare is administered.</p> <p><i>f.</i> Refer to and use appropriate timelines.</p>	<p>. Use appropriate timelines to highlight changes in caring for the sick over a long period of time.</p> <p><i>f.</i> Use a number of sources to create a broader picture of the history of medicine.</p> <p><i>f.</i> Express and record the stories of Hippocrates, Catherine McAuley and Alexander Fleming using a variety of media.</p> <p><i>f.</i> Gain a broader understanding of the influence of these three historical figures on medicine by looking at</p>

				<p>their stories and the stories of those they helped.</p> <p><i>f.</i> Discuss how advances in technology and discoveries have caused changes in medicine and how healthcare is administered.</p>
June	Unit 19: Amelia Earhart	Story, Stories from the Lives of People in the Past	<p>Listen to, discuss, retell and record the story of Amelia Earhart and her contribution to the history of aviation.</p> <p><i>f.</i> Discuss the chronology of events in the life of Amelia Earhart and sequence the events in the story.</p> <p><i>f.</i> Examine and make deductions from simple evidence related to Amelia Earhart.</p> <p><i>f.</i> Discuss the attitudes and motivations of Amelia Earhart, Hilton Railey, George Putnam, etc.</p> <p><i>f.</i> Assess the contribution made by Amelia Earhart to the advancement of women in society.</p>	<p>. Record the events listed in the unit on appropriate timelines, and sequence and order the story chronologically.</p> <p><i>f.</i> Place Amelia's Earhart's story in the line of development for transport.</p> <p><i>f.</i> Use evidence from a number of different sources.</p> <p><i>f.</i> Examine the story of Amelia Earhart from a number of different viewpoints.</p> <p><i>f.</i> Look at the influence that Amelia Earhart had on the history of aviation and how she inspired many women.</p>

The units listed below may be substituted for those units above that come under the same strand according to the guidelines of the Curriculum.

Teachers may also like to add these units into their programme as additional literacy opportunities (integrated with History).

	<p>Unit 3: The Greeks</p>	<p>Early People and Ancient Societies, The Greeks</p>	<p><i>f.</i> Become familiar with aspects of the lives of the Greeks such as their origins, daily life, homes, work, faith and beliefs, leisure and pastimes, cultural and artistic achievements, and the treatment of women and slaves in their society.</p> <p><i>f.</i> Examine and become familiar with evidence we have that tells us about the Greeks.</p> <p><i>f.</i> Record the place of the Greeks on a timeline and relate this to events in Ireland at the time.</p> <p><i>f.</i> Compare and contrast the lives of the Greeks to other early people and ancient societies.</p>	<p>. Record information about the Greeks using simple timelines, and use common words and phrases associated with time.</p> <p><i>f.</i> Compare the lives of Greek children in ancient times with the lives children today, and discuss what has changed and what remains the same.</p> <p><i>f.</i> Examine the impact of democracy on the world.</p> <p><i>f.</i> Use a wide range of historical evidence to broaden his/her knowledge of the Greeks.</p> <p><i>f.</i> Tell the story of the Greeks in a wide variety of formats, e.g. projects, illustrations, stories, PowerPoint presentations, etc.</p> <p><i>f.</i> Discuss how it would have felt to live at this time and how women and slaves must have felt when they were not allowed to</p>
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				vote in Athens.
Unit 4: The Celts	Early People and Ancient Societies, The Celts	<p>Become familiar with aspects of the lives of the Celts</p> <p>such as their origins, daily life, homes, work, faith and beliefs, leisure and pastimes, and cultural and artistic achievements.</p> <p><i>f.</i> Examine and become familiar with evidence that tells us about the Celts.</p> <p><i>f.</i> Record the place of the Celts on a timeline and relate this to prior knowledge.</p> <p><i>f.</i> Compare and contrast the lives of the Celts to other early people and ancient societies.</p>	<p>Record information about the Celts using simple timelines.</p> <p><i>f.</i> Develop an understanding of time and chronology by comparing the relative age of objects and events.</p> <p><i>f.</i> Explore similarities and differences between the lives of the Celts and our lives today.</p> <p><i>f.</i> Discuss the discovery of iron by the Celts and the effect this had on their lives.</p> <p><i>f.</i> Examine a wide range of historical evidence about the Celts such as photographs, objects, maps, stories, written sources, etc.</p> <p><i>f.</i> Use evidence and imagination to reconstruct the story of the Celts.</p> <p><i>f.</i> Imagine and discuss the feelings and motives of the Celts.</p>	
Unit 10: The Vikings	Early People and Ancient Societies,	<p>Become familiar with aspects of the lives the Vikings, such as their origins, daily lives, trade, homes, crafts, work, and</p>	<p><i>f.</i> Record information about the Vikings using simple timelines.</p> <p><i>f.</i> Compare the relative age of objects or</p>	

		<p>The Vikings</p>	<p>cultural and artistic achievements.</p> <p><i>f.</i> Examine and become familiar with evidence that tells us about the Vikings.</p> <p><i>f.</i> Record the place of the Vikings and their relationship with Ireland on a timeline and relate this to prior knowledge.</p> <p><i>f.</i> Compare and contrast the lives of the Vikings to other early people and ancient societies.</p> <p><i>f.</i> Contrast the life of an ordinary person living in Early Christian Ireland before the arrival of the Vikings with those who lived in Ireland during Viking times.</p>	<p>evidence to get a clearer picture of the past.</p> <p><i>f.</i> Examine a variety of artefacts and other evidence to gain an insight into the lives of Vikings, e.g. Viking crafts.</p> <p><i>f.</i> Discuss the influence the arrival of the Vikings had on the people of Ireland.</p> <p><i>f.</i> Discuss what changed in Ireland because of the Vikings and what stayed the same.</p> <p><i>f.</i> Gain an insight into the life of an ordinary Viking or a Viking warrior,</p> <p><i>f.</i> Use a variety of media to express knowledge and opinions learned throughout the unit, e.g. take part in a class Thing.</p>
<p>Unit 14: Life in Ireland in the Eighteenth</p>	<p>Life, Society Work and Culture in the Past, Life in the</p>	<p>Become familiar with aspects of the lives of people living in Ireland in the eighteenth century by looking at the early life of Daniel O’Connell.</p> <p><i>f.</i> Examine and become familiar with a variety of</p>	<p><i>f.</i> Place the events of the story on appropriate timelines and sequence the events of the story.</p> <p><i>f.</i> Discuss the effect that the introduction of the Penal Laws had on the</p>	

	<p>h Century</p>	<p>Eighteenth Century</p>	<p>evidence from the eighteenth century.</p> <p><i>f.</i> Record the events of Daniel’s O’Connell’s story on a timeline.</p> <p><i>f.</i> Identify items of change and continuity from earlier and later time periods.</p> <p><i>f.</i> Discuss the actions and feelings of different characters in the story.</p>	<p>people of Ireland.</p> <p><i>f.</i> Look at a wide variety of sources to create a picture of life during the eighteenth century in Ireland.</p> <p><i>f.</i> Retell the story of Daniel O’Connell in his/her own words using a variety of media.</p> <p><i>f.</i> Examine the life of an ordinary person during the eighteenth century.</p> <p><i>f.</i> Identify items of change and continuity from earlier and later time periods such as education, homes, etc.</p> <p><i>f.</i> Gain a better idea of the life of ordinary Irish people during the eighteenth century and compare this to the lives of some of our wealthier citizens.</p>
	<p>Unit 17: My school</p>	<p>Local Studies, My School</p>	<p><i>f.</i> Investigate the development of present school buildings and examine the history of earlier school buildings.</p> <p><i>f.</i> Become familiar with the story of the founder(s) of your school.</p>	<p><i>f.</i> Use appropriate timelines associated with the development of schools in Ireland.</p> <p><i>f.</i> Examine old school photographs, textbooks and other documents to reconstruct a school day from the past.</p>

			<p><i>f.</i> Reconstruct a school day in the past using a variety of evidence.</p> <p><i>f.</i> Compare and contrast school furniture and equipment today with those of schools in the past.</p> <p><i>f.</i> Refer to and use appropriate timelines associated with schools.</p>	<p><i>f.</i> Develop interview skills to extract oral evidence.</p> <p><i>f.</i> Use a variety of media to highlight the differences between school life today and in the past.</p> <p><i>f.</i> Write a diary entry for a pupil in a school in Ireland in the 1940s/1950s.</p> <p><i>f.</i> Discuss the effect that the Rural Electrification Scheme had on schools in Ireland.</p> <p><i>f.</i> Discuss how schools have changed with each decade that passed and what has stayed the same.</p>
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Fourth Class Suggested Yearly Geography and Science Plan

Month	Unit	Strand, Strand Unit	Content Objectives The child should be enabled to:	Skills – The student will work as a geographer/scientist in using the following skills:
September	Unit 1: Nature Is Powerful	Geography: Natural Environments, The Local Natural Environment Science: Environmental Awareness and Care, Science and the Environment	<i>f.</i> Become aware of the natural features in the locality and in a contrasting part of Ireland and their relationship to the lives of people living in these places. <i>f.</i> Become aware of place-names and their origins.	. List features of his/her local natural environment, e.g. forests, lakes, rivers, etc. <i>f.</i> Look for ways in which humans interact with the natural world. <i>f.</i> Look for names of nearby towns and regions whose names originate in Irish.
	Unit 2: Getting Around	Geography: Human Environments, People Living and Working in the Local Area (Transport and Communications) Science: Environmental	<i>f.</i> Become aware of forms of transport and transport routes in the locality and in a contrasting part of Ireland. <i>f.</i> Investigate the work of people involved in transport.	<i>f.</i> List forms of transport used regularly, e.g. bus, bicycle. <i>f.</i> Identify forms of transport used occasionally, e.g. ferry, aeroplane. <i>f.</i> Recognise forms of transport that, in our geographical space, might be regarded as exotic. <i>f.</i> Distinguish between transport requirements for goods and people.

