

Cuntas Míósúil Generator – Sample Inputs & Outputs

This document shows how brief, teacher-written notes are transformed into a clear, professional, inspection-ready Cuntas Míósúil using the TeachersTech Cuntas Míósúil Generator.

Each example includes a short teacher input which was used to generate a Cuntas Míósúil output.

<p>Examples included in this document:</p> <ul style="list-style-type: none">• English – Oral Language, Reading, & Writing (6th Class)• Gaeilge – Caint, Léitheoireacht, & Scríbhneoireacht (5th Class)• Mathematics – 4th Class (English / Gaeilge)• Music – 3rd Class (English / Gaeilge)• SPHE – 2nd Class (English / Gaeilge)• Science – 1st Class (English / Gaeilge)• Geography – Senior Infants (English / Gaeilge)• Drama – Junior Infants (English / Gaeilge)• Art / Aistear – Junior & Senior Infants (Mixed Class) (English / Gaeilge)• History – 4th, 5th & 6th Class (Mixed Class) (English / Gaeilge)• PE – 3rd Class (English / Gaeilge)• Religion – 2nd Class (English / Gaeilge)	<p>Notes:</p> <ul style="list-style-type: none">• All outputs shown were generated on 07/02/2026.• Each purchase includes a fully editable Cuntas Míósúil template• A Gaeilge output option is available, suitable for teachers in Gaelscoileanna• Teachers remain the author of their Cuntas Míósúil and are responsible for reviewing and finalising all content in line with their professional judgement• Inputs may be adapted from existing notes — some teachers copy their fortnightly plans into the relevant subject fields• All generated documents are fully editable and delivered as a Google Doc or Microsoft Word document• Documents are typically delivered within approximately 40 minutes of submission <p>Learn more: teacherstech.ie/cuntas-miosuil</p>
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*Format and output aligned to the Primary Language Curriculum

Teacher Input (6th): Focused on narrative and persuasive writing. Children analysed the chapter “The Summer Table” from Wonder by R.J. Palacio to examine character description, paragraph structure, and language choices. A newspaper opinion article on Green Flags in schools was used to identify persuasive features such as clear opinions, reasons, and concluding statements. Children planned, drafted, edited, and redrafted a persuasive paragraph proposing an issue to bring to the student council, such as improving school facilities. Narrative writing tasks were also completed based on the novel extract using planning templates. Assessment was based on review of drafts and final pieces, and peer editing.

Subject: English (Writing)

Learning Outcomes: I can plan my writing for a clear purpose and audience using planning templates and graphic organisers.
I can write coherent paragraphs with a clear topic sentence, supporting detail and a concluding sentence.
I can use varied sentence structures and descriptive language to develop character, setting and event in narrative writing.
I can identify and use persuasive features: state a clear opinion, give reasons and supporting detail, and finish with an effective concluding statement.
I can draft, edit and redraft my work in response to peer and teacher feedback.
I can proofread and correct spelling, punctuation and paragraphing to improve clarity and tone for my audience.
I can present a polished persuasive paragraph aimed at the Student Council and explain how my language choices support my purpose.

Focus of the Learning: Writing; Creating and composing; Planning and drafting; Motivation and choice; Audience and purpose; Paragraph structure and cohesion; Conventions of print and sentence structure; Grammar and vocabulary; Editing and redrafting; Presentation and publishing

Learning Experiences: Genre work: narrative writing based on the novel extract “The Summer Table” (character description, scene development, narrative arc) and persuasive writing modelled on a newspaper opinion article about Green Flags in schools.
Text analysis: close reading of the chapter from Wonder to examine character description techniques, paragraph structure and language choices.

Feature identification: analysis of the opinion article to identify persuasive features (clear opinion, reasons, supporting detail, rhetorical devices and concluding statement).

Planning: use of planning templates and graphic organisers to map character, setting and plot for narrative tasks and to plan a concise persuasive paragraph proposing an issue for the Student Council (for example improving school facilities).

Composing: drafting extended narrative paragraphs and focused persuasive paragraphs; modelling of topic sentences and paragraph development.

Collaborative work: paired and small-group discussion to generate persuasive reasons, peer feedback stations for drafts and shared editing tasks.

Editing and redrafting: teacher conferencing, peer-editing cycles and individual redrafting to improve paragraph structure, vocabulary and punctuation before producing final pieces.

Audience and purpose: composing persuasive text for a real audience (Student Council) and narrative writing for a wider classroom readership.

Persuasive starters:

I believe the school should... because...

One important reason is that...

In conclusion, I ask the Student Council to consider...

Narrative starters:

It was the summer afternoon when I first noticed...

She reached out and said, "... " which made me realise...

By the time the day ended, I had learned that...

Assessment and Monitoring: Teacher questioning during guided and shared reading to assess comprehension and inferential thinking.

Observation and anecdotal notes taken during whole-class and small-group discussions to record oral comprehension and reasoning.

Marked short written responses to text-based questions, assessed against success criteria (identifies main idea, uses textual evidence, clear explanation).

Reading conferences (brief one-to-one meetings) to check understanding, set targets and gather running record evidence where appropriate.

Use of a simple rubric/checklist for inference, evidence use and written expression; child self-assessment and reflection after tasks.

Teacher Input (6th): Focused on comprehension, inference, and response to text. Read selected chapters from Wonder, including “Why I Didn’t Go to School” and “The Deal”, and a short non-fiction article related to inclusion. Children identified main ideas, key details, and inferred characters’ thoughts and feelings through guided and independent reading tasks from Starlight. Follow-up activities included oral discussion and short written responses to text-based questions. Assessment was based on teacher questioning, observation during reading activities, review of children’ written responses.

Subject: English (Reading)

Learning Outcomes: I can identify and summarise the main idea and key details of a chapter or short text (fiction and non-fiction).

I can make and explain inferences about a character’s thoughts, feelings and motivations using evidence from the text.

I can respond to text-based questions in complete written sentences and support my answers with quotations or specific references.

I can compare and contrast how themes (for example, inclusion) are presented in a fictional chapter and a related non-fiction article.

I can participate in focused oral discussion about a text, asking and answering questions to deepen understanding.

Focus of the Learning: Reading; Comprehension; Inference; Response to text; Vocabulary in context; Text features (non-fiction); Reading for pleasure

Learning Experiences: Guided reading of selected chapters from Wonder (including “Why I Didn’t Go to School” and “The Deal”) with teacher-led questioning to model inference and evidence citation.

Close reading tasks using Starlight comprehension activities focused on identifying main ideas and key details.

Shared reading of a short non-fiction article on inclusion to identify text features, main points and author intent.

Independent reading and short written responses: children complete written answers to text-based questions citing evidence.

Oral discussion and literature-response activities: whole-class and small-group discussions to practise inference, justification and perspective-taking.

Reading conferences and short formative checks with the teacher to monitor comprehension and next steps.

The main idea of this chapter/article is... and I know this because...

I infer that _____ is feeling/thinking _____ because the text says _____.

A key detail that supports my idea is: " _____ " which shows...

The author's purpose in this piece is...; I can tell because...

This chapter/article reminds me of... because... and it connects to the theme of inclusion by...

Assessment and Monitoring: Teacher questioning during guided and shared reading to assess comprehension and inferential thinking.

Observation and anecdotal notes taken during whole-class and small-group discussions to record oral comprehension and reasoning.

Marked short written responses to text-based questions, assessed against success criteria (identifies main idea, uses textual evidence, clear explanation).

Reading conferences (brief one-to-one meetings) to check understanding, set targets and gather running record evidence where appropriate.

Use of a simple rubric/checklist for inference, evidence use and written expression; child self-assessment and reflection after tasks.

Teacher Input (6th): Focused on discussion, listening, and expressing viewpoints. Children discussed themes and character motivations from the Via and Jack Will sections of Wonder through structured pair and group discussions. Whole-class debates were held using statements such as “Auggie should have been treated differently at school” to encourage children to justify opinions and respond to others. Children prepared short oral responses and participated in listening and responding activities during discussions. Assessment was based on teacher observation, targeted questioning, and children’ ability to communicate ideas clearly and engage appropriately with others. Sentence starters and displayed key vocabulary to support participation.

Subject: English (Oral)

Learning Outcomes: Stage 4 (5th/6th)

- I can explain a character’s motivations and feelings using examples from the text (e.g., the Via and Jack Will sections of Wonder).
- I can state my opinion clearly and justify it with relevant evidence from the text and my own ideas.
- I can listen actively to others, paraphrase their view and respond politely and constructively.
- I can use taught subject vocabulary and sentence starters to organise my spoken response.
- I can adjust my register, pace and tone for whole-class discussion and formal debate situations.

Focus of the Learning: Oral Language; Listening and Responding; Discussion and Debate; Expressive and Receptive Language; Justifying Opinions with Evidence; Vocabulary Development; Engagement and Social Interaction

- Learning Experiences:**
- Structured pair discussions: children worked in pairs to explore motivations and contrasting perspectives in the Via and Jack Will sections of Wonder, taking turns to share evidence from the text.
 - Small-group analysis: groups identified key moments that reveal character motives and prepared a short oral summary to present to the class.
 - Whole-class debates: teacher-led debates using prompts such as “Auggie should have been treated differently at school” to practise stating, justifying and defending viewpoints and responding to counter-arguments.
 - Prepared short oral responses: children drafted and delivered concise responses (1–2 minutes) using sentence starters and displayed vocabulary.
 - Listening and responding tasks: active listening activities where children noted evidence used by peers and asked clarifying questions or offered counter-evidence.

• Scaffolding and support: modelling of responses by teacher, use of sentence starters on display and key vocabulary to support participation and accurate expression.

- I think _____ because _____; for example, in the text _____.
- The evidence that supports my view is _____.
- I agree/disagree with X's point because _____; have you considered _____?
- Could you explain what you mean by _____? I heard you say _____.

Assessment and Monitoring: • Teacher observation during pair, group and whole-class activities with Anecdotal notes recording clarity of expression, use of evidence and listening behaviours.

- Targeted questioning to probe understanding and ability to justify opinions during and after discussions.
- Short oral-response checklist/rubric used formatively: clarity, use of text evidence, use of key vocabulary, engagement with others, respectful responses.
- Conferencing with selected children to review oral strengths and set next-step targets.
- Peer feedback protocols (two stars and a wish) after presentations to promote constructive response skills.
- Child self-assessment against agreed success criteria and display of targets to track progress.

* *The Gaeilge input can be written in either English or Gaeilge. In these examples, I have used both English and Gaeilge inputs*

** *The output will also be in Gaeilge for the Gaeilge section*

*** Format and output aligned to the Primary Language Curriculum

Teacher Input (5th): Bhí an obair léitheoireachta bunaithe ar an téama bia ón leabhar Bua na Cainte 5. Léigh na daltaí scéal agus sliocht faisnéise faoi bhia agus rinne siad obair ar an bpríomhphointe, ar shonraí tábhachtacha agus ar thuiscint an téacs. Pléadh foclóir nua cosúil le "bia folláin", "béilí" agus frásaí úsáideacha roimh an léamh agus le linn obair threoraithe. Rinne na daltaí freagraí gearra scríofa agus ó bhéal bunaithe ar cheisteanna léitheoireachta. Rinneadh measúnú trí cheistiú, breathnóireacht agus athbhreithniú ar obair scríofa. Cuireadh tacaíochtaí foclóra agus léitheoireachta ar fáil nuair ba ghá.

Ábhar: Gaeilge (Léitheoireacht)

Torthaí Foghlama: Céim 4 (Rang 5–6)

Is féidir liom an príomhsmaoineamh a aithint agus é a chur in abairt shimplí.

Is féidir liom sonraí tábhachtacha a aimsiú sa sliocht faisnéise agus a úsáid chun tuiscint níos fearr a thógáil.

Is féidir liom foclóir nua a mhíniú i gcomhthéacs (m.sh. "bia folláin", "béilí") agus é a úsáid i mbealaí éagsúla.

Is féidir liom ceisteanna a fhreagairt ó bhéal agus go scríofa bunaithe ar thuiscint an téacs.

Is féidir liom réasúnaíocht a dhéanamh (tuar agus infheictheacht) bunaithe ar leideanna sa téacs.

Is féidir liom straitéisí léitheoireachta a úsáid (réamhrá, léamh athuir, úsáid tacaíochtaí foclóra) chun mo thuiscint a fheabhsú.

Fócas na Foghlama: Léitheoireacht; Tuiscint; Líofacht; Foclóir agus Struchtúr Abairte; Léitheoireacht Faisnéise; Straitéisí Léitheoireachta agus Tacaíochtaí

Eispéiris Foghlama: Léigh na daltaí scéal agus sliocht faisnéise faoi bhia ó Bua na Cainte 5.

Rinne an rang réamhléitheoireacht: plé foclóra agus frásaí úsáideacha roimh an léamh (m.sh. "bia folláin", "béilí").

Rinneadh léitheoireacht threoraithe agus léitheoireacht chomhroinnte sa rang chun tacaíocht a thabhairt dóibh siúd a bhí ag éiri níos moille; rinneadh obair neamhspleách bheag do dhaltaí a raibh líofacht níos fearr acu.

Le linn na léitheoireachta, cuireadh fócas ar an bpríomhphointe agus ar shonraí tábhachtacha; cuireadh ceisteanna chun tosaigh agus ceisteanna léamhagh chun tuiscint a thapú.

Rinne daltaí freagraí gearra scríofa agus freagraí ó bhéal bunaithe ar cheisteanna tuisceana; rinneadh measúnú trí cheistiú, breathnóireacht agus athbhreithniú ar obair scríofa.

Cuireadh tacaíochtaí foclóra agus ábhair léitheoireachta ar fáil i gcásanna ina raibh gá le cur le tuiscint agus le líofacht.

Sa sliocht seo, is é an príomhsmaoineamh ná...

Tá sonraí tábhachtacha faoi (áit/ádh/ábhar) mar shampla...

Ceapaim go bhfuil an t-údar ag rá go bhfuil... mar gheall ar...

Meabhraíonn an téacs dom nuair a... agus léiríonn sé...

Is féidir liom na focail nua a úsáid mar seo: "Tá bia folláin mar..."

Measúnú agus Monatóireacht: Mhodhanna: ceistiú béil le linn agus i ndiaidh an léitheoireachta; breathnóireacht ar rannpháirtíocht agus líofacht; athbhreithniú ar fhreagraí scríofa.

Taifid: coinnigh taifead léitheoireachta ar an dul chun cinn (líofacht, tuiscint ar phríomhsmaoineamh agus sonraí), agus úsáid bhéil/ scríofa samplaí mar tháscairí.

Tascanna measúnaithe: athinsint ghearr den téacs ó bhéal; ceistiú atá dírithe ar phríomhphointí agus sonraí; sceideal le haghaidh féinmheasúnaithe: "Thuig mé an príomhsmaoineamh / Bhí gá le tuilleadh tacaíochta".

Tacaíochtaí measúnaithe: úsáideadh liosta seiceála don mhúinteoir agus samplaí freagartha chun an measúnú a uathoibriú; tugadh aiseolas díreach do dhaltaí bunaithe ar breathnóireacht agus ar a gcuid scríobh.

Oiriúnúcháin don rang: oibríodh i ngrúpaí scála óstach (teoraithe, chomhroinnte, neamhspleách) agus cuireadh tacaíochtaí foclóra ar fáil dóibh siúd a bhí ag teastáil.

Teacher Input (5th): Dhírigh an scríbhneoireacht ar mhíreanna gearra bunaithe ar an téama bia ón Bua na Cainte 5. Rinneadh samhaltú ar struchtúr míre agus ar úsáid frásaí simplí chun tacú leis an scríbhneoireacht. Scríobh na daltaí mír phearsanta faoin mbéile is fearr leo agus mír fhaisnéise faoi bhia folláin ag úsáid foclóir agus frásaí ón téama. Rinneadh dréachtaí a chur in eagar le béim ar ord smaointe, litriú agus poncaíocht. Rinneadh measúnú trí chomhdháil leis an múinteoir, athbhreithniú ar dhréachtaí agus piarmheasúnú. Cuireadh frámaí scríbhneoireachta agus liostaí foclóra ar fáil nuair ba ghá.

Ábhar: Gaeilge (Scríbhneoireacht)

Torthaí Foghlama: Is féidir liom míreanna gearra a scríobh a léiríonn tuairimí pearsanta agus faisnéis shoiléir faoi bhia. Is féidir liom mír phearsanta a chruthú ina dtaispeántar mothúcháin, tuairimí agus sonraí faoi mo bhéile is fearr. Is féidir liom mír fhaisnéise a scríobh a úsáideann foclóir agus frásaí oiriúnacha ón téama (Bua na Cainte 5) chun sonraí faoin mbia folláin a chur in iúl. Is féidir liom struchtúr míre a úsáid chun smaointe a eagrú go loighciúil (ar dtús, ansin, ar deireadh / réamhstair, mionsonraí, críoch). Is féidir liom mo dhréachtaí a chur in eagar le béim ar ord smaointe, litriú agus poncaíocht. Is féidir liom aiseolas ó mhúinteoir agus ó chomhscoláirí a úsáid chun mo chuid scríbhneoireachta a fheabhsú agus sonraí a chur in ionad earráidí.

Fócas na Foghlama: Scríbhneoireacht; Spreagadh agus Rogha; Cruthú agus Cumadh; Eagarthóireacht agus Foilsiú; Gnásanna Cló agus Struchtúr Abairte

Eispéiris Foghlama: Samhaltú agus Spreagadh: rinneadh samhaltú ar struchtúr míre agus ar úsáid frásaí simplí ón téama bia (Bua na Cainte 5).

Pleanáil: rinne na daltaí smaoineamh agus pleanáil gearr, le frámaí scríbhneoireachta agus liostaí foclóra ar fáil nuair ba ghá. Dréachtú: scríobh gach dalta mír phearsanta faoin mbéile is fearr leo agus mír fhaisnéise faoi bhia folláin ag baint úsáide as foclóir agus frásaí ón téama.

Eagarthóireacht: cuirfear dréachtaí in eagar le béim ar ord smaointe, litriú agus poncaíocht; hionadaíodh le tréisiú ar nascadh abairtí agus ar úsáid frásaí simplí tacúla.

Measúnú: rinneadh measúnú trí chomhdháil leis an múinteoir, athbhreithniú ar dhréachtaí agus piarmheasúnú.
Foilsíú: foilsíodh nó chuir na daltaí a gcuid píosaí i bpunann/ ar thaispeántas rang chun comhlánú na bpróiseas scríbhneoireachta a thaispeáint.

Mír phearsanta: "Is é an béile is fearr liom ná __ mar tá sé/sí __, __ agus tugann sé dom __."

Mír phearsanta (cuimhne): "Cuimhneofar dom an uair a __; thosaigh sé le __, bhí sé speisialta mar __ agus chríochnaigh sé le __."

Mír faisnéise (seanchas): "Is bia folláin é __ mar go __; mar shampla, tugann sé __ don choirp."

Mír faisnéise (mionsonraí): "Chomh maith leis sin, tá sé tábhachtach __ toisc go __."

Struchtúr seicheamh: "Ar dtús __. Ansin __. Ar deireadh __."

Measúnú agus Monatóireacht: Treoracha measúnaithe agus cairteacha:

- Comhdháil leis an múinteoir: labhraíonn an múinteoir le gach dalta faoi a gcuid scríbhneoireachta chun spriocanna feabhsaithe a shainiú.
 - Athbhreithniú ar dhréachtaí: úsáidtear athruithe atá sonraithe do ord smaointe, litriú agus poncaíocht mar chuid den phróiseas.
 - Piarmheasúnú: tugann comhghleacaithe aiseolas struchtúrtha ar rannpháirtíochtaí, mianta agus úsáide foclóra.
 - Rúibric/Seicliosta: measúnófar Ábhar (an bhfuil an fhaisnéis oiriúnach agus cruinn), Eagrú (ord loighciúil agus nascanna), Teanga (foclóir oiriúnach, litriú, poncaíocht), agus Cumadóireacht (frásaí simplí, struchtúr míre).
 - Punann/foilsíú: cuimseoidh punann an dalta dhréachtaí, athruithe agus an phíosa deiridh mar thaispeántas forbartha.
- Luachanna: úsáidtear an aiseolas chun spriocanna soiléire don fhorbairt scríbhneoireachta a leagan amach agus chun iarrachtaí feabhsaithe a threorú.

Teacher Input (5th): Oral language work was based on the theme of bia from Bua na Cainte 5. Children engaged in paired and small-group conversations using picture prompts and discussion questions about food preferences, meals, and healthy eating. Sentence structures and key phrases were modelled to support children in giving full responses in Irish. Children practised asking and answering questions such as "Cad a d'ith tú?" and "An maith leat...?" and some children gave short oral presentations about their favourite foods. Assessment was based on teacher observation, questioning, and children' participation and accuracy in oral responses. Support was provided through displayed vocabulary, sentence starters, and modelling where needed.

Ábhar: Gaeilge (Teanga ó Bhéal)

Torthaí Foghlama: Is féidir liom labhairt faoin mbia agus mo thuairim a chur in iúl go soiléir i nGaeilge; Is féidir liom freagra a thabhairt ar cheisteanna faoi mholtachtaí bia agus béilí, agus cur síos a dhéanamh ar chineálacha bia agus a shláinte; Is féidir liom úsáid a bhaint as struchtúir ama (m.sh. an aimsir chaite) chun cur síos a dhéanamh ar cad a d'ith mé; Is féidir liom cur i láthair béil ghearr a dhéanamh faoi mo bhia is fearr agus freagra a thabhairt ar aiseolas ó chomhghleacaithe; Is féidir liom éisteacht le tuairimí daoine eile agus freagra cuí a thabhairt, agus is féidir liom tacú le comhpháirtithe trí úsáid a bhaint as abairtí túsaithe agus foclóir cuí.