		Awareness and Care, Environmental Awareness		
October	Unit 3: Animals	Science: Living Things, Plants and Animals Geography: Environmental Awareness and Care, Environmental Awareness	<p><i>f.</i> Observe, identify and investigate the animals that live in local environments.</p> <p><i>f.</i> Develop an increasing awareness of animals from wider environments.</p> <p><i>f.</i> Observe and explore some ways in which animal behaviour is influenced by, or adapted to, environmental conditions.</p> <p><i>f.</i> Sort and group living things into sets according to observable features.</p> <p><i>f.</i> Use simple keys to identify common species of animals.</p> <p><i>f.</i> Come to appreciate that animals depend on plants and, indirectly, on the sun for food.</p> <p><i>f.</i> Discuss simple food chains.</p> <p><i>f.</i> Become aware of some of the basic life</p>	<p><i>f.</i> Observe the behaviours of some animals in an Irish habitat (forest).</p> <p><i>f.</i> Identify some characteristics of some animals, e.g. warm-blooded, nocturnal.</p> <p><i>f.</i> Investigate the habits of such animals, e.g. eating, predation.</p>

			processes in animals.	
	Unit 4: People at Work	Geography: Human Environments, People Living and Working in the Local Area (People at Work) Science: Environmental Awareness and Care, Environmental Awareness	<i>f.</i> Explore and investigate, especially through practical studies, a small number of the common economic activities of people in the locality and in a contrasting part of Ireland.	<i>f.</i> Recognise the wide variety of occupations necessary to ensure the smooth running of our communities. <i>f.</i> Map skills to particular jobs – that teachers need communication skills, that medical professionals are caring, that business people are organised, etc. <i>f.</i> Become aware of the evolution of occupations (sense of time). <i>f.</i> Become aware of the link between job types and the locality (sense of place).
November	Unit 5: Trees	Science: Living Things, Plants and Animals Geography: Natural Environments, The Local Natural Environment	<i>f.</i> Observe, identify and investigate plants that live in local environments. <i>f.</i> Develop an increasing awareness of plants from wider environments. <i>f.</i> Observe and explore some ways in which plant behavior is influenced by, or adapted to, environmental conditions. <i>f.</i> Sort and group living things into sets according to observable features.	<i>f.</i> Classify trees as deciduous or evergreen. <i>f.</i> Examine trees and/or pictures of trees and label the principal parts. <i>f.</i> Study specific trees such as oak and holly. <i>f.</i> Identify four tree seed types: fruit, nut, winged and cone.

			<p><i>f.</i> Understand that plants use light energy from the sun.</p> <p><i>f.</i> Investigate the factors that affect plant growth.</p>	
	<p>Unit 6: A Visit to Arranmore Island</p>	<p>Geography: Human Environments, People Living and Working in a Contrasting Part of Ireland</p> <p>Science: Environmental Awareness and Care, Environmental Awareness</p>	<p><i>f.</i> Become aware of the natural features on Arranmore Island and their relationship to the lives of people living there.</p> <p><i>f.</i> Learn about, and come to appreciate and respect, the people and communities who live and work on Arranmore.</p> <p><i>f.</i> Explore, investigate and come to appreciate the major features of the built environment on Arranmore.</p> <p><i>f.</i> Explore and investigate a small number of the common economic activities on Arranmore.</p> <p><i>f.</i> Become aware of forms of transport on, and transport routes to, Arranmore.</p>	<p><i>f.</i> Develop some awareness of the distinctive human and natural features of some places in Ireland.</p> <p><i>f.</i> Develop an understanding of the relative location and size of major natural and human features.</p> <p><i>f.</i> Develop some familiarity with, and engage in practical use of, maps and photographs.</p> <p><i>f.</i> Identify major geographical features and find places on the globe.</p>
December	<p>Unit 7: Weather and</p>	<p>Geography: Natural Environments,</p>	<p><i>f.</i> Study weather variations during the</p>	<p><i>f.</i> Develop some familiarity with, and engage in practical</p>

	Climate	<p>Weather, Climate and Atmosphere</p> <p>Science:</p> <p>Environmental Awareness and Care,</p> <p>Environmental Awareness</p>	<p>year and their influence on plants, animals and humans.</p> <p><i>f.</i> Begin to appreciate the importance of solar energy for the Earth.</p> <p><i>f.</i> Develop some awareness of weather and climate patterns and their relationship to plant, animal and human life in some environments in other parts of the world.</p> <p><i>f.</i> Collect and record weather lore from the locality.</p>	<p>use of, maps and photographs of different scales and purposes.</p> <p><i>f.</i> Ask questions about natural and human features and processes in the environment and their interrelationships.</p> <p><i>f.</i> Look for and recognise patterns and relationships in the environment, e.g. seasonal patterns in weather observations.</p> <p><i>f.</i> Interpret information and offer explanations.</p> <p><i>f.</i> Draw conclusions from suitable aspects of the evidence collected.</p> <p><i>f.</i> Record and present findings and conclusions using a variety of methods.</p>
	Unit 8: People and Places	<p>Geography:</p> <p>Natural Environments, Land, Rivers and Seas of My County</p> <p>Science:</p> <p>Environmental Awareness and Care,</p> <p>Environmental Awareness</p>	<p><i>f.</i> Become familiar with the names and locations of some major natural features in the county and/or Ireland.</p> <p><i>f.</i> Develop some familiarity with the relationship of these features with each other and with elements of the built environment.</p> <p><i>f.</i> Become familiar with the location and</p>	<p><i>f.</i> Develop some familiarity with, and engage in practical use of, maps and photographs of different scales and purposes.</p> <p><i>f.</i> Develop an understanding of, and use, some common map features and conventions.</p> <p><i>f.</i> Make simple maps of home, the classroom, the school and the immediate environment.</p> <p><i>f.</i> Identify major geographical features and find places</p>

			<p>names of urban areas in the county.</p> <p><i>f.</i> Develop some knowledge of the relative location of the county and neighbouring counties.</p> <p><i>f.</i> Become familiar with the location and names of a few of the larger towns and cities in the region and in Ireland.</p>	<p>on the globe.</p> <p><i>f.</i> Explore and become familiar with some of the distinctive human and natural features of the locality and county.</p> <p><i>f.</i> Develop an understanding of the relative location and size of major natural and human features.</p> <p><i>f.</i> Establish and use cardinal compass points in the locality.</p> <p><i>f.</i> Use maps to record routes and directions in the locality.</p>
January	Unit 9: Rocks	<p>Science: Materials, Properties and Characteristics of Materials</p> <p>Geography: Natural Environments, Rocks and Soils</p>	<p><i>f.</i> Observe, collect and examine different rocks in the immediate and other environments.</p> <p><i>f.</i> Sort and group constituent materials in samples.</p> <p><i>f.</i> Compare and contrast materials, focusing on certain criteria.</p> <p><i>f.</i> Begin to explore the influence of soils and rocks on animal and plant life.</p>	<p><i>f.</i> Ask questions about natural and human features and processes in the environment and their interrelationships.</p> <p><i>f.</i> Observe, discuss and describe natural features and processes in the environment and their interrelationships.</p> <p><i>f.</i> Offer hypotheses based on observations about the likely results of an investigation.</p> <p><i>f.</i> Carry out simple investigations and collect information</p>