Fócas na Foghlama: Teanga ó Bhéal; Cumarsáid; Tuiscint; Eolas agus Úsáid Teanga; Feasacht Teanga; Struchtúir abairtí; Foclóir ábhartha; Scileanna comhrá

Eispéiris Foghlama: • Obair i bpéirí agus i ngrúpaí beaga ag plé ar bhia, mholtachtaí agus béilí, ag úsáid píocéir phictiúr mar spreagadh (Bua na Cainte 5 mar acmhainn)

• Ceisteanna phlé ar nós "Cad a d'ith tú?" agus "An maith leat...?", ag cleachtadh freagraí iomlána agus ag múnlú abairtí iomlána le tacú le struchtúr cruinn

• Taispeántar foclóir agus tosaithe abairtí ar phlátaí nó ar bhalla mar tacaíocht do dhaltaí, agus múinteadh múnlaithe óna múinteoir d'fhreagraí foirmiúla

• Cleachtaí éisteachta agus freagartha ina bhfaigheann daltaí aiseolas: freagra tapa, ceisteanna leanúnaacha agus athrá múnlaithe

• Cur i láthair béil ghearra ó roinnt daltaí faoi a mbia is fearr, le piarmhiontráil agus aiseolas ón múinteoir chun líofacht agus cruinneas a fhorbairt

- “Cad a d’ith tú?” — “D’ith mé __ mar bhí sé/sí __.”
- “An maith leat __?” — “Is maith liom __ mar tá sé/sí __.” / “Ní maith liom __ mar tá sé/sí __.”
- “Is fearr liom __ mar...” — le míniú breise (cúis/blas)
- “Ba chóir dúinn ithe níos mó de __ agus níos lú de __ mar tá sé níos sláintiúla.”

Measúnú agus Monatóireacht: Breathnóireacht bhéil (réamhshocrú marcóirí foclóra, struchtúr agus fluideacht); Seicliosta chun freagraí iomlána, úsáid na haimsire chaoise, agus cruinneas fóclóra a mheas; Comhdháil ghairid agus aiseolas scríofa/éisteachta ón múinteoir; Féinmheasúnú simplí ina léann daltaí an méid a d’fhoghlaim siad agus na spriocanna atá le feabhsú; Piarmheasúnú ina thugann daltaí aiseolas struchtúrtha dá chéile ar chruinneas agus ar chumas comhrá.

*Format and output aligned to the Primary Mathematics Curriculum

Teacher Input (4th): Children worked on fractions, focusing on equivalence, ordering, and representing fractions in different ways using fraction walls, number lines, and written examples. Estimation and measurement tasks were completed to calculate perimeter and area through practical activities and real-life problem-solving contexts. Children also collected and organised data and represented it using bar charts and pictograms, interpreting results through discussion. Learning was developed through teacher modelling, paired problem-solving, and independent written tasks, with an emphasis on explaining strategies and using correct mathematical language. Assessment was based on teacher observation, questioning, correction of written work, and analysis of common errors to inform next steps. Concrete materials, visual supports, and differentiated tasks were used to support access and understanding.

Subject: Mathematics

Strand: Number; Measures; Data and Chance

Strand Unit: Fractions — equivalence, representation and comparison; Area and perimeter; Estimation and measurement; Data collection, organisation and representation (bar charts and pictograms)

Learning Outcomes: I can represent and explain equivalent fractions using fraction walls and number lines.

I can compare and order fractions and justify my reasoning.

I can show a fraction in different forms (diagram, number line, written description).

I can estimate and measure lengths to calculate perimeter in practical contexts.

I can estimate and measure to calculate area using appropriate units and models (tiles, grid paper).

I can collect, organise and represent class data using tally charts, bar charts and pictograms.

I can interpret results from charts and explain conclusions using mathematical language.

I can select and explain strategies to solve problems and check my answers.

Focus of the Learning: Fractions: equivalence, representation (fraction walls, number lines, diagrams), comparison and ordering.

Measurement: estimation, choosing suitable units, measuring accurately, calculating perimeter and area from practical tasks.

Data: collecting reliable data, organising data (tallies), representing data appropriately (bar charts, pictograms), interpreting and communicating findings.

Mathematical practices: problem-solving, reasoning, explaining strategies, mathematical communication, use of concrete materials and visual supports, differentiation to meet learner needs.

Learning Experiences: Teacher modelling of fraction equivalence using fraction walls and number-line demonstrations.

Paired problem-solving tasks to compare and order fractions and to create equivalent fractions.

Independent written tasks converting between representations (diagram, number line, sentence).

Practical measurement activities: measuring classroom objects and outdoor areas with rulers, measuring tapes and metre sticks to estimate and calculate perimeter.

Area investigations using uniform tiles and grid paper to measure and record area; designing a simple classroom/garden layout to apply area and perimeter in a real-life context.

Estimation challenges before measuring to develop number sense and justification of estimates.

Data collection project: class survey, tallying responses, constructing bar charts and pictograms and discussing results in small groups.

Use of concrete materials and visual supports for access (fraction pieces, measuring tools, tiles, labelled diagrams).

Differentiated tasks and scaffolded questioning to support varied levels of readiness.

Analysis of written work and common errors to inform next teaching steps.

Fractions:

- I can show that ___ and ___ are equivalent because ___.

- On the number line, ___ is between ___ and ___, so it is greater/less than ___.

- I can partition ___ into ___ equal parts to make ___.

Measurement (perimeter and area):

- The perimeter of this shape is ___ cm because I added ___ + ___ + ___.

- To find the area I counted ___ tiles and explained that each tile is ___ cm², so the total area is ___.

Estimation and strategy explanation:

- My estimate is ___ because ___. I checked by ___.

Data and interpretation:

- The bar chart shows that ___ is the most/least common because ___.
- From the pictogram we can conclude ___; this means ___.

General maths talk:

- I solved this by ____. I chose this method because ___.

Assessment and Monitoring: Ongoing teacher observation during modelling, paired and group work to note strategy use and misconceptions.

Targeted questioning to probe reasoning and procedural understanding.

Correction and review of independent written tasks to identify common errors and misconceptions.

Analysis of children's work samples and class charts to track understanding of equivalence, measurement and data skills.

Use of quick formative checks (exit questions/short tasks) to confirm learning and plan next steps.

Feedback conversations with children to set next learning targets and to encourage mathematical language and justification.

*Format and output aligned to the Primary Mathematics Curriculum

Teacher Input (4th): Children worked on fractions, focusing on equivalence, ordering, and representing fractions in different ways using fraction walls, number lines, and written examples. Estimation and measurement tasks were completed to calculate perimeter and area through practical activities and real-life problem-solving contexts. Children also collected and organised data and represented it using bar charts and pictograms, interpreting results through discussion. Learning was developed through teacher modelling, paired problem-solving, and independent written tasks, with an emphasis on explaining strategies and using correct mathematical language. Assessment was based on teacher observation, questioning, correction of written work, and analysis of common errors to inform next steps. Concrete materials, visual supports, and differentiated tasks were used to support access and understanding.

Ábhar: Matamaitic

Snáithe: Uimhreas; Ailgéabar; Sonraí agus Seans; Tomhais; Cruth agus Spás

Snáithaonad: Luach suíomhach (suas le 1,000,000); Oibríochtaí — suimiú, tarraingt, iolrú agus roinnte le straitéisí; Codáin — codáin comhfhreagracha, simpliú agus oibriú le codáin neamhcomhchruinn; Deachúlacha agus Céatadáin — léamh, scríobh agus oibríochtaí simplí; Patrúin agus Caidreamh (ailgéabar réamhbhunaithe); Abairtí agus Abairtí Uimhríochta; Bailiú agus Léiriú Sonraí — cairteacha barra, pictiúir, grafanna líne; Miondealú sonraí — meán, modal, médain; Seans simplí; Fad, Achar agus Imlíne; Mais agus Toirt; Airgead agus Am (12/24 uair); Cruthanna dhá-thoiseacha agus trí-thoiseacha (2D agus 3D) agus a n-airíonna; Uillinneacha — tomhas agus meastachán; Trasghníomhartha spásúla — aistriú, rothlú, scáthú; Symmetraí agus línte comhréire

Torthaí Foghlama: Is féidir liom uimhreacha suas le 1,000,000 a léamh, a scríobh agus a chur i gceart de réir luach suíomhach.

Is féidir liom oibríochtaí bunúsacha (suimiú, tarraingt, iolrú agus roinnte) a dhéanamh ar uimhreacha il-dhigití agus straitéisí oiriúnacha a úsáid.

Is féidir liom codáin a shimpliú, a chur i gcomhar agus a chur i dtarraingt le glacadh le ceann de na luachanna comhfhreagracha.

Is féidir liom deachúlacha a léamh agus a scríobh agus oibríochtaí simplí a dhéanamh le deachúlacha agus iad a chur i gcomparáid le codáin.

Is féidir liom patrúin a aithint, a thógáil agus cur síos a dhéanamh ar an gcaidreamh uimhríoch idir an téid.

Is féidir liom abairtí simplí agus comharthaí uimhriúla a chruthú agus réitigh a lorg do chásanna bunúsacha.

Is féidir liom sonraí a bhailiú go córasach, iad a léiriú i gcairt nó i ngraf agus a léirmhíniú chun ceisteanna a fhreagairt. Is féidir liom seans simplí a labhairt faoi agus meastacháin a dhéanamh ar an dóchúlacht ar bhonn eolais. Is féidir liom fad, imlíne agus achar a thomhas agus a thuar le huirlisí oiriúnacha agus ionaid tomhais a athrú. Is féidir liom maiseanna agus méideanna a chur i gcomparáid agus coincheapa airgid a úsáid i gcomhthéacsanna réalaíocha. Is féidir liom cruthanna 2D agus 3D a aithint, a chur síos a n-airíonna agus uillinneacha a thomhas go cruinn. Is féidir liom trasghníomhartha simplí sa spás (aistriú, rothlú, scáthú) a dhéanamh agus a mhíniú cad a tharlaíonn do chuma cruthanna.

Fócas na Foghlama: Luach suíomhach; Oibríochtaí agus straitéis mhatamaiticiúil; Réasúnaíocht; Réiteach fadhbanna; Cumarsáid mhataimaiticiúil; Tomhais chruinne agus meastacháin; Léiriú agus léirmhíniú sonraí; Tuairimíocht ar sheans; Ríomh agus úsáid ábhair; Oiriúnú scileanna chuig comhthéacsanna réalaíocha; Fachtóirí, codáin agus deachúlacha; Spás agus céimeanna tiontaithe

Eispéiris Foghlama: Obair le spéisghleann agus líonraí: úsáid slisíní agus blocanna chun luach suíomhach agus fo-naíonáin a thaispeáint.

Cluichí straitéise chun oibríochtaí a chleachtadh (pair agus gradam) le diúltú agus ceisteanna fisiciúla.

Gníomhaíochtaí staisce: bailiú sonraí ó shuirbhéanna scoile, cur i láthair i gcairteacha barra agus grafanna líne agus plé faoi thorthaí.

Tascanna réaltaithe: ríomh costas agus athrú i siopa samplach, réamh-mheasúnú ama do thascanna, tomhas agus tuairimíocht do thógáil thaispeántas.

Tionscnaimh codánacha: codáin a tharraingt agus a mharcáil ar líne uimhreacha, comhlánú agus comhcheangail le deachúlacha.

Foghlaim spásúil: cóir agus taispeántas cruthanna 2D/3D, tomhas uillinne le peilín beaga (protraktor) agus suirbhéail spáis trí thrasghníomhartha.