				<p>about rocks from a variety of sources.</p> <p><i>f.</i> Use appropriate simple instruments and equipment to collect data, and use appropriate standard units of measurement.</p> <p><i>f.</i> Sort, group and/or classify data on rocks using a range of appropriate criteria.</p> <p><i>f.</i> Record and present findings on a rock investigation record sheet.</p>
	<p>Unit 10: Italy</p>	<p>Geography: Human Environments, People and Other Lands</p>	<p><i>f.</i> Study some aspects of the environment and the lives of people in Italy.</p> <p><i>f.</i> Develop an awareness of the interdependence of the lives of people in Italy and people in Ireland.</p> <p><i>f.</i> Begin to develop a sense of belonging to local, county, national, European and global communities.</p>	<p><i>f.</i> Develop some awareness of the distinctive natural and human features of some places in Italy.</p> <p><i>f.</i> Develop an understanding of the relative location and size of major natural and human features in Italy.</p> <p><i>f.</i> Develop some awareness of the names and relative location of some of Italy's European neighbours.</p> <p><i>f.</i> Develop some familiarity with, and engage in the practical use of, maps and photographs of different scales and purposes, and develop an understanding of, and use, some common map features and conventions.</p> <p><i>f.</i> Identify major geographical features and find places on</p>

				the globe.
February	Unit 11: The Story of Firsts	Science: Environmental Awareness and Care, Science and the Environment Geography: Environmental Awareness and Care, Environmental Awareness	<i>f.</i> Begin to explore and appreciate the application of science and technology in familiar contexts. <i>f.</i> Identify some ways in which science and technology contribute positively to society.	<i>f.</i> Ask questions about animals, plants, objects and events in the immediate environment and their relationships. <i>f.</i> Ask questions that will identify problems to be solved. <i>f.</i> Ask questions that will help in drawing conclusions and interpreting information. <i>f.</i> Record and present findings and conclusions using a variety of methods.
	Unit 12: Rivers and Seas	Geography: Natural Environments, The Local Natural Environment Science: Living Things, Plants and Animals	<i>f.</i> Become familiar with the names and locations of some major natural features in the county. <i>f.</i> Develop some familiarity with the relationship of these features with each other and with elements of the built environment such as roads, bridges, towns and cities.	<i>f.</i> Explore and become familiar with some of the distinctive human and natural features of the locality, county, country and world. <i>f.</i> Develop an understanding of the relative location and size of major natural and human features. <i>f.</i> Develop some familiarity with, and engage in practical use of, maps. <i>f.</i> Develop an understanding of, and use, some common map features and conventions.

				<p><i>f.</i> Ask questions about natural and human features and processes in the environment.</p> <p><i>f.</i> Observe, discuss and describe natural and human features and processes in the environment.</p>
March	Unit 13: Japan	Geography: Human Environments, People and Other Lands	<p><i>f.</i> Study some aspects of the environments and lives of people in one location in another part of the world.</p> <p><i>f.</i> Develop an awareness of the interdependence of these people and the people in Ireland.</p> <p><i>f.</i> Begin to develop a sense of belonging to local, county, national, European and global communities.</p>	<p><i>f.</i> Develop some awareness of the distinctive human and natural features in Japan.</p> <p><i>f.</i> Develop an understanding of the relative location and size of Japan.</p> <p><i>f.</i> Develop some familiarity with, and engage in practical use of, a map of Japan.</p> <p><i>f.</i> Develop an understanding of, and use, some common map features and conventions.</p> <p><i>f.</i> Identify major geographical features and find places on the globe.</p>
	Unit 14: Magnetism	Science: Energy and Forces, Magnetism and Electricity	<p><i>f.</i> Learn that magnets can push or pull magnetic materials.</p> <p><i>f.</i> Explore how magnets have poles and investigate how these poles attract and</p>	<p><i>f.</i> Carry out a range of investigations on magnetism.</p> <p><i>f.</i> Ask questions about magnets.</p> <p><i>f.</i> Observe and describe magnetism in the immediate environment.</p>

			<p>repel each other.</p> <p><i>f.</i> Explore the relationship between magnets and compasses.</p> <p><i>f.</i> Examine and classify objects and materials as magnetic or non-magnetic.</p> <p><i>f.</i> Investigate that magnets attract certain materials through other materials.</p>	<p><i>f.</i> Offer suggestions based on observations about the likely results of investigations.</p> <p><i>f.</i> Design, plan and carry out simple investigations.</p> <p><i>f.</i> Sort and group objects based on whether they are attracted to magnets or not.</p> <p><i>f.</i> Recognise relationships between objects while sorting them.</p> <p><i>f.</i> Record the results of investigations.</p> <p><i>f.</i> Recognise a need to adapt or change an object.</p> <p><i>f.</i> Develop craft-handling skills and techniques.</p> <p><i>f.</i> Recognise that modifications to the plan may have to be made throughout the task.</p>
April	Unit 15: Forces	Science: Energy and Forces, Forces	<p><i>f.</i> Explore how objects may be moved.</p> <p><i>f.</i> Explore how some moving objects may be slowed down.</p> <p><i>f.</i> Explore the effects of friction on movement, through experimenting with objects on various surfaces.</p>	<p><i>f.</i> Observe the ways in which ordinary objects and machines in the immediate environment work.</p> <p><i>f.</i> Collect information and data from a variety of sources.</p> <p><i>f.</i> Learn how to use a force meter to measure force</p>

			<p><i>f.</i> Explore how levers may be used to help lift objects.</p>	<p>in newtons.</p> <p><i>f.</i> Sort movements into push and pull.</p> <p><i>f.</i> Classify movement according to its cause.</p> <p><i>f.</i> Look for, and recognise, relationships when making observations.</p> <p><i>f.</i> Interpret information from investigations, offer explanations and draw conclusions from suitable aspects of the evidence collected.</p> <p><i>f.</i> Record and present findings and conclusions of investigations.</p>
	<p>Unit 16: Energy</p>	<p>Science: Environmental Awareness and Care, Environmental Awareness Geography: Environmental Awareness and Care, Environmental Awareness</p>	<p><i>f.</i> Recognise and investigate human activities which may have positive or adverse effects on local and wider environments.</p> <p><i>f.</i> Become aware of the Earth's renewable and non-renewable resources.</p> <p><i>f.</i> Come to appreciate the need to conserve the Earth's resources.</p>	<p><i>f.</i> Develop some awareness of the distinctive human and natural features of some places in Ireland and other parts of the world.</p> <p><i>f.</i> Ask questions about natural and human features and processes in the environment and their interrelationships.</p> <p><i>f.</i> Look for, and recognise, patterns and relationships in the environment.</p> <p><i>f.</i> Interpret information and offer explanations.</p> <p><i>f.</i> Draw conclusions from suitable aspects of the</p>

				evidence collected. <i>f.</i> Record and present findings and conclusions using a variety of methods.
May	Unit 17: The Sun	Geography: Natural Environments, Planet Earth in Space Science: Energy and Forces, Heat	<i>f.</i> Observe, describe and record the positions of the sun when rising and setting, and the changing lengths of day and night during the seasons. <i>f.</i> Investigate shadows and sunlight. <i>f.</i> Understand the importance of sunlight for plants and animals. <i>f.</i> Begin to understand the influence of the sun on weather and atmospheric conditions. <i>f.</i> Become aware of the dangers of sunlight for skin and eyesight.	<i>f.</i> Ask questions about natural and human features and processes in the environment and their interrelationships. <i>f.</i> Observe, discuss and describe natural and human features and processes in the environment and their interrelationships. <i>f.</i> Offer suggestions based on observations about the likely results of an investigation. <i>f.</i> Carry out simple investigations and collect information. <i>f.</i> Look for and recognise patterns and relationships in the environment. <i>f.</i> Interpret information and offer explanations. <i>f.</i> Draw conclusions from suitable aspects of the evidence collected. <i>f.</i> Record and present findings.
	Unit 18:	Science:	<i>f.</i> Explore the effects of heating and	<i>f.</i> Ask questions about objects and events in the

	<p>Materials and Change</p>	<p>Materials, Materials and Change</p>	<p>cooling on a range of liquids, solids and gases.</p> <p><i>f.</i> Experiment to establish which materials are conductors of heat and which are insulators.</p> <p><i>f.</i> Investigate how materials may be changed by mixing.</p> <p><i>f.</i> Investigate the characteristics of different materials when wet and dry.</p> <p><i>f.</i> Examine the changes that take place in materials when physical forces are applied.</p> <p><i>f.</i> Explore some simple ways in which materials may be separated.</p>	<p>immediate environment and their relationships.</p> <p><i>f.</i> Ask questions that will identify problems to be solved and help in drawing conclusions and interpreting information.</p> <p><i>f.</i> Observe and describe the natural state of materials in the environment.</p> <p><i>f.</i> Offer hypotheses based on observations about the likely results of an investigation.</p> <p><i>f.</i> Collect information and data from a variety of sources.</p> <p><i>f.</i> Design, plan and carry out simple investigations.</p> <p><i>f.</i> Identify one or two obvious variables relevant to the investigation, and realise that an experiment is unfair if relevant variables are not controlled.</p> <p><i>f.</i> Use a thermometer to measure heat and compare results.</p> <p><i>f.</i> Sort and group data during investigations, look for patterns and interpret results.</p>
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				<i>f.</i> Record and present findings and conclusions.
June	Unit 19: Light	Science: Energy and Forces, Light Geography: Natural Environments, Planet Earth in Space	<p><i>f.</i> Learn that light is a form of energy.</p> <p><i>f.</i> Recognise that light comes from different natural and artificial forces.</p> <p><i>f.</i> Investigate that light can be broken up into different colours.</p> <p><i>f.</i> Investigate the relationship between light and materials.</p> <p><i>f.</i> Investigate how mirrors and other shiny surfaces are good reflectors of light.</p> <p><i>f.</i> Recognise that the sun gives us heat and light, without which people and animals could not survive.</p> <p><i>f.</i> Become aware of the dangers of looking directly at the sun.</p>	<p><i>f.</i> Carry out a range of investigations to develop a hands-on knowledge of light.</p> <p><i>f.</i> Ask questions about light and think about its role in the world.</p> <p><i>f.</i> Observe and describe processes in the immediate environment.</p> <p><i>f.</i> Offer suggestions based on observations about the likely results of investigations.</p> <p><i>f.</i> Design, plan and carry out simple investigations and identify one or two obvious variables relevant to the investigations.</p> <p><i>f.</i> Sort and group objects into these categories: opaque, transparent and translucent.</p> <p><i>f.</i> Recognise relationships between objects while sorting them into categories.</p> <p><i>f.</i> Record the results of investigations.</p> <p><i>f.</i> Recognise a need to adapt or change an object.</p>