Fiosrúchán réiteach fadhbanna: fadhbanna iomlána, foghlaim faoi phróiseas réasúnaithe agus cur i láthair réitigh ó dhaltaí.

Measúnuithe beaga: tascanna laethúla scrúdaithe agus dialanna matamaitice do dhaltaí chun próiseas agus tuiscint a thaifeadh.

Oibreacha péire agus grúpaí: comhrá matamaiticiúil le frames ceisteanna chun an teanga matamaiticiúil a fhorbairt.

Gníomhaíochtaí difreálaithe: tascanna ar leibhéal éagsúla le riachtanais éagsúla na ndaltaí a chomhlíonadh.

Tá an fhadhb mar seo: ...
Is é mo chéad chéim ná ... mar tá ... agam/níl.
Tá mo réiteach ... toisc go ...
Rinne mé é ar an mbealach seo: ... agus tá sé soiléir mar ...
Dá ndéanfainn é arís, dhéanfainn ... mar gheall ar ...
Is féidir leat comparáid a dhéanamh idir ... agus ... toisc go ...
Mo mholadh chun seiceáil ná ... (le haghaidh barántachta)
Cad é an bealach eile chun an fhadhb seo a réiteach?
Conas a bhaineann an t-eolas seo leis an saol laethúil? Mar shampla ...
Is é an t-aonad seo atá agam: ... agus feicim an patrún seo mar gheall ar ...

Measúnú agus Monatóireacht: Breathnóireacht struchtúrtha agus neamhstruchtúrtha sa rang le taifead ar fhoghlaim.
Ceisteanna cuimsitheacha agus siúl-trí ó mhúinteoir le fáil ar thuiscint agus ar réasúnaíocht.
Taispeántais daltaí ar réiteach fadhbanna (oibreacha láimhe, léamh uimhriúil, múnlaí) mar shamhail chuidiú.
Samplaí oibre: bileoga oibre, múnlaí, tascanna críochnaithe agus tascanna luacha chun dul chun cinn a léiriú.
Dialann Matamaitice / Logaí Foghlama: daltaí ag scríobh conas a shroich siad réiteach agus cad a d'fhoghlaim siad.
Measúnuithe foirmeacha ghrinn le tascanna praiticiúla agus ceisteanna scríofa de réir torthaí foghlama.
Comhrá agus measúnú comhpháirteach/pearsanta: daltaí ag cur fianaise ar a gcuid tuisceana.
Rialú dul chun cinn trí cheanntásca agus critéir rathúlachta a chur ar fáil roimh thasc.
Pailéad oibre nó calafort foghlama le samplaí ó gach dalta chun dul chun cinn a thaispeáint.
Athmheasúnú plean scoile bunaithe ar torthaí measúnaithe agus ar riachtanais foghlama na ranganna faoi réir.

Teacher Input (3rd): Rhythm and pulse from Dabbledoo — steady beat using clapping, stamping, body percussion to Another One Bites The Dust by Queen. Listened to musical extracts, identified tempo changes and loud/soft. Call-and-response activities for accuracy and timing. Group work creating and performing simple rhythm patterns with percussion instruments. Singing: practised a song focusing on pitch and rhythm. Assessment: observation of participation, beat-keeping, response accuracy. Support: modelling.

Subject: Music

Strand: Performing; Listening and Responding; Composing

Strand Unit: Performing — pulse and rhythm: steady beat activities using clapping, stamping and body percussion with a backing track (Dabbledoo). Performing — singing: practising a song with attention to pitch and rhythmic accuracy. Listening and Responding — aural discrimination of tempo and dynamics using recorded extracts (including Another One Bites The Dust by Queen). Composing — collaborative creation and performance of simple rhythm patterns with percussion instruments.

Skills and Concepts Development: Children will keep a steady pulse using body percussion (clap, stamp) to a recorded beat. Children will perform rhythmic patterns accurately in call-and-response and ensemble contexts. Children will identify and describe changes in tempo (faster/slower) and dynamics (loud/soft) when listening to musical extracts. Children will work collaboratively to create, notate informally and perform simple four-beat rhythm patterns on percussion instruments. Children will sing a learned song with increasing control of pitch and rhythmic accuracy. Children will demonstrate attentive listening and timing in both solo and group performance situations.

Focus of the Learning: Pulse (steady beat)
Rhythm (pattern accuracy, short ostinati)
Tempo (detecting and responding to faster/slower)
Dynamics (detecting loud/soft and reacting appropriately)
Pitch (singing in tune within a comfortable range)
Timbre (body percussion versus classroom percussion instruments)
Ensemble skills (listening, turn-taking, synchronisation, accuracy of response)
Aural discrimination and musical phrasing

Learning Experiences: Steady-beat activities using clapping, stamping and body percussion to a Dabbledoo backing track and to Another One Bites The Dust (Queen).

Call-and-response (echo) rhythm activities to develop accuracy and timing, modelled by the teacher.

Listening sessions: short recorded extracts used to identify and discuss changes in tempo and dynamics; children use movement or gesture to show faster/slower and louder/softer.

Group composition: small groups create simple four-beat rhythm patterns using classroom percussion; rehearse and perform for the class.

Singing practice: regular guided rehearsals of a class song with focus on matching pitch and keeping correct rhythm; teacher models pitch and phrasework.

Improvisation and extension: layering group rhythm patterns to create simple textures; informal notation or pictorial representation of rhythms.

Support strategies: teacher modelling, peer modelling, stepwise scaffolding of patterns from two- to four-beat phrases.

Assessment and Monitoring: Ongoing teacher observation record of participation, pulse-keeping and accuracy during activities.

Success criteria checklist: steady beat maintained for at least 8 beats, accurate reproduction of a 4-beat rhythm pattern, ability to identify tempo change (faster/slower) and dynamic change (loud/soft), singing melody with approximate pitch accuracy.

Performance assessment of group rhythm compositions using a simple rubric (accuracy, ensemble timing, balance, creativity).

Quick one-to-one checks for pitch accuracy during singing rehearsals.

Peer feedback after group performances and short child self-assessment (thumbs up/down or traffic-light) on confidence with pulse, rhythm and pitch.

Use assessment notes to inform next steps and targeted modelling for individuals or groups.

Teacher Input (3rd): Rhythm and pulse from Dabledoo — steady beat using clapping, stamping, body percussion to Another One Bites The Dust by Queen. Listened to musical extracts, identified tempo changes and loud/soft. Call-and-response activities for accuracy and timing. Group work creating and performing simple rhythm patterns with percussion instruments. Singing: practised a song focusing on pitch and rhythm. Assessment: observation of participation, beat-keeping, response accuracy. Support: modelling.

Ábhar: Ceol

Snáithe: Éisteacht agus Freagairt; Taibhiú / Ag Déanamh Ceoil; Cumadóireacht

Snáithaonad: Éisteacht agus Freagairt — aithint agus cur síos ar luas (luasanna athraithe) agus dinimic (lárda/íseal) i slisnithe ceoil.

Taibhiú — canadh le béim ar airde agus rithim; coinneáil buille seasta ag úsáid bualadh bos, stánadh agus peracaireacht choirp; réimse uirlisí peracaireachta a úsáid go rialaithe.

Cumadóireacht — comhoibriú grúpa chun patrúin rithime simplí a chruthú agus a léiriú le uirlisí peracaireachta.

Forbairt Scileanna agus Coincheapanna: Na daltaí in ann buille seasta a choimeád ag úsáid bualadh bos, stánadh agus gníomhaíochtaí ceoil choirp.

Na daltaí in ann patrúin rithime simplí a chluin agus a athdhéanamh go cruinn (call-and-response) le béim ar chruinneas agus ar amúntas.

Na daltaí in ann athruithe luas a chinneadh i slisnithe ceoil agus iad a lipéadú mar ‘tapa’/‘níos mall’ agus dinimic mar ‘lárda’/‘íseal’.

Na daltaí in ann canadh amhrán simplí le aire ar airde agus rithim, agus cur le guth i gceart chun tonúlacht a chothabháil.

Na daltaí in ann i ngrúpaí patrúin rithime simplí a chruthú agus a thabhairt i gcrích le réimse uirlisí peracaireachta, ag roinn tráchtas i bhfriotal agus ag éisteacht lena chéile.

Na daltaí glacann páirt ghníomhach i measúnú: léiriú féinmhachnaimh agus aiseolas ó chomhghleacaithe faoi chruinneas buille agus rithime.

Fócas na Foghlama: Buille

Rithim

Airde

Luas

Dinimic

Téad / Tondath (úirlisí peracaireachta agus guth)

Struchtúr (altanna do chór, fillteán ar rithim)

Am agus chruinneas (timing)

Eispéiris Foghlama: Coinneáil an bhuillí: cleachtaí le bualadh bos agus stánadh chun buille seasta a chothabháil.

Ceol coirp: úsáid an choirp mar uirlis (bualadh bos, stánadh, slapáil chlé/chos) mar chóiriún don bhuille.

Ag cleachtadh le píosa beo: ag teacht le 'Another One Bites The Dust' (Queen) chun buille seasta a choinneáil agus chun athruithe luas a aithint.

Call-and-response: freagrachtaí fíor-am le béim ar chruinneas agus ar amúntas; múinteoir ag múnlú na samplaí.

Éisteacht idirghníomhach: slisnithe ceoil a chloisteáil, sonraí a aithint faoi luas agus dinimic, agus plé seachtar beag le daltaí.

Cumadóireacht ghrúpa: grúpaí 3–4 ag cruthú patrún rithime simplí le uirlisí peracaireachta; pleanáil, cleachtadh agus léiriú don ghrúpa ranga.

Canadh: cleachtaí foclóra agus rithime do amhrán amháin, béim ar chothromaíocht airde agus rialú rithime.

Modelú agus tacaíocht: múinteoir ag múnlú teicnící buille agus rithime; tacaíochtaí le daltaí atá ag streachailt (réamh-mhúnlú, patrúin níos simplí).

Forghníomhú agus tabhairt aiseolais: léiriú grúpaí agus aiseolas struchtúrtha ó na comhghleacaithe agus ó mhúinteoir.

Measúnú agus Monatóireacht: Measúnú bhreathnóireachta: taifeadtaí ó bhreathnóireacht ranga ar rannpháirtíocht, coinneáil buille agus cruinneas rithime.

Measúnú bunaithe ar thascanna: léiriú grúpa ar phatrún rithime a mheastar de réir critéar shonraithe (coinneáil buille, cruinneas rithime, comhordú grúpa).

Seiceáilliosta / Grianghraf sonar: míreanna measúnaithe mar “coinníonn buille seasta”, “athraíonn luas nuair is gá”, “coinníonn airde an amhránaí” le ticbhearta.

Aiseolas piaraí: daltaí ag tabhairt aiseolais shóighníomhach ar fheidhmíocht comhghleacaí maidir le chruinneas agus amáil.

Féinmheastóireacht simplí: daltaí ag cur síos go béasach ar a bhfeidhmíocht (m.sh. “D’fhéadfainn feabhas a dhéanamh ar...”) agus ag socrú spriocanna beaga.