				<p><i>f.</i> Use appropriate tools and a range of materials.</p> <p><i>f.</i> Recognise that modifications to the plan may have to be made throughout the task.</p>
	<p>Unit 20: The Living Body</p>	<p>Science: Living Things, Human Life</p>	<p><i>f.</i> Become aware of, and investigate, breathing.</p> <p><i>f.</i> Become aware of the names and structure of some of the body's major external and internal organs.</p>	<p><i>f.</i> Ask questions about animals, plants, objects and events in the immediate environment.</p> <p><i>f.</i> Ask questions that will help in drawing conclusions and interpreting information.</p> <p><i>f.</i> Design, plan and carry out simple investigations.</p> <p><i>f.</i> Record and present findings and conclusions using a variety of methods.</p>

Fifth Class Suggested Yearly History Plan

Month	Unit	Strand, Strand Unit	Content Objectives	Skills – The student will work as an historian in using the following skills:
September	Unit 1: The Story of Diarmuid and Gráinne	Story, <u>Myths and Legends</u>	<ul style="list-style-type: none"> f Listen to, retell and record the story of Diarmuid and Gráinne. f Compare the story of Diarmuid and Gráinne with other legends about Fionn, or with legends from Ancient Greece. f Discuss the sequence of events in the story of Diarmuid and Gráinne. 	<ul style="list-style-type: none"> f Sequence the events of the story. f Discuss the effects of Gráinne’s casting of a spell on Diarmuid. f Look at the story from the points of view of the various characters. f Use evidence and imagination to recreate elements from the story.
	Unit 2: The Maya	Early People and Ancient Societies, <u>Central and South American Peoples</u>	<ul style="list-style-type: none"> f Become familiar with aspects of the lives of the Maya such as their origins, buildings and way of life. f Examine and become familiar with evidence of the Maya. f Record the place of the Maya on a timeline and relate it to events in Ireland at the time. f Compare and contrast the lives of the 	<ul style="list-style-type: none"> f Record information about the Maya using a timeline, and understanding and using date conventions, e.g. BC. f Discuss the lasting effects of the Maya’s advanced techniques in building, mathematics and astronomy. f Look at the information in the unit from the point of view of the Maya and taking their feelings and
October	Unit 3: The Normans	Life, Society, Work and Culture in the Past, <u>Life in Norman Ireland</u>	<ul style="list-style-type: none"> f Become familiar with aspects of the lives of the Normans, such as their origins, battles with Irish chieftains, weapons, castles and legal system. f Record the place of the Normans on a timeline and relate it to events in Ireland. f Compare and contrast the lives of the 	<ul style="list-style-type: none"> f Record information about the Normans using a timeline, and understanding and using date conventions, e.g. AD. f Discuss the effects that the arrival of the Normans had on the people of Ireland. f Gain an insight into the lives of the Normans. f Use evidence and imagination to recreate elements

<p>October (continued)</p>	<p>Unit 4: Leonardo da Vinci</p>	<p>Story, <u>Stories from the Lives of People in the Past</u></p>	<p><i>f</i> Become familiar with the daily life of Leonardo da Vinci.</p> <p><i>f</i> Discuss the sequence of events in his life.</p> <p><i>f</i> Become aware of his role during the Renaissance.</p>	<p><i>f</i> Record events in the life of Leonardo using a timeline.</p> <p><i>f</i> Discuss the effects of Leonardo's contribution to art.</p> <p><i>f</i> Imagine how Leonardo felt during major events in his life.</p> <p><i>f</i> Use evidence and imagination to recreate elements from the story of Leonardo.</p>
<p>November</p>	<p>Unit 5: Life in Medieval Times in Ireland</p> <p>Unit 6: Traders and Explorers</p>	<p>Life, Society, Work and Culture in the Past, <u>Life in Medieval Towns and Countryside in Ireland and Europe</u></p> <p>Eras of Change and Conflict, <u>Traders, Explorers and Colonisers from Europe</u></p>	<p><i>f</i> Become familiar with the ways in which many of the Normans integrated into Irish society.</p> <p><i>f</i> Learn about the conflict between the Irish chieftains and the inhabitants of the Pale.</p> <p><i>f</i> Learn about the Fitzgeralds of Kildare.</p> <p><i>f</i> Become aware that people travelled and colonised other lands since ancient times.</p> <p><i>f</i> Become familiar with Italian traders and their trade with China.</p> <p><i>f</i> Become aware of advances in travel and the voyages of discovery.</p>	<p><i>f</i> Record events in Ireland during the Middle Ages using a timeline.</p> <p><i>f</i> Discuss the effects of the the Irish chieftains' retaliation against the Anglo-Irish, and the effects of the Statutes of Kilkenny, the Wars of the Roses and the Reformation.</p> <p><i>f</i> Use evidence and imagination to recreate elements of life in Ireland during the Middle Ages.</p> <p><i>f</i> Record information about the voyages of discovery using a timeline.</p> <p><i>f</i> Discuss the reasons for the voyages of discovery, and the short- and long-term effects on Europe and the Americas.</p> <p><i>f</i> Look at the information in the unit from the point of view of the sailors as they headed into unknown territory, and of</p>

December	Unit 7: Granuaile	Story, <u>Stories from the Lives of People in the Past</u>	<p><i>f</i> Listen to, retell and record the story of Granuaile.</p> <p><i>f</i> Compare her life with the lives of other people in the past.</p>	<p><i>f</i> Record events in the life of Granuaile using a timeline.</p> <p><i>f</i> Imagine how Granuaile felt during major events in her life.</p> <p><i>f</i> Use evidence and imagination to recreate elements from the story of Granuaile.</p>
	Unit 8: The History of Irish Music	Continuity and Change Over Time, <u>Literature, Art, Crafts and Culture</u>	<p><i>f</i> Become familiar with references to music in Irish legends.</p> <p><i>f</i> Learn about ancient instruments such as the dord and the harp.</p>	<p><i>f</i> Record information about the history of music in Ireland using a timeline.</p> <p><i>f</i> Use evidence and imagination to recreate elements from the lives of Irish musicians.</p>
January	Unit 9: Ireland in the Sixteenth and Seventeenth Centuries	Politics, Conflict and Society, <u>Sixteenth- and Seventeenth-century Ireland</u>	<p><i>f</i> Become familiar with aspects of the lives of people living in Ireland in the sixteenth and seventeenth centuries.</p> <p><i>f</i> Become familiar with Brehon law and English law, which was based on the feudal system.</p> <p><i>f</i> Become aware of the Battle of Kinsale, the</p>	<p><i>f</i> Record events in Ireland in the sixteenth and seventeenth centuries using a timeline.</p> <p><i>f</i> Discuss how the end of Brehon law affected the Irish.</p> <p><i>f</i> Use evidence and imagination to recreate elements from the story of the plantations in Ireland.</p>
	Unit 10: Life in Eighteenth-century Ireland	Life, Society, Work and Culture in the Past, <u>Life in the Eighteenth Century</u>	<p><i>f</i> Become familiar with aspects of the lives of people living in Ireland in the eighteenth century.</p> <p><i>f</i> Become familiar with the Treaty of Limerick.</p> <p><i>f</i> Become aware of the Penal Laws and</p>	<p><i>f</i> Record information about Ireland in the eighteenth century using a timeline.</p> <p><i>f</i> Discuss the effects of the Penal Laws on Catholics.</p> <p><i>f</i> Use evidence and imagination to recreate elements of life under the Penal laws.</p>

February

<p>Unit 11: World Revolutions</p>	<p>Politics, Conflict and Society, <u>Revolution and Change in America, France</u></p>	<p><i>f</i> Understand the meaning of the term ‘revolution’.</p> <p><i>f</i> Become familiar with the colonies of North America and the events that led up to the American War of Independence.</p>	<p><i>f</i> Record the events mentioned in the unit on a timeline.</p> <p><i>f</i> Discuss the origins and effects of the revolutions in America, France and Ireland.</p> <p><i>f</i> Imagine what life was like during the years of revolution.</p>
<p>Unit 12: Feasts and Festivals in Ireland</p>	<p>Local Studies, <u>Feasts and Festivals in Ireland</u></p>	<p><i>f</i> Become familiar with the Celtic year and the festivals of Imbolg, Bealtaine, Lúnasa and Samhain.</p> <p><i>f</i> Become aware of the winter and summer solstices and the significance of Newgrange.</p> <p><i>f</i> Become aware of modern festivals and fairs in Ireland.</p>	<p><i>f</i> Use evidence and imagination to recreate elements of</p> <p><i>f</i> Record information about feasts and festivals using a timeline.</p> <p><i>f</i> Discuss the effects that the arrival of the Normans had on the people of Ireland.</p> <p><i>f</i> Imagine what it was like to attend a Celtic festival.</p> <p><i>f</i> Use evidence and imagination to recreate elements of</p>

March

<p>Unit 13: Land Ownership in the Sixteenth and Seventeenth Centuries</p>	<p>Politics, Conflict and Society, <u>Sixteenth- and Seventeenth-century Ireland</u></p>	<p><i>f</i> Learn about the plantations in Ireland.</p> <p><i>f</i> Learn about the Irish chieftains’ response to the plantations.</p> <p><i>f</i> Become familiar with details of the Plantation of Munster.</p> <p><i>f</i> Become familiar with the Battle of Kinsale, the Flight of the Earls and Oliver Cromwell’s</p>	<p><i>f</i> Record events surrounding the plantations in Ireland using a timeline.</p> <p><i>f</i> Discuss the reasons for the plantations, and their short- and long-term effects.</p> <p><i>f</i> Imagine what life was like for the Irish and for the planters.</p> <p><i>f</i> Use evidence and imagination to recreate</p>
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March (continued)	Unit 14: Daniel O’Connell	Story, <u>Stories from the Lives of People in the Past</u>	<p><i>f</i> Become familiar with Daniel O’Connell’s family background.</p> <p><i>f</i> Learn that Daniel attended school in France during the French Revolution.</p> <p><i>f</i> Become familiar with Daniel’s career as a barrister and politician, his campaign for Catholic Emancipation and his commitment to equality and justice.</p>	<p><i>f</i> Record events in the life of Daniel using a timeline.</p> <p><i>f</i> Discuss the reasons why Catholics were discriminated against, and the effect that this had on life in Ireland in the eighteenth and nineteenth centuries.</p> <p><i>f</i> Imagine how ordinary people felt about having Daniel’s support.</p> <p><i>f</i> Use evidence and imagination to recreate</p>
April	Unit 15: Energy and Power	Continuity and Change over Time, <u>Energy and Power</u>	<p><i>f</i> Become aware of the use of charcoal, hydropower and wind power by ancient civilisations.</p> <p><i>f</i> Become familiar with developments in the use of coal, oil, gas, nuclear power and</p>	<p><i>f</i> Record information about energy and power using a timeline.</p> <p><i>f</i> Discuss the need for sources of energy since earliest times.</p>
	Unit 16: The Great Famine (Part One)	Eras of Change and Conflict, <u>The Great Famine</u>	<p><i>f</i> Become aware of a number of famines in Ireland during the eighteenth century.</p> <p><i>f</i> Become aware of the role and impact of landlords in nineteenth-century Ireland.</p> <p><i>f</i> Distinguish between tenant farmers,</p>	<p><i>f</i> Discuss the line of development of energy and power.</p> <p><i>f</i> Sequence the events that led up to the Great Famine.</p> <p><i>f</i> Discuss how land use in the nineteenth century led to the Great Famine, and the effects of the Great Famine on the population.</p> <p><i>f</i> Use evidence and imagination to recreate elements from the unit.</p> <p><i>f</i> Discuss how life for tenant farmers, cottiers and</p>

<p>Unit 17: The Great Famine (Part Two)</p>	<p>Eras of Change and Conflict, <u>The Great Famine</u></p>	<p><i>f</i> Become familiar with the reasons for high food prices in 1846, the Soup Kitchen Act and the role of workhouses.</p> <p><i>f</i> Become aware of the outdoor relief scheme of 1847 and of the number of evictions in the country.</p> <p><i>f</i> Become aware of the increase in emigration and the spread of disease.</p>	<p><i>f</i> Record events mentioned in the unit using a timeline and become aware of the sequence of events.</p> <p><i>f</i> Discuss the causes of the Great Famine and the effects it had on Ireland.</p> <p><i>f</i> Gain an insight into the lives of people from every background during the Great Famine.</p> <p><i>f</i> Use evidence and imagination to recreate elements from the unit.</p>
<p>Unit 18: The Industrial Revolution</p>	<p>Eras of Change and Conflict, <u>The Industrial Revolution</u></p>	<p><i>f</i> Become aware of major changes to the way of life in Britain between the end of the eighteenth century and middle of the nineteenth century.</p> <p><i>f</i> Become aware of changes in the textile industry, which saw it go from a cottage industry to one of mass production.</p> <p><i>f</i> Become familiar with improvements in transport such as better roads, and canals, railways and steamships.</p>	<p><i>f</i> Record events during the Industrial Revolution using a timeline.</p> <p><i>f</i> Discuss the reasons why the Industrial Revolution came about, and how it affected life in Britain, and Belfast and the Lagan Valley in Ireland.</p> <p><i>f</i> Gain an insight into the lives of factory workers during the Industrial Revolution.</p> <p><i>f</i> Use evidence and imagination to recreate elements from the unit.</p>

June

Unit 19:Irish Women
in ScienceEras of Change
and Conflict,Changing Roles of
Women in the
Nineteenth and
Twentieth
Centuries

- f* Become aware of the Boole family from County Cork and learn about their contributions to science, mathematics, medicine and music.
- f* Become familiar with the life of Kathleen Lynn and the founding of Saint Ultan's Hospital for Children in Dublin in 1919.
- f* Become aware of the contribution of Kay McNulty to computer science and programming.

- f* Record events mentioned in the unit using a timeline.
- f* Discuss the reasons that girls' opportunities in education were limited, and the effect that this had on them.
- f* Gain an insight into the lives of women in the nineteenth and twentieth centuries.
- f* Use evidence and imagination to recreate elements from the unit.

Unit 20:

Communication

Continuity and
Change Over Time,
Communications

- f* Become familiar with animal communication and how early people communicated.
- f* Become familiar with spoken language and the development of writing.
- f* Become aware of pictograms and the development of modern alphabets.

- f* Record events mentioned in the unit using a timeline.
- f* Discuss how and why people have communicated in various ways and the effect that this has had.
- f* Gain an insight into people's need to communicate since earliest times.

Fifth Class Suggested Yearly Geography and Science Plan

Month	Unit	Strand, Strand Unit	Content Objectives	Skills – The student will work as a geographer/scientist in using the following skills:
September	Unit 1: Buildings and Settlements	Geography: Human Environments, <u>Settlement: Homes</u> <u>and</u> <u>Other Buildings</u>	<i>f</i> Explore, investigate and come to appreciate the major features of the built environment in the locality and in a contrasting part of Ireland.	<i>f</i> Identify and analyse patterns in town plans and estates. <i>f</i> Observe characteristics of the built environment.
	Unit 2: Plants	Science: Living Things, <u>Plant and Animal Life</u> Geography:	<i>f</i> Observe, identify and examine plants that grow in local habitats and wider environments. <i>f</i> Observe and explore some ways in which plant behaviour is influenced by, or adapted to, environmental conditions. <i>f</i> Recognise that there is a great diversity of plants	<i>f</i> Classify plants as aquatic species or desert species. <i>f</i> Identify the parts of a flower. <i>f</i> Recognise common characteristics of plants, e.g. that aquatic plants tend to have

October

Unit 3:

**Irish Mountains,
Lakes and Rivers**

Geography:

Natural Environments,
Land, Rivers and Seas of

My County

Science:

**Unit 4:
Animals**

Science:

Living Things,
Plant and Animal Life

Geography:

Natural
Environments The
Local Natural

Environment

f Become familiar with the names and locations of a number of major natural features in Ireland.

f Become familiar with the relationship of these features to each other, to other significant natural features and to elements of the

built environment.

f Observe, identify and examine the animals that live in local habitats and environments and develop an increasing awareness of animals from wider environments.

f Identify the interrelationships and interdependence between plants and animals in local and other habitats.

f Observe and explore some ways in which animal behaviour is influenced by, or adapted to, environmental conditions.

f Recognise that there is a great diversity of animals

f Explore and become familiar with some of the distinctive human and natural features of Ireland.

f Acquire an understanding of the relative location and size of major natural and human features.

f Develop familiarity with, and engage

f Observe aquatic animals and their behaviour.

f Classify aquatic animals by appearance, characteristics and habits.

November

Unit 5:

Physical Features of Europe and the World

Geography:

Natural Environments, Physical Features of Europe and the World

f Learn about a small number of the major physical features of Europe.

f Become familiar with the names and approximate locations of a small number of physical features of the world – major mountain ranges, major rivers, deserts, continents and oceans.

- Read and interpret maps.
- Develop graphical abilities.
- Investigate diverse physical features from around the world.