Fócas ar eolas ghairid agus gníomh: nótaí beatha ón múinteoir, tagairt do múnlú, agus pleananna leanúnaigh do thacaíocht daoine aonair.

Téarmaí measúnaithe: ag forbairt / sásúil / thar a bheith maith — ag tabhairt samplaí beaga scríofa ó fheidhmíochtaí chun tacú le marcáil.

Teacher Input (2nd): Focused on friendships and managing feelings. The story *Have You Filled a Bucket Today?* by Carol McCloud was used to prompt discussion about positive and negative behaviour. Children took part in circle-time discussions where they shared examples of kind actions and discussed how different situations might make someone feel. Role-play activities were used to practise sharing, turn-taking, and resolving simple disagreements. Children completed drawing and oral activities showing ways to be a good friend in the classroom and playground. Assessment was based on teacher observation during discussions and role-play. Support was provided through visual prompts and guided discussion where needed.

Subject: SPHE

Strand: Myself; Myself and Others

Strand Unit: Self-identity; My friends and other people; Relating to others

Skills and Concepts Development: Children will recognise and name a range of feelings and say how feelings can affect behaviour.

Children will identify examples of kind (bucket-filling) and unkind behaviour and describe why kindness matters.

Children will practise and demonstrate sharing, turn-taking and simple strategies for resolving disagreements.

Children will use age-appropriate language to express feelings and to respond to others with empathy and respect.

Children will describe ways to be a good friend in the classroom and playground and show responsibility for fair play.

Focus of the Learning: Friendships and positive behaviour

Managing feelings and emotional awareness

Empathy, respect and responsibility in relationships

Communication skills: expressing feelings and listening

Conflict resolution and co-operation

Learning Experiences: Whole-class reading and guided discussion of the story *Have You Filled a Bucket Today?* to prompt examples of positive and negative behaviour.

Circle-time sharing where children give examples of kind actions and discuss how situations might make someone feel.

Role-play and short drama scenarios to practise sharing, turn-taking and resolving simple disagreements using modelled language.

Drawing and oral presentation activities showing ways to be a good friend in classroom and playground contexts.

Small-group activities and paired practice to rehearse phrases (eg. I feel..., Can I have a turn?, Let's take turns) with teacher modelling.

Use of visual prompts (feeling faces, bucket metaphor cards) and guided questioning to support children who need language or structure.

Teacher-led reflection at the end of lessons to consolidate learning and set simple class agreements for respectful behaviour.

Assessment and Monitoring: Teacher observation and anecdotal notes during circle-time, role-play and group work.

Targeted questioning and prompts to check understanding of feelings, kindness and conflict-resolution strategies.

Collection of children' drawings and oral contributions as evidence of understanding (class portfolio).

Simple child self-assessment (eg. smiley/neutral/sad faces or thumbs up/thumbs down) to record confidence in using strategies.

Checklist of social skills (sharing, turn-taking, using polite language, showing empathy) used formatively.

Adjustment of supports recorded (use of visual prompts, language modelling, guided discussion) to track child progress and plan next steps.

Teacher Input (2nd): Focused on friendships and managing feelings. The story *Have You Filled a Bucket Today?* by Carol McCloud was used to prompt discussion about positive and negative behaviour. Children took part in circle-time discussions where they shared examples of kind actions and discussed how different situations might make someone feel. Role-play activities were used to practise sharing, turn-taking, and resolving simple disagreements. Children completed drawing and oral activities showing ways to be a good friend in the classroom and playground. Assessment was based on teacher observation during discussions and role-play. Support was provided through visual prompts and guided discussion where needed.

Ábhar: OSPA

Snáithe: Mé Féin; Mé Féin agus Daoine Eile

Snáithaonad: Bainistiú mothúchán agus Féinmheas; Caidrimh le daoine eile (cairdeas, comhroinnt agus comhoibriú); Cumarsáid shóisialta agus Réiteach coinbhleachta

Forbairt Scileanna agus Coincheapanna: Rang a Dó — Cuspóirí do dhaltáí:

Aithint agus ainmniú mothúchán éagsúla (sásta, brónach, feargach, buíoch) agus cur síos a dhéanamh ar conas a mhothaíonn daoine i gcásanna éagsúla.

Míniú cad is ciallaíonn sé a bheith ina chara maith agus samplaí simplí a thabhairt d'iompraíochtaí cineálta.

Cleachtadh scileanna sóisialta bunúsacha: roinnteacht, glacadh le casanna, éisteacht agus labhairt go bhfuil meas.

Cleachtadh réiteach simplí coimhlintí idir cairde trí úsáid a bhaint as teicneolaíochtaí réitigh cosúil le caibidíocht bheag, comhaontú agus idirghníomhaíocht a threorú.

Úsáid teanga iontach agus uirlisí amhairc chun mothúcháin a chur in iúl agus tugaimid tacaíocht dírithe nuair is gá.

Taispeáin cur i bhfeidhm an choincheap “bucket filling” trí ghníomhartha fabhracha i ranga agus ar pháirc an scoil.

Fócas na Foghlama: Mothúcháin agus bainistiú mothúchán

Féinmheas agus tuiscint ar an duine féin

Caidrimh (cairdeas, cineáltas, comhbhrón)

Meas agus freagracht i dtreo daoine eile

Cumarsáid chabhrach agus scileanna éisteachta

Réiteach coinbhleachta bhunúsach

Eispéiris Foghlama: Gníomhaíochtaí a rinneadh agus moltaí do Rang a Dó:

Léamh/Plé scéal mar spreagadh: An líon tú buidéal inniu? (coincheap Carol McCloud) le plé ar iompraíochtaí dearfacha agus diúltacha.

Am ciorcail (circle-time) le páirtíocht chothrom, roinnteoirí samplacha ó dhaltáí agus ceisteanna treoraithe.

Ról-imirt chun scileanna a chleachtadh: roinnteacht, glacadh le casanna, cur chuige le réiteach argóintí beaga.

Gníomhaíochtaí ealaíne agus béil: líníochtaí agus cur síos béil ar conas a bheith i do chara maith sa chuid ranga agus ar an bpáirc.

Cluichí comhoibríocha agus cleachtaí a neartaíonn casanna agus roinnteacht.

Uirlisí tacaíochta: samplaí teanga (frásaí chun mothúcháin a chur in iúl), leideanna amhairc ar bhalla, agus stiúradh ceisteanna don teagasc threoraithe.

Ról múinteora mar shampla: teimpléid abairtí le húsáid (m.sh. “Mothaim _____ nuair a _____”), agus modheolaíocht thacaíoch do dhaltáí nach bhfuil compordach fós le labhairt.

Measúnú agus Monatóireacht: Measúnú: modhanna oiriúnach do Rang a Dó

Súileóireacht mheastóireachta an mhúinteora le linn ciorcail, plé agus ról-imirt (taifeadacht fhócasáil ar rannpháirtíocht agus úsáid teanga).

Ceisteanna dírithe chun tuiscint a sheiceáil (m.sh. “Cad a dhéanfá má bhraitheann cara brónach?”).

Taispeántais bhéil agus ealaíne mar thaispeántas ar thuiscint agus scileanna cairdis.

Taifid phearsanta nó nótaí annalacha ó mhúinteoir le samplaí atá infheicthe de “bucket filling”.

Measúnú féin-sheiceáil simplí do dhaltáí (réamhrá/ráiteas gearr faoi conas a rinne siad gníomh cineálta le déanaí).

Úsáid tacaíochta measúnaithe: leideanna amhairc agus sciar dhírigh chuig daltaí a bhfuil tacaíocht breise ag teastáil.

Teacher Input (1st): Focused on plants and living things. Children examined real plants in the classroom and school grounds and identified basic parts such as roots, stem, leaves, and flowers. Experiment planting cress seeds and observing growth over time, with children watering plants and noting changes. Children sorted pictures of living and non-living things and discussed their reasons during whole-class and small-group activities. Drawing and labelling activities were completed to show understanding of plant parts. Assessment was based on teacher observation, questioning during practical activities, and review of children's drawings and oral responses. Support was provided through modelling, visual prompts, and guided discussion where needed.

Subject: Science

Strand: Living Things; Environmental Awareness and Care

Strand Unit: Plants (plants and animals); Living and non-living things; Caring for the environment

Skills and Concepts Development: Children will be able to:

Identify and name basic parts of a plant: roots, stem, leaves and flowers.

Observe and describe the growth of cress seeds over time and recognise that plants need water (and light/soil) to grow.

Sort and classify pictures/objects as living or non-living and give simple reasons for their choices.

Record observations by drawing and labelling plant parts and stages of growth.

Ask simple questions, make predictions about what will happen to seeds/plants, and talk about their observations.

Work co-operatively in whole-class and small-group practical activities with teacher support where needed.

Focus of the Learning: Working scientifically skills emphasised:

Questioning — asking simple, relevant questions about plants and living things.

Predicting — making simple predictions about seed germination and plant growth.

Planning & investigating — carrying out a straightforward planting investigation (cress) and following routines for care.

Observing — regular visual checks of real plants and seedlings, noticing changes over time.

Recording — drawing, labelling and oral reporting of observations.

Analysing & concluding — discussing results and identifying basic needs of plants.

Communication — explaining reasons for sorting living/non-living and describing plant parts using key vocabulary.

Use of teacher modelling, visual prompts and guided discussion to scaffold skills and understanding.

Introduce the simple idea of a fair approach: keeping conditions the same when comparing how seeds grow.

Learning Experiences: Classroom and school-ground exploration of real plants: close observation of roots, stems, leaves and flowers.

A hands-on planting investigation: sowing and caring for cress seeds, regular watering and monitoring of growth over time.

Sorting activity: pictures of living and non-living things discussed in whole-class and small-group settings; children justify choices orally.

Drawing and labelling tasks to record plant parts and stages of seed growth.

Guided talk and teacher modelling: vocabulary support, visual prompts and demonstrated routines for planting and observation.

Opportunities for paired and small-group work to discuss observations and share ideas.

Assessment and Monitoring: Formative assessment approaches used:

Teacher observation and anecdotal notes during hands-on planting, watering and observation activities.

Oral questioning during whole-class and small-group discussion to probe understanding of plant parts, needs and living/non-living distinctions.

Review of children's drawings and labelled diagrams for accurate identification of plant parts and depiction of growth stages.

Informal checklists or brief records of each child's participation and use of key vocabulary (teacher records).

Feedback and guided next steps provided through modelling, visual prompts and short focused conversations with children.

Teacher Input (1st): Focused on plants and living things. Children examined real plants in the classroom and school grounds and identified basic parts such as roots, stem, leaves, and flowers. Experiment planting cress seeds and observing growth over time, with children watering plants and noting changes. Children sorted pictures of living and non-living things and discussed their reasons during whole-class and small-group activities. Drawing and labelling activities were completed to show understanding of plant parts. Assessment was based on teacher observation, questioning during practical activities, and review of children's drawings and oral responses. Support was provided through modelling, visual prompts, and guided discussion where needed.

Ábhar: Eolaíocht

Snáithe: Rudaí Beo; Feasacht agus Cúram Comhshaoil

Snáithaonad: Plandaí; Cúram don chomhshaoil

Forbairt Scileanna agus Coincheapanna: Na tuairimí a bhaint amach do Rang 1:

Aithint agus ainmniú na bpáirteanna bunúsacha de phlanda: fréamhacha, gas, duilleoga agus bláthanna.