Science:

Environmental

Unit 6:

The Burren

Geography:

Natural Environments, The Local Natural Environment

Learn about the main natural features of the Burren – size, shape and appearance, the effects of weather and seasonal changes, and the physical processes that have shaped or altered the karst landscape.

f Become familiar with the relationship of these features to each other, to other significant natural features and to elements of the

built environment.

f Understand the interrelationships between some of these natural features and the lives

- f* Acquire an understanding of the relative location and size of major features.
- f* Estimate and measure distances and establish cardinal directions.
- f* Record directions and routes on maps.
- f* Engage in practical use of maps and photographs.

Science:

Environmental Awareness and Care, Environmental

December

**Unit 7:
The Amazing
Human Body**

Science:

Living Things,
Human Life

f Develop a simple understanding of food and nutrition.

f Identify and understand the ways in which the body protects itself from disease and infection.

f Ask questions to identify problems to be solved.

f Observe, describe and discuss physical, natural and human elements and processes in the immediate environment.

f Make inferences based on suggestions and observations.

f Propose ideas or simple theories that may

**Unit 8:
People and
Communities**

Geography:

Human Environments,
People living and
Working... (People
and Communities)

f learn about and come to appreciate the people and communities who live and work in the locality and in a contrasting part of Ireland.

f Observe the community in which one lives and identify its best attributes.

f Question the points of view of others.

f Communicate one's own point of view.

January

**Unit 9:
Forces**

Science:

Energy and Forces,
Forces

- f* Identify and explore how objects and materials may be moved.
- f* Explore the effect of friction on movement and how it may be used to slow or stop moving objects.
- f* Come to appreciate that gravity is a force.
- f* Become aware that objects have weight because of the pull of gravity.
- f* Design and make a spring balance.

- f* Observe the way in which machines in the immediate environment work.
- f* Sort movements into push and pull.
- f* Offer hypotheses based on observations about the likely results of investigations.
- f* Design, plan and carry out simple investigations.
- f* Identify one or two obvious variables relevant to an investigation.

**Unit 10:
Soils**

Geography:

Natural
Environments, Rocks
and Soils

- f* Collect soil samples and examine their constituent parts.
- f* Compare the constituent parts, colour and water-retention properties of soil samples from different areas of the locality.

- f* Ask questions about natural and human features and processes in the environment.

Science:

Living Things,
Plants and Animals

- f* Learn of the relationship between soil and plant species and farming.
- f* Become familiar with some ways of changing and/or improving soil structure.

- f* Observe samples of soil in the garden and the classroom.
- f* Offer hypotheses based on observations about the likely results of investigations.
- f* Sort and classify soil types.
- f* Look for and recognise similarities and differences between soil

**Unit 11:
Electricity**

Science:

Energy and Forces,
Electricity

- f* Learn about electrical energy.
- f* Investigate current electricity by constructing simple circuits.
- f* Become aware of how some common electrical appliances work.
- f* Become aware of and understand the dangers of electricity.

- f* Ask questions about electricity to identify problems to be solved.
- f* Observe, describe and discuss electricity.
- f* Recognise and describe patterns and sequences in observations.
- f* Make inferences based on observations.
- f* Collect information and data.
- f* Design, plan and carry

**Unit 12:
Communications**

Geography:

Human Environments,
People Living
and Working...
(Communications)

- f* Learn about methods of communication.
- f* Become familiar with the work of people involved in these activities.

- f* Record a message in an appropriate format, e.g. written, encrypted or voice recording.
- f* Communicate news to others, e.g. through an announcement, a whisper, today's news, a poster, etc.
- f* Examine the ways in which we are exposed to information.

March	Unit 13: France	Geography: Human Environments, <u>People and Other Lands</u>	<p><i>f</i> Study some aspects of the environments and lives of people in France.</p> <p><i>f</i> Develop an awareness of the interdependence of people in France and Ireland.</p> <p><i>f</i> Develop a sense of belonging to local, county, national, European and global communities.</p>	<p><i>f</i> Develop an awareness of the distinctive human and natural features of some places in France.</p> <p><i>f</i> Acquire an understanding of the relative location and size of major natural and human features in France.</p> <p><i>f</i> Become familiar with the names and relative location of some natural and human features of Europe and the world.</p> <p><i>f</i> Estimate and measure distances and establish</p>
	Unit 14: Sound	Science: Energy and Forces, <u>Sound</u>	<p><i>f</i> Learn that sound is a form of energy.</p> <p><i>f</i> Recognise and identify a variety of sounds in the environment and appreciate the importance of noise control.</p> <p><i>f</i> Understand and explore how sounds are made by making a variety of materials vibrate.</p> <p><i>f</i> Design and make simple woodwind instruments.</p> <p><i>f</i> Explore how sound travels through materials.</p>	<p><i>f</i> Ask questions about sound to identify problems to be solved.</p> <p><i>f</i> Observe, describe and discuss sound.</p> <p><i>f</i> Offer hypotheses based on observations about the likely results of investigations.</p> <p><i>f</i> Design, plan and carry out simple investigations.</p> <p><i>f</i> Use appropriate simple instruments to collect and record data.</p>

April

Unit 15:

Weather, Climate and Atmosphere

Geography:

Natural Environments,
Weather, Climate
and
Atmosphere

Science:

Environmental
Awareness and Care,

**Unit 16:
Heat**

Science:

Energy and Forces /
Materials,

Heat (linked to
Materials and Change)

Geography:

Natural Environments,
Weather, Climate

f Record and display simple weather observations in a systematic way using graphs, charts and common meteorological symbols.

f Collect weather lore, especially local traditions and knowledge.

f Explore weather patterns over the year in the locality using a variety of graphical and analytical skills.

f Begin to appreciate the difference

f Experiment with a range of materials to establish that heat may be transferred in different ways.

f Recognise a variety of sources of heat.

f Measure and record temperature using a thermometer.

f Explore the effects of heating and cooling on a range of liquids, solids and gases.

f Identify the ways in which homes and buildings

f Observe weather patterns on a daily basis.

f Predict weather conditions (short forecast).

f Estimate and measure temperature, precipitation, hours of sunshine and hours of sunlight using standard instruments and units.

f Record measurements accurately and communicate patterns and trends.

f Ask and respond to questions about the effects of heat.

f Design, plan and carry out simple investigations.

f Offer hypotheses based on observations about the likely results of investigations.

f Realise that an investigation is unfair if relevant variables are not controlled.

May

**Unit 17:
Famine****Geography:**

Human Environments,
Trade and
Development Issues

- f* Become aware of the causes and effects of famine.
- f* Examine the work of relief agencies and become aware of Irish involvement in the same.
- f* Discuss possible short- and long-term solutions to famine.

- f* Question attitudes to famine and poverty and the reasons for inequality in the world.
- f* Evaluate possible solutions to recurring problems and the culture of poverty.

**Unit 18:
Properties and
Characteristics
of Materials****Science:**

Materials,
Properties and
Characteristics
of Materials

Geography:

Human Environments,
People Living and
Working in the
Local Area

- f* Recognise that materials can be solid, liquid or gas.
- f* Identify and investigate a range of common materials in the immediate environment.
- f* Identify natural and manufactured materials.
- f* Group materials according to their properties and/or composition.
- f* Relate the properties of a material to its use.
- f* Recognise that gas, such as air, occupies space, has mass and exerts pressure.

- f* Observe and describe natural and man-made materials and processes in the immediate environment.
- f* Observe and describe characteristics such as the shape, size, colour, pattern and texture of materials in the local environment.
- f* Offer hypotheses based on observations about the likely results of investigations.
- f* Collect information and data from a variety of sources.
- f* Design, plan and carry out simple investigations.

June	Unit 19: Mexico	Geography: Human Environments, <u>People and Other Lands</u>	<p><i>f</i> Study some aspects of the environments and lives of people in Mexico.</p> <p><i>f</i> Become aware of various ethnic and linguistic groups in Mexico.</p> <p><i>f</i> Begin to develop a sense of belonging to</p>	<p><i>f</i> Explore and become familiar with some of the natural and human features of Mexico.</p> <p><i>f</i> Become familiar with the names and relative location and size of some natural and human features of Mexico.</p> <p><i>f</i> Become familiar with, and engage in practical use of, maps and photographs of</p>
	Unit 20: Outer Space	Geography: Natural Environments, <u>Planet Earth in Space</u>	<p><i>f</i> Recognise the bodies of the Solar System.</p> <p><i>f</i> Develop a simple understanding of the interrelationships of these bodies, including day and night and seasonal movements.</p> <p><i>f</i> Recognise a few of the major constellations.</p>	<p><i>f</i> Explore and become familiar with some of the natural features and processes of the universe.</p> <p><i>f</i> Acquire an understanding of the relative location and size of major natural features.</p>
Additional Unit	Unit 21: Environmental Awareness and Care	Geography: Environmental Awareness and Care, <u>Caring for the Environment</u>	<p><i>f</i> Explore some examples of the interrelationships of living and non-living aspects of local and other environments.</p> <p><i>f</i> Identify and discuss a local, national or global environmental issue.</p>	<p><i>f</i> Become familiar with the characteristics of deserts.</p> <p><i>f</i> Become familiar with the distinctive natural and human features of the Atacama Desert.</p> <p><i>f</i> Develop some familiarity with, and engage in practical use of, maps and photographs of</p>

Sixth Class

Month	Unit	Strand, Strand Unit	Content Objectives	Skills – The student will work as an historian in using the following skills:
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September	Unit 1: Buildings, Sites and Ruins in Ireland	Local Studies, <u>Buildings, Sites or Ruins in My Locality</u>	<p><i>f</i> Explore ancient buildings, historical sites, ruins and monuments in his/her locality.</p> <p><i>f</i> Collect and use a range of historical evidence such as photographs, newspaper articles and oral history about ancient buildings and ruins.</p>	<p><i>f</i> Record information about buildings in Ireland using a timeline, and understand and use date conventions, e.g. BC and AD.</p> <p><i>f</i> Use evidence to understand styles of architecture such as Romanesque and Georgian.</p> <p><i>f</i> Discuss how building styles in Ireland changed over</p>
	Unit 2: Ancient China	Early People and Ancient Societies, <u>Asian Peoples</u>	<p><i>f</i> Become familiar with aspects of the lives of the Ancient Chinese.</p> <p><i>f</i> Examine and become familiar with evidence of the Ancient Chinese.</p> <p><i>f</i> Learn about Chinese dynasties.</p> <p><i>f</i> Record the place of the Ancient Chinese on a timeline.</p> <p><i>f</i> Compare and contrast the lives of the Ancient Chinese with those of other</p>	<p><i>f</i> Record information about the Ancient Chinese using a timeline.</p> <p><i>f</i> Discuss the effects that the ruling dynasties had on Ancient China, and the long-term effects of the discoveries and inventions of the Han people.</p> <p><i>f</i> Look at the information in the unit from the point of view of the Ancient Chinese and take their feelings into account.</p> <p><i>f</i> Use evidence and imagination to recreate</p>
October	Unit 3: The Fenians	Life, Society, Work and Culture in the Past, <u>Life in the Nineteenth Century</u>	<p><i>f</i> Become familiar with the Fenians and the reasons why this organisation was formed.</p> <p><i>f</i> Learn about Fenian activity and plans for rebellion in Ireland.</p> <p><i>f</i> Compare and contrast the aims of the Fenians with those of the Home Rule Party.</p>	<p><i>f</i> Record information about the Fenians using a timeline and understand the sequence of events that led to the rising in 1867.</p> <p><i>f</i> Discuss how the Great Famine and the ensuing emigration to America influenced the Fenians.</p> <p><i>f</i> Look at the information in the unit from the point of view of the Fenians and ordinary Irish people.</p>

Sixth Class Suggested Yearly Geography and Science Plan

Geography & Science – Suggested Yearly Scheme at a Glance

The order in which the units appear in the Textbook was determined on the basis of the literacy level required and the difficulty of the concept. Naturally, the order in which the units are taught will be at the discretion of the teacher.

Month	Unit	Strand, <u>Strand Unit</u>	Content Objectives The child should be enabled to:	Skills – The student will work as a geographer/scientist in using the following skills:
September	Unit 1: Life in Rural Tipperary	<p>Geography: Human Environments, <u>People Living and Working in a Contrasting Part of Ireland</u></p> <p>Science: Environmental Awareness and Care, <u>Environmental Awareness</u></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Learn about and come to appreciate the people/communities who live and work in a contrasting part of Ireland. <input type="checkbox"/> Explore and come to appreciate the major features of the built environment in a contrasting part of Ireland. <input type="checkbox"/> Explore a small number of the economic activities in a contrasting part of Ireland. <input type="checkbox"/> Become aware of modes of transport and transport routes in a contrasting part of Ireland. 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop some awareness of the distinctive human and natural features of a place in Ireland. <input type="checkbox"/> Develop an understanding of the relative location and size of major natural and human features. <input type="checkbox"/> Engage in practical use of maps of different scales with different purposes, and develop an understanding of common map features and conventions.

**Unit 2:
Materials and
Change**

Science:
Materials,
Materials and Change

- Explore the effects of heating and cooling on a range of liquids, solids and gases.
- Explore ways in which liquids and solids may be kept warm or cold.
- Become aware that heat energy can be transferred.
- Recognise that oxygen is required for burning.
- Investigate how a wide range of materials may be changed by mixing.
- Explore simple ways in which materials may be separated.

- Ask questions about materials that will identify problems to be solved.
- Observe and describe the natural state of materials in the environment and the effects of heating on a variety of substances.
- Investigate the differences between a solid, a liquid and a gas.
- Sort and group data during investigations.
- Recognise patterns, interpret information and offer explanations.
- Record and communicate findings.

October	Unit 3: People at Work	<p>Geography: Human Environments, <u>People Living and Working in the Local Area (People at Work)</u></p> <p>Science: Environmental Awareness and Care, <u>Environmental Awareness</u></p>	<ul style="list-style-type: none"> □ Explore and investigate, especially through practical studies, one or more of the important economic activities of people in the locality and in a contrasting part of Ireland. 	<ul style="list-style-type: none"> □ Observe workers in the environment and their practices and routines. □ Identify the skills that a person needs to fulfil a position.
	Unit 4: Plants	<p>Science: Living Things, <u>Plants and Animals</u></p>	<ul style="list-style-type: none"> □ Observe, identify and examine plants that live in local habitats and environments. □ Develop an increasing awareness of plants from wider environments. □ Become aware of the sun as a source of energy for plants through photosynthesis. □ Observe and explore some ways in which plant behaviour is influenced by, or adapted to, environmental conditions. □ Recognise that there is a great diversity of plants in different regions and environments. □ Group and compare living things into sets according to their similarities and differences. □ Become aware of some of the basic life processes of plants. □ Investigate the factors that affect plant growth. 	<ul style="list-style-type: none"> □ Observe some characteristics of plants. □ Compare varieties of plant and their natural habitats. □ Carry out simple investigations in order to prove/disprove named hypotheses.

November

**Unit 5:
Sligo – A Story
in Images and
Maps**
Geography:

Human Environments,
People Living and
Working in a Contrasting
Part of Ireland

Science:

Environmental
Awareness and Care,
Environmental
Awareness

- Become aware of the natural features of Sligo and their relationship to the lives of people living there.
- Learn about and come to appreciate the people/communities who live and work in Sligo.
- Explore and come to appreciate the major features of the built environment in Sligo.
- Identify some important buildings, features, facilities, parks and workplaces of Sligo.

- Develop some awareness of the distinctive human and natural features of a place in Ireland.
- Develop an understanding of the relative location and size of major natural and human features.
- Engage in practical use of maps of different scales with different purposes, and develop an understanding of common map features and conventions.

**Unit 6:
The Irish Coast**
Geography:

Natural Environments,
Land, Rivers and Seas of
Ireland

Science:

Living Things,
Plants and Animals

- Become familiar with the names and locations of a number of major natural features in Ireland.
- Become familiar with the relationship of these features to each other, to other significant natural features and to elements of the built environment.
- Understand the interrelationships between some of these natural features and the lives of plants, animals and people.

- Explore and become familiar with some of the distinctive natural and human features of Ireland.
- Acquire an understanding of the relative location and size of major natural and human features of Ireland.
- Develop familiarity with and engage in practical use of maps.
- Develop an understanding of, and use, some

December	Unit 7: Light	<p>Science: Energy and Forces, <u>Light</u></p> <p>Geography: Natural Environments, <u>Planet Earth in Space</u></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Learn that light is a form of energy and that it travels from a source. <input type="checkbox"/> Investigate the splitting and mixing of light. <input type="checkbox"/> Investigate how mirrors and other shiny surfaces are good reflectors of light. <input type="checkbox"/> Explore how objects may be magnified using a simple lens or magnifier. <input type="checkbox"/> Appreciate the importance of light. <input type="checkbox"/> Become aware of the dangers of excessive sunlight. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask questions to identify problems to be solved. <input type="checkbox"/> Observe, describe and discuss light. <input type="checkbox"/> Offer suggestions (hypotheses) based on a number of observations as to the likely results of investigations. <input type="checkbox"/> Design, plan and carry out simple experiments. <input type="checkbox"/> Use appropriate simple instruments to collect and record data, and estimate and use appropriate standard units of measurement. <input type="checkbox"/> Sort and classify data. <input type="checkbox"/> Interpret information, offer explanations and draw conclusions from the evidence collected. <input type="checkbox"/> Record and communicate findings and conclusions using a variety of methods.
	Unit 8: Physical Geography of Africa, Australia and Europe	<p>Geography: Natural Environments, <u>Physical Features of Europe and the World</u></p> <p>Science: Environmental Awareness and Care, <u>Environmental Awareness</u></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Learn about a small number of the major natural features of Europe. <input type="checkbox"/> Become familiar with the names and approximate location of a small number of major world physical features: major mountain ranges, major rivers, desert, continents and oceans. 	<ul style="list-style-type: none"> <input type="checkbox"/> Read and interpret maps. <input type="checkbox"/> Develop graphical abilities. <input type="checkbox"/> Investigate diverse physical features from around the world.