Tuigbheáil go bhfuil riachtanais simplí ag plandaí (uisce, solas, talamh) agus go n-athraíonn plandaí agus a fás le himeacht ama.

Breathnóireacht agus cur síos a dhéanamh ar athruithe i bplandaí lena n-áirítear fáis ó síolta (píosa praiticiúil le síolta cress).

Rudaí beo agus neamhbheo a aicmiú agus míniú simplí a thabhairt ar na cúiseanna a ndéantar iad a aicmiú ann.

Eolas a thaispeáint trí líníochtaí agus lipéadú simplí agus míniú béil ar thaithí phraiticiúil.

Úsáid teanga eolaíoch shimplí agus freagra a thabhairt ar cheisteanna bunúsacha faoi phlandaí agus cúram dóibh.

Fócas na Foghlama: Obair eolaíoch oibre:

Ceisteanna a chur agus gach lá nó roimh an obair: Cad a tharlóidh? Cén fáth?

Tuar a dhéanamh go simplí (tuairim sholas/uisce) sula dtosaítear ar an imscrúdú.

Imscrúdú agus turgnamh simplí: plandaí síolta cress agus breathnú ar fhás thar am.

Breathnóireacht chráifeach ar phlandaí i seomra ranga agus ar an gclós scoile.

Taifeadadh breathnóireachtaí trí líníochtaí, lipéid agus tuairisc bhéil.

Aicmiú agus plé grúpaíochta (rudaí beo vs neamhbheo) le míniú cúiseanna.

Anailísiú simplí agus conclúidí beagáinín: cad a d'athraigh agus cén chúis a d'fhéadfadh a bheith leis.

Tacaíocht thacaithe: mhodheolaíocht múinte, spreagthaí amhairc agus comhrá treoraithe ó mhúinteoir.

Eispéiris Foghlama: Gníomhaíochtaí praiticiúla agus eispéiris foghlama:

Breathnú agus iniúchadh ar phlandaí fíor sa seomra ranga agus ar an gclós scoile chun fréamhacha, gas, duilleoga agus bláthanna a aithint.

Turgnamh plandála síolta cress: síolta a chur i sáspan/pláta, uisce a thabhairt, agus fás a thaifeadadh thar roinnt laethanta.

Rannpháirtíocht na ndaltaí i ngearr-obair: uisce a thabhairt do na plandaí agus athruithe a thabhairt faoi deara.

Gníomhaíocht aicmithe: pictiúir de rudaí beo agus neamhbheo a scagadh agus a phlé i rang iomlán agus i ngrúpaí beaga.

Líníochtaí agus lipéadú: líníocht de phlanda agus ainmníodh páirteanna bunúsacha; úsáideadh íomhánna mar spreagthach.

Taifead simplí ar fhás: chairt rangúil nó dialann bhreathnóireachta le pictiúir/staidéar laethúil nó seachtainiúil.

Comhrá treoraithe agus samhaltú oibre ó mhúinteoir chun tuiscint a chothú agus chun tacaíocht a sholáthar do dhaltaí a bhfuil riachtanais bhreise acu.

Measúnú agus Monatóireacht: Measúnú foclóra foirmeach agus fiosrúchán iar-obair:

Breathnóireacht leanúnach ón múinteoir i rith na n-ghníomhaíochtaí praiticiúla.

Ceisteanna béil le linn agus i ndiaidh na himeartha chun tuiscint a mheas (cad a fheiceann tú? cad a thosaigh mar sin?).

Athbhreithniú ar líníochtaí agus labhartha na ndaltaí chun léiriú tuisceana agus ábhar teanga eolaíochta a mheas.

Taifead i bhfíseán nó i nótaí múinteora ar rannpháirtíocht agus ar chumas aicmithe agus breathnóireachta.

Uirlis éasca measúnaithe: seicliosta soiléir don mhúinteoir (ainmníodh páirteanna, breathnóireacht ar fás, míniú ar aicmiú beo/neamhbheo).

Measúnú féin agus píaraí simplí (m.sh. guthán/tuairim ghéagach nó trácht 1–2 abairt) chun caighdeán tuisceana a sheiceáil.

Úsáid na torthaí measúnaithe chun tacaíocht leanúnach a sholáthar: samhaltú, spreagthach amhairc agus comhrá treoraithe d'fhorbairt bhreise nuair is gá.

Teacher Input (Senior Infants): Local area and places in the school environment. Children explored a simple map of the classroom and school and talked about different rooms and outdoor areas. A school walk was carried out where children identified features such as the yard, gates, trees, and nearby buildings. Photographs and picture cards were used to discuss familiar places and routes to school. Children completed drawing activities showing the classroom and playground and used basic positional language such as near, far, beside, and behind. Assessment was based on teacher observation, questioning during discussions and the walk, and review of children' drawings and oral responses.

Subject: Geography

Strand: Human Environments; Natural Environments

Strand Unit: People living and working in the local area; The local natural environment; Local places and routes (school environment)

Skills and Concepts Development: Children will be able to name and point to familiar places in the school environment (classroom, playground/yard, gates, trees, nearby buildings).

Children will use simple positional language (near, far, beside, behind) to describe locations in the classroom and playground.

Children will follow and describe a simple route around the school (school walk) using photographs and picture prompts.

Children will interpret and produce simple pictorial representations/drawings of the classroom and playground to show location of key features.

Children will respond to teacher questioning about features seen on the walk and in classroom photographs, demonstrating observation and oral description skills.

Focus of the Learning: Mapping: interpreting a simple classroom/school map and creating basic drawings to represent places.

Observation: noticing physical and human features on the school grounds and nearby area during a guided walk.

Questioning and discussion: using teacher-led and child questions to develop description and reasoning about places.

Geographical enquiry: locating and describing features and routes using positional/spatial language.

Fieldwork: supervised school walk to gather direct sensory and visual information.

Use of visual materials: photographs and picture cards to support recognition and discussion.

Learning Experiences: Exploration of a simple map/pictorial plan of the classroom and school in the classroom setting.
Guided school walk to observe and identify features such as yard, gates, trees and nearby buildings.
Use of photographs and picture cards to prompt discussion about familiar places and routes to school.
Drawing activities where children create simple pictorial maps of the classroom and playground showing key features.
Teacher modelling of positional language and map-reading; use of visual prompts and guided questioning for scaffolded support.
Whole-class and small-group discussion to encourage oral description and peer language modelling.
Opportunities to display and talk about children's drawings to consolidate learning.

Assessment and Monitoring: Teacher observation during classroom activities, discussions and the school walk (anecdotal notes).
Formative questioning to assess children's understanding of features, routes and positional language.
Review of children's drawings/pictorial maps to check representation of key features and use of spatial language.
Assessment of oral responses during class and on the walk to gauge vocabulary and descriptive ability.
Use of informal checklists or brief records noting which children require further modelling or prompts; record of differentiated support provided (modelling, visual prompts, guided questioning).

Teacher Input (Senior Infants): Local area and places in the school environment. Children explored a simple map of the classroom and school and talked about different rooms and outdoor areas. A school walk was carried out where children identified features such as the yard, gates, trees, and nearby buildings. Photographs and picture cards were used to discuss familiar places and routes to school. Children completed drawing activities showing the classroom and playground and used basic positional language such as near, far, beside, and behind. Assessment was based on teacher observation, questioning during discussions and the walk, and review of children' drawings and oral responses.

Ábhar: Tíreolaíocht

Snáithe: Timpeallachtaí Daonna; Timpeallachtaí Nádúrtha

Snáithaonad: Timpeallachtaí Daonna — An ceantar áitiúil: an scoil agus an seomra ranga, an chlós, geataí, foirgnimh in aice láimhe

Timpeallachtaí Nádúrtha — An timpeallacht nádúrtha áitiúil: crainn agus gnéithe nádúrtha sa cheantar scoile

Forbairt Scileanna agus Coincheapanna: Cuspóirí don Rang: Senior Infants

- Aithint agus cur síos simplí a dhéanamh ar spásanna sa scoil agus sa seomra ranga (seomra ranga, clós, geataí).
- Léarscáil shimplí den seomra ranga/scoil a léamh agus a chruthú trí tharraingt.
- Gnéithe infheicthe a thabhairt faoi deara ar shiúlóid scoile agus iad a ainmniú (crainn, foirgnimh in aice láimhe, geataí).
- Teanga suímh bhunúsach a úsáid go cruinn: in aice le, i gcéin, taobh le, taobh thiar de.
- Pictiúir agus cártaí a úsáid chun áiteanna agus bealaí go dtí an scoil a phlé.
- Freagraí béil agus tarraingtí a úsáid mar fianaise ar thuiscint.

Fócas na Foghlama: Scileanna faoi leith agus fócas foghlama

- Mapáil (léamh agus cruthú léarscáile bheaga): léarscáil an tseomra ranga agus mapáil shimplí den scoil.
- Breathnóireacht agus tuairisciú: breathnú ar ghnéithe inmheánacha agus seachtracha agus iad a ainmniú.
- Obair allamuigh: suíochán ar shiúlóid scoile chun gnéithe áitiúla a aithint.
- Imscrúdú agus ceistniú: ceisteanna simplí a chur agus freagraí a lorg faoi áit agus suíomh.

- Fíorú le rudaí amhairc: úsáid ghrianghrafanna agus cártaí pictiúr mar uirlisí measúnaithe agus foghlama.
- Teanga spásúil: cleachtadh ar théarmaí suímh agus frásaí comhaireamhach.

Eispéiris Foghlama: Eispéiris Foghlama don Rang

- Taispeáint agus plé léarscáil bheag den seomra ranga agus den scoil sa rang.
- Obair tharraingthe: páistí ag tarraingt an tseomra ranga agus an chlós le gnéithe simplí a shainathint.
- Siúlóid scoile (obair allamuigh) chun aird a díriú ar an gclós, geataí, crainn agus foirgnimh in aice láimhe.
- Plé ar ghrianghraif agus cártaí pictiúr chun áiteanna a shainiú agus bealaí ón mbaile go dtí an scoil a phlé.
- Cleachtaí teanga: cluichí agus abairtí chun 'in aice le', 'i gcéin', 'taobh le', 'taobh thiar de' a chleachtadh.
- Obair ghníomhaíoch i bpáirceanna agus i ngrúpaí (comhpháirtíochtaí) le samplaí beo.
- Tacaíochtaí múinteora: samhaltú (modelling), spreagthóirí amhairc agus ceistniú treorach don cinnteoireacht.
- Bailiú agus taispeáint obair pháistí i bpacáiste nó i bpunann na ranganna le haghaidh athbhreithnithe.

Measúnú agus Monatóireacht: Measúnú agus fianaise foghlama

- Breathnóireacht leanúnach: breathnóireacht dhíreach ar rannpháirtíocht, úsáid teanga suímh agus cumas aitheantais le linn obair sa rang agus ar an siúlóid scoile.
- Ceistniú béil: ceisteanna treoracha agus oscailte le haghaidh tuairiscí simplí ó pháistí faoi áiteanna agus suíomh.
- Athbhreithniú ar tharraingtí agus ar léarscáileanna beaga mar tháscaire ar thuiscint: feiceáil an bhfuil gnéithe cláraithe i gceart agus an dtaispeánann siad an t-úsáid cheart teanga spásúil.
- Fianaise ó ghrianghraif agus ó chártaí pictiúr: freagraí béil agus roghanna páistí ag aithint áiteanna.
- Taifeadtaí ón múinteoir (anecdotal notes) agus seicliosta scileanna simplí (e.g. aitheantas suíomh, úsáid frásaí suímh, rannpháirtíocht ar an siúlóid).
- Measúnú foirmiúil neamhfhoirmiúil: plé ghrúpa beag nó cainteoirí aonair chun cumarsáid bhéil a chinneadh.
- Taispeántas oibre mar phunann: samplaí de tharraingtí agus freagraí béil le haghaidh athbhreithnithe tuairisciúla.
- Úsáid tacaíochtaí measúnaithe: tagairt do mhúnlú, spreagthóirí amhairc agus ceistniú treorach mar shláinteachán agus mar chúnamh don pháiste ar mhaithe le dul chun cinn a thaispeáint.

Teacher Input (Junior Infants): The story *We're Going on a Bear Hunt* by Michael Rosen was used as a stimulus for movement and role-play. Children explored the story through actions, facial expressions, and simple sound effects, moving through imagined settings such as grass, mud, and water. Whole-class role-play and small-group mime activities were used to act out parts of the story. Children also engaged in pretend play using props to recreate characters and scenes. Assessment was based on teacher observation of participation, use of movement and expression, and children's engagement during role-play activities. Support was provided through modelling actions, repetition, and guided participation where needed.

Subject: Drama

Strand: Drama to explore feelings, knowledge and ideas, leading to understanding.

Strand Unit: Exploring and Making Drama; Reflecting on Drama; Co-operating and Communicating in Making Drama

Skills and Concepts Development: Children will:

- Respond to a familiar story stimulus (*We're Going on a Bear Hunt*) using body, voice and facial expression.
- Explore simple roles (family members, bear, environment elements) and sustain short imaginative play sequences.
- Use movement (walking, tiptoeing, splashing), gesture and simple sound effects to represent different settings (grass, mud, water).
- Collaborate with peers in whole-class and small-group role-play, sharing space and turn-taking.
- Follow teacher modelling and join guided participation, repeating and developing actions with confidence.
- Show emerging awareness of story sequence (beginning, middle, end) through enacted actions.

Focus of the Learning: Role: child, parent/adult, bear, elements of the environment.

Action: walking, running, tiptoeing, splashing, squeezing through, hiding, listening.

Time: simple sequence and order of events (setting out, travelling through obstacles, finding/losing the bear, returning).

Place: imagined settings — grass, mud, water, forest, cave — created by movement and sound.

Tension: simple problem/challenge and resolution (getting through muddy water, finding a safe place).

Focus: attention to teacher cues and to peers; developing an observable 'moment' in which children hold an action or expression briefly.

Learning Experiences: Teacher models whole-class role-play based on *We're Going on a Bear Hunt*, inviting children to join in step by step.

Guided movement sequences to represent each terrain (grass — swaying arms, mud — heavy steps, water — arm splashes).

Small-group mime: children silently act a short part of the story using only movement and facial expression.

Pretend play with simple props (scarves, boxes, natural materials) to recreate scenes and develop character.

Short improvisations prompted by teacher questions (How do we move through the mud? What sound does the water make?).

Freeze-frame opportunities: children hold a still pose to show a key moment (e.g., peeking into the cave).

Repetition and extension: repeat favourite sequences, adding one new action or sound each time to build competence.

Teacher-in-role: teacher takes a role (e.g., parent or guide) to scaffold language and choices during the play.

Assessment and Monitoring: Ongoing teacher observation of participation, willingness to join in and take turns during whole-class and small-group activities.

Anecdotal records noting use of movement, facial expression, and simple vocal sounds to convey setting or feeling.

Checklist of learning indicators (joins role-play, uses varied movement, imitates modelled actions, collaborates with peers).

Photographic or brief video evidence of sustained role-play sequences, stored with learning notes (where policy permits).

Simple child reflection: teacher-led circle time prompts (thumbs up/side/down or single-word responses) about enjoyment and favourite moment.

Peer affirmation: teacher notes instances of positive cooperation and support within groups.

Use assessment to identify next steps: targeted modelling, small-group scaffolding, or further repeated practice for children needing support.

Teacher Input (Junior Infants): The story We're Going on a Bear Hunt by Michael Rosen was used as a stimulus for movement and role-play. Children explored the story through actions, facial expressions, and simple sound effects, moving through imagined settings such as grass, mud, and water. Whole-class role-play and small-group mime activities were used to act out parts of the story. Children also engaged in pretend play using props to recreate characters and scenes. Assessment was based on teacher observation of participation, use of movement and expression, and children's engagement during role-play activities. Support was provided through modelling actions, repetition, and guided participation where needed.

Ábhar: Drámaíocht

Snáithe: Drámaíocht chun mothúcháin, eolas agus smaointe a fhiosrú, ag treorú i dtreo tuisceana

Snáithaonad: Ag Fiosrú agus ag Déanamh Drámaíochta; Ag Machnamh ar Dhrámaíocht; Ag Comhoibriú agus ag Cumarsáid

Forbairt Scileanna agus Coincheapanna: Páistí a spreagadh chun páirt ghnóthach a ghlacadh i ngníomhaíochtaí dráma bunaithe ar an scéal.

Gluaiseacht agus mothúcháin a chleachtadh trí aghaidheanna, gníomhaíocht choirp agus éifeachtaí fuaime simplí.

Rólanna simplí a ghlacadh agus a athrú (mar shampla an teaghlach, an béar) chun tuiscint ar ról agus rólghlacadh a fhorbairt.

Comhoibriú agus cumarsáid shimplí a chleachtadh i ról-iomlán agus i ngrúpaí beaga.

Úsáid shimplí ar áiseanna agus propanna chun carachtair agus radhairc a athchruthú.

Éisteacht le múnlú an mhúinteora agus freagairt go treorach; muinín agus spraoi a fhorbairt trí athrá.

Fócas na Foghlama: Ról: Páistí ag glacadh rólanna simplí (an teaghlach, an béar) le fócas ar athrú agus ar aithint ról.

Gníomh: Siúl, machnamh, plúchadh/splancadh, bogadh tríd radhairc samhlaíoch (féar, cré, uisce) le úsáid fuaimeanna agus gluaiseachtaí soiléire.

Am: Seicheamh simplí imeachtaí — tosú, dul tríd codanna éagsúla den scéal, críochnú; tuiscint ar ord imeachtaí.

Áit: Spás samhlaíoch sa rang — féar, cré, uisce — agus úsáid shimplí propanna chun áit a shoiléiriú.

Téannas: Tógáil beagáinín iontais/eagla agus réitigh (measúnú sábháilte do na Naíonáin Shóisearacha).

Tábhacht: Tuigse shimplí ar mhothúcháin (áthas, eagla beag, suaimhneas) agus ar an gcaoi a léirítear iad.

Fócas: Aire a choinneáil ar threoracha an mhúinteora, ar chomhordú le páistí eile agus ar úsáid shábháilte spáis.

Eispéiris Foghlama: Múinteoir i ról chun an scéal a threorú agus gníomh a mhúnlú; múnlú agus athrá le go mbeidh na páistí compordach.

Ról-iomlán ar fad (whole-class role-play) ag siúl tríd an fhéar, an cré, an t-uisce le gníomh, aghaidheanna agus fuaimeanna.

Mím i ngrúpaí beaga chun píosaí den scéal a léiriú gan cainte, ag díriú ar ghluaiseacht agus ar fhisiciúlacht.

Tobchumadh simplí (improvisation) chun freagairt go tapa do threoracha agus aistriú idir rólanna.

Reo-fhráma chun radhairc tábhachtacha a ghabháil agus chun mion-stáit a breathnú.

Cathaoir the shimplí chun ceisteanna a chur faoi mhothúcháin agus rólcarachtair (má oiriúnach do Naíonáin Shóisearacha).

Imirt shamhlaíoch le propanna shimplí chun carachtair agus radhairc a athchruthú; béim ar úsáid shábháilte na n-ábhar.

Cleachtaí ar aghaidheanna agus ar éifeachtaí fuaime atá soiléir agus inrochtana do naíonáin (múnlú agus athrá).

Tacaíocht dhá réir an riachtanais: múnlú níos mó, rannpháirtíocht threorach, nó gníomhaíochtaí níos simplí do pháistí a bhfuil tacaíocht de dhíth orthu.

Measúnú agus Monatóireacht: Measúnú foirmiúil agus fhoirmiúil-bhunaithe ar bhreathnóireacht an mhúinteora:

rannpháirtíocht, úsáid gluaiseachta agus léiriú aghaidhe.

Nótaí bheathaisnéise/béil chun forás agus cuid áirithe a thaifeadh; liosta seiceála simplí le critéir bheaga (páirt a ghlacadh, éifeachtaí fuaime a úsáid, comhoibriú).

Taifeadtaí pictiúrtha/grianghraf nó taifeadh gairid físe chun radhairc shocraithe a thaispeáint agus chun athbhreithniú a dhéanamh leis an rang.

Measúnú féin-shimplí do pháistí: rogha aghaidheanna (áthas/sásamh/níl) nó méar suas/méar síos tar éis gníomhaíocht.

Aiseolas ó chomhghleacaithe go beagán: moladh simplí agus aitheantas ó pháistí eile i ngrúpa.

Úsáid an mheasúnachta chun pleananna teagaisc a mhúnlú: leanúint le múnlú, athrá, nó athrú ar an leibhéal tacaíochta.

Toisc go bhfuil sé do Naíonáin Shóisearacha, tógtar béim ar bhreathnóireacht leanúnach agus ar thaithí dhearfach seachas ar thástálacha foirmiúla.

Teacher Input (Mixed: Senior and Junior Infants): Art activities were planned and developed through **Aistear-based play**. Children engaged in creative play at art and construction stations as part of Aistear themes, using collage materials, paint, clay, and recycled materials to create models, pictures, and imaginative pieces. Painting activities included exploring colour mixing and using different tools such as brushes, sponges, and fingers. Children used construction and junk art materials during role-play and small-world play to represent buildings, characters, and settings linked to the Aistear theme. Opportunities were provided for children to talk about their creations during play and sharing time. Assessment was based on teacher observation of engagement, use of materials, creativity, and children' oral explanations of their work. Support was provided through modelling, visual examples, and individual guidance where needed.

Subject: Visual Arts

Strand: Paint and Colour; Clay; Construction; Fabric and Fibre

Strand Unit: Paint and Colour — colour exploration and mixing; experimenting with brushes, sponges and finger painting to create texture and mark-making; making imaginative pictures linked to Aistear themes.

Clay — modelling simple forms and figures; manipulating, joining and finishing small clay models as part of role-play and thematic storytelling.

Construction — junk art and recycled-material construction to represent buildings, characters and settings; small-world construction for role-play and storytelling; developing joining and balancing skills.