January

**Unit 9:
People and
the Natural
Environment**
Geography:

Human Environments,
Natural Environmental
Features and People

Science:

Environmental
Awareness and Care,
Environmental
Awareness

**Unit 10:
Our Environment**
Science:

Environmental
Awareness and Care,
Environmental
Awareness / Science
and the Environment /
Caring for the
Environment

Geography:

Environmental
Awareness and Care,
Environmental
Awareness / Caring for
the Environment

- Become aware of natural features in the locality and in a contrasting part of Ireland and their interrelationship with the lives of people living in these places.
- Analyse and classify elements of the Earth's four geographical spheres, e.g. bird – biosphere; ice cube – hydrosphere; pebble – geosphere; aroma of perfume – atmosphere.
- Record interesting and noteworthy news events related to the spheres, e.g. a storm off the north coast, flooding in a low-lying area, an animal joining the endangered species list, an earthquake.
- Become aware of the importance of renewable and non-renewable resources.
- Observe personal habits and their impact on the environment.
- Appreciate the application of science and technology in familiar contexts.
- Question the effects of waste disposal, littering and pollution.
- Appreciate the ways in which people use the Earth's resources.
- Predict positive outcomes of changes to personal habits.
- Appreciate the need to conserve resources.
- Examine some ways in which science and technology have contributed positively to the use of resources.
- Recognise and investigate aspects of human activities that may have positive or adverse effects on environments.
- Become aware of individual, community and national responsibility for environmental care.

February

**Unit 11:
Animals**

Science:

Living Things,
Plants and Animals

Geography:

Environmental
Awareness and Care,
Environmental
Awareness

- Observe, identify and examine the animals that live in local habitats and environments.
- Develop an increasing awareness of animals from wider environments.
- Identify the interrelationships and interdependence between plants and animals in local and other habitats.
- Observe and explore some ways in which animal behaviour is influenced by, or adapted to, environmental conditions.
- Recognise that there is a great diversity of animals in different regions and environments.

- Recognise and identify animals that live in the local environment.
- Observe the behaviour of animals (pets, birds, mini-beasts, etc.).
- Classify animals according to habitat, nutrition, habit, intelligence and movement.

**Unit 12:
Greece**

Geography:

Human Environments,
People and Other Lands

- Group living things into sets according to their
- Study some aspects of the environments and lives of people in Greece.
- Develop an awareness of the interdependence of people in Greece and Ireland.
- Begin to develop a sense of belonging to local, county, national, European and global communities.

- Develop some awareness of the distinctive human and natural features, and the relative location of Greece.
- Engage in practical use of maps and globes, and develop some familiarity with common map features and conventions.
- Investigate natural and human features and processes in Greece and their interrelationships.
- Observe, discuss and describe natural and human features and processes in Greece and

March	Unit 13: The Moon	Geography: Natural Environments, <u>Planet Earth in Space</u>	<ul style="list-style-type: none"> □ Recognise that the Earth, its moon, the sun, other planets and their satellites are separate bodies and are parts of the Solar System. □ Develop a simple understanding of the interrelationships of these bodies, including day and night and seasonal movements. 	<ul style="list-style-type: none"> □ Explore and become familiar with some of the natural features of the universe. □ Acquire an understanding of the relative location and size of major natural features. □ Engage in practical use of photographs and videos.
	Unit 14: Study of a Bogland Area	Geography: Natural Environments, <u>The Local Natural Environment</u>	<ul style="list-style-type: none"> □ Investigate and learn about the main natural features in the locality and county. □ Develop a simple understanding of the links between these features. □ Investigate the influence of these features on plants and on the lives of animals and people. □ Become aware of the ways in which people, animals and plants have exploited and/or altered these features. 	<ul style="list-style-type: none"> □ Ask questions about natural and human features and processes in the environment and their interrelationships, e.g. the processes that made peat and the ways in which people use it. □ Observe natural and human elements and processes in the environment and their interrelationships. □ Analyse, sort and classify bogland plants and animals. □ Explore and become familiar with some of the distinctive natural features of the locality and the county. □ Acquire an understanding of the relative location and size of major natural and

April

**Unit 15:
Seeing Is
Believing**

Science:

Living Things,
Human Life

- Develop a simple understanding of the structure of some of the body's major internal and external organs.

- Observe and describe physical, natural and human elements and processes in the immediate environment, e.g. the effect of light on the pupils of the eyes.

- Ask questions that will identify problems to be solved, e.g. What can we do to protect our hearing?

- As part of the Design and Make activity, the pupils will develop craft-handling skills and techniques, and use appropriate tools and a range of materials.

**Unit 16:
Transport**

Geography:

Human Environments,
People Living and
Working... (Transport)

- Learn about the methods of transport and transport routes in the locality and in a contrasting part of Ireland.

- Become aware of the advantages, disadvantages and roles of these methods.

- Become familiar with the work of people in these activities.

- Observe the means of transport that are used regularly by family and friends.

- Investigate a variety of means of transport in terms of efficiency, comfort, financial cost and impact on the environment.

May

**Unit 17:
Magnetism**

Science:
Energy and Forces,
Magnetism and Energy

- Learn that magnets can push or pull magnetic materials.
- Investigate how magnets can be made.
- Explore the use of magnets to lift and hold objects.

- Ask questions about magnetism that will identify problems to be solved.
- Observe and describe magnetism.
- Offer suggestions (hypotheses) based on a number of observations as to the likely results of investigations.
- Design, plan and carry out simple experiments.
- Use appropriate simple instruments to collect and record data.
- Interpret information, offer explanations and draw conclusions from the evidence collected.
- Record and communicate findings and conclusions using a variety of methods.

**Unit 18:
Weather and
Climate**

Geography:
Natural Environments,
Weather, Climate and
Atmosphere

Science:
Environmental
Awareness and Care,
Environmental
Awareness

- Use simple equipment to make detailed weather observations and recordings of phenomena.
- Record and display simple weather observations in a systematic way.
- Use analysis of weather recordings to associate simple descriptions of clouds, amount of cloud cover, wind direction and other conditions with particular types of weather, and make and test weather predictions.
- Develop some awareness of weather patterns in other parts of Ireland and factors influencing climate.
- Become aware of the characteristics of some major climatic regions in different parts of the world.

- Measure some of the outcomes of weather, e.g. precipitation in a 24-hour period, air temperature, etc.
- Record results using an appropriate standard scale.
- Communicate results in a variety of ways, e.g. verbally, or using a chart, a graph or computer software.

June	Unit 19: China	Geography: Natural Environments, <u>People and Other Lands</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Study some aspects of the environments and lives of people in China. <input type="checkbox"/> Become aware of the interdependence of people in Ireland and China. <input type="checkbox"/> Learn to value and respect the diversity of people and their lifestyles in China. <input type="checkbox"/> Develop a sense of belonging to 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop some awareness of the distinctive human and natural features, and the relative location of China. <input type="checkbox"/> Engage in practical use of maps, globes and photographs of different scales and purposes. <input type="checkbox"/> Observe, discuss and describe natural and human features and processes in China and their interrelationships.
	Unit 20: Rocks	Science: Materials, <u>Properties and Characteristics of Materials</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Learn about the characteristics of some common rock types and where they may be found in Ireland and in other parts of the world. <input type="checkbox"/> Identify and explore the use of stone in building and other human activities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask questions about natural and human features and processes in the environment and their interrelationships. <input type="checkbox"/> Observe shapes, sizes, colours and textures of rock types, and rocks used in buildings, etc. <input type="checkbox"/> Carry out simple investigations and collect information about rocks. <input type="checkbox"/> Sort, group and/or classify data on rocks using a range of appropriate criteria. <input type="checkbox"/> Record and communicate findings about
Additional Unit	Unit 21: Trade	Geography: Human Environments, <u>Trade and Development Issues</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Explore trade issues through the study of some major world economies. <input type="checkbox"/> Come to appreciate inequalities between the developed and developing world. <input type="checkbox"/> Acquire some knowledge of Fairtrade Ireland. 	<ul style="list-style-type: none"> <input type="checkbox"/> Explore and become familiar with some of the distinctive natural and human features in the world. <input type="checkbox"/> Explore the living and working conditions of people in parts of the world such as Ecuador or Bangladesh. <input type="checkbox"/> Develop familiarity with and engage in practical use of maps, and use some common map features, conventions and key lines of latitude and longitude.
		Science: Environmental Awareness and Care, <u>Environmental Awareness</u>		

Other SESE Areas to incorporate into the Classroom:

- Green Schools Flag
- Active School
- Health Promoting School

September	October	November	December
National Bike Week	Halloween	Science	Christmas
	National Grandparents Week		
	Walk to School Month		

January	February	March
	World Wetlands Day	National Tree Week
		World Water Day

April	May	June
Active Week	Biodiversity Week	Fire Safety
National Spring Clean		Water Safety
		World Oceans Day
		EU Sustainable Energy Week