Fabric and Fibre — collage and layering using paper, fabric and mixed media; cutting, tearing and gluing to create texture, pattern and imaginative compositions.

Content Objectives: Making: Children will explore and use a range of materials (paint, collage materials, clay, recycled materials) to make pictures, models and constructions related to Aistear themes.

Making: Children will experiment with colour mixing and different painting tools (brushes, sponges, fingers) to produce varied marks and textures.

Making: Children will practise basic clay techniques (rolling, pinching, joining) to shape simple forms and imaginative figures.

Looking and responding: Children will talk about their own and others' work, using simple descriptive vocabulary and explaining ideas or choices during sharing time.

Skills and dispositions: Children will show curiosity, persistence and creativity during sustained play-based art activities and begin to make simple decisions about materials and processes.

Focus of the Learning: Colour — exploring and mixing primary colours to make new colours.
Texture — creating tactile surfaces through paint application, collage layering and clay modelling.
Form — simple three-dimensional forms made with clay and constructed/junk materials.
Shape — recognising and using basic shapes when making pictures and constructions.
Line — mark-making through brushes, fingers and tools to represent edges, movement or detail.
Pattern and repetition — simple repeated marks or collage arrangements used in compositions.
Spatial organisation — arranging materials to create foreground/background and simple settings for role-play.

Learning Experiences: Shared experiences:

- Aistear-based art and construction stations where children make pictures, models and small-world settings linked to the theme.
- Painting activities focused on exploring and mixing colour; using brushes, sponges and fingers to make different marks and textures; experimenting with tool selection.
- Clay sessions for shaping, rolling and joining to create figures and objects that support role-play narratives.
- Junk art and recycled-material construction to build buildings, vehicles, characters and settings; practising cutting, tearing, folding and joining.
- Collage and fabric/fibre exploration: layering paper, fabric and found materials to add texture and detail to imaginative pieces.
- Teacher modelling and visual examples displayed at stations; adult scaffolding and individual guidance during play.
- Regular opportunities for children to share and talk about their work in small groups and whole-class sharing time.

Differentiation:

[Senior Infants] Children encouraged to plan a simple outcome, choose combined materials deliberately (e.g. paint plus collage), and describe steps used; more independence in using tools and in mixing predictable colour results.

[Junior Infants] Emphasis on exploration and sensory experience; supported use of tools and materials with modelling and adult facilitation; focus on engagement, experimentation and simple verbal descriptions of what they made.

Assessment and Monitoring: Shared assessment approaches:

- Continuous teacher observation of engagement, use of materials, persistence and creativity during play-based activities.
- Listening to children' oral explanations during sharing time and informal conversations to assess understanding and expressive vocabulary.
- Photographic records and annotated samples of children' work kept in a class portfolio to show progression and thematic links.
- Displays of finished work that document process and provide prompts for child reflection and peer comment.
- Short teacher notes or checklist recording emerging skills (colour mixing, use of tools, clay manipulation, joining techniques).

Differentiation in assessment:

[Senior Infants] Assess for increasing independence, intentional use of materials, clearer verbal explanation of choices and steps, and ability to combine materials to achieve an intended outcome.

[Junior Infants] Assess for willingness to explore, emerging control of materials and tools, participation in shared discussion about work and developing ability to follow simple modelling/demonstration.

Teacher Input (Mixed: Senior and Junior Infants): Art activities were planned and developed through **Aistear-based play**. Children engaged in creative play at art and construction stations as part of Aistear themes, using collage materials, paint, clay, and recycled materials to create models, pictures, and imaginative pieces. Painting activities included exploring colour mixing and using different tools such as brushes, sponges, and fingers. Children used construction and junk art materials during role-play and small-world play to represent buildings, characters, and settings linked to the Aistear theme. Opportunities were provided for children to talk about their creations during play and sharing time. Assessment was based on teacher observation of engagement, use of materials, creativity, and children' oral explanations of their work. Support was provided through modelling, visual examples, and individual guidance where needed.

Ábhar: Ealaín

Snáithe: Líníocht; Péint agus Dath; Cré; Tógáil; Fabraic agus Snáithín

Snáithaonad: Líníocht — Marcáil agus líníocht chruthaitheach mar chuid den imirt Aistear

Péint agus Dath — Iniúchadh agus meascadh dathanna; úsáid scuabanna, spúin, agus méara

Cré — Múnú simplí agus cruthú réadain bheaga

Tógáil — Tógáil agus junk-art chun tógálacha, carachtair agus socruithe a léiriú

Fabraic agus Snáithín — Úsáid ábhar athchúrsáilte agus ábhair chollaí chun uigeacht agus patrún a chruthú

Forbairt Scileanna agus Coincheapanna: Spriocanna ginearálta do dhaltaí:

- Úsáid uirlisí agus ábhair ealaíne go sábháilte agus go muiníneach le linn imirt.
- Léiriú ar smaointe agus ar scéalta trí phéint, colláis, cruthú cré agus tógáil.
- Cur síos bhunúsach a thabhairt ar a saothair agus é a roinnt le páistí agus le múinteoirí.
- Taispeáint cruthaitheachta agus réiteach fadhbanna simplí le hábhair athchúrsáilte.

Difriúcháin faoin leibhéal:

[Junior Infants]

- Déanfaidh siad marcanna éagsúla ag úsáid méara, scuab agus spúin.
- Cruthóidh siad píosaí simplí bunaithe ar ról-imirt agus ar théamaí Aistear.
- Labhróidh siad go gairid faoi conas a rinne siad a saothar.

[Senior Infants]

- Beidh siad in ann dathanna a mheascadh chun dathanna nua a chruthú agus a mhíniú go simplí.
- Déanfaidh siad píosaí múnlaíthe ó cré le foirmeacha beagán níos casta agus rachaidh siad i dteagmháil le patrúin agus uigeacht.

- Úsáidfidh siad teanga bhunúsach chun a rogha ábhar agus próiseas a mhíniú níos mion.

Fócas na Foghlama: Líne

Cruth

Foirm

Dath

Uigeacht

Patrún

Ton

Eagraíocht spáis

Eispéiris Foghlama: Eispéiris foghlama i gcroílár an imirce Aistear:

- Stáisiúin ealaíne agus tógála mar chuid de théamaí Aistear: roghnú ábhar, tascadh agus roinnt.

- Colláis le hábhair páipéir agus athchúrsáilte; iniúchadh ar uigeacht trí ghreamú agus sraithú ábhar.

- Gníomhaíochtaí péinteála ag iniúchadh meascadh dathanna; úsáid scuabanna, spúin agus méara chun éifeachtaí éagsúla a chruthú.

- Oibreacha cré simplí: múnlú, struchtúr beag agus déanamh figiúirí nó réadán beaga.

- Tógáil agus junk-art ag úsáid phíosaí athchúrsáilte chun tógálacha, carachtair agus socruithe a léiriú i ról-imirt agus i small-world play.

- Am labhartha agus roinnt: deis do pháistí cur síos a dhéanamh ar a gcuid saothar, a mhacnamh a roinnt agus ceisteanna a fhreagairt.

- Tacaíocht mhúinteora: samplaí amhairc, múnlú agus treoír aonair nuair is gá; deis do mhúnlú ag an stáisiún ealaíne.

Difriúchán de réir leibhéal:

[Junior Infants]

- Ábhair agus uirlisí éasca le húsáid; fócas ar iniúchadh spráúil agus ar fhásáil muiníne lena n-ábhair.

- Áiseanna ról-imirt simplí le tacaíocht fhisiciúil chun cruthú a éascú.

[Senior Infants]

- Tascanna beagán níos struchtúrtha a spreagann meascadh dathanna agus múnlú foirmeacha.

- Deiseanna breise chun patrúin agus uigeachtaí a iniúchadh agus iad a chomhtháthú i bpíosaí cruthaitheacha.

Measúnú agus Monatóireacht: Modhanna measúna:

- Breathnóireacht agus nótaí fháiseanta: measúnú leanúnach ar rannpháirtíocht, scileanna lámhe agus rialáil uirlisí.
- Comhrá agus trácht ó bhéal: taifeadadh tagairtí simplí na ndaltaí agus a mhíniú ar a bpróisis.
- Bailiúchán saothar: grianghraif, píosaí ealaíne agus dathanna sa chóipleabhar nó sa chásálaí mar léiriú ar dul chun cinn.
- Taispeántais agus am roinnte: breathnóireacht ar chumas na ndaltaí a gcuid oibre a mhíniú os comhair grúpa.
- Nótaí ó mhúinteoir agus fianaise dhearfacha ar chruthaitheacht agus ar úsáid ábhar athchúrsáilte.

Difriúcháin meastóireachta:

[Junior Infants]

- Béim ar iniúchadh, spéis agus úsáid shábháilte na n-uirlisí; tagairtí béil shimplí ó na páistí.

[Senior Infants]

- Béim ar shoiléiriú próisis: rangú ar an gcumas dathanna a mheascadh, foirmeacha simplí a mhúnlú agus míniú gearr a thabhairt ar roghanna ábhair.
- Úsáid taifeadtaí grianghrafacha agus píosaí mar chuid de phunann foghlama chun dul chun cinn a thaispeáint.

Teacher Input (Mixed: 4th, 5th, and 6th Class): History work focused on local history and life in the past. Children examined old photographs and maps of the local area and discussed changes over time in buildings, transport, and daily life. A local history topic was explored using short written sources and images, including comparisons between homes and schools in the past and today. Children worked in mixed-age groups to create simple timelines and fact posters based on the information studied. Oral discussion and questioning were used to help children explain differences between past and present. Assessment was based on teacher observation during group work, questioning, and review of children's written and visual work. Support was provided through modelling, visual prompts, and mixed-ability grouping where needed.

Subject: History

Strand: Local Studies; Continuity and Change over Time

Strand Unit: Local area: changes in buildings, transport and daily life; Homes and schools: past and present; Local sources: photographs, maps and short written accounts

Skills and Concepts Development: Shared objectives:

- Use chronology to sequence changes and create simple timelines.
- Use evidence from photographs, maps and short written sources to identify and describe change and continuity in the local area.
- Describe similarities and differences between homes and schools in the past and today.
- Explain reasons for simple changes in buildings, transport and daily life using observed evidence.
- Communicate findings clearly in oral, written and visual formats (timelines, fact posters).
- Work collaboratively in mixed-age groups, responding to modelling and visual prompts.
- Develop empathy by imagining everyday life in the past.

Differentiation:

[6th] Independently select and interpret evidence from sources; justify conclusions about why changes occurred; use subject-specific terms (continuity, change, source, evidence, chronology); produce extended written explanations and annotated timelines.

[5th] Explain changes and continuities using evidence from sources; compare past and present with supporting details; produce clear fact posters and short written summaries with teacher scaffolding as needed.

[4th] Identify and describe obvious similarities and differences between past and present; sequence 3–5 events/changes on a timeline; use teacher-provided sentence starters and visual prompts to record findings.

Focus of the Learning: Shared focus:

- Chronology: sequencing events and changes; creating timelines.
- Use of evidence: observing and drawing conclusions from photographs, maps and short written sources.
- Continuity and change: recognising what has changed and what has remained the same over time.
- Cause and effect: suggesting simple reasons for observed changes.
- Empathy: imagining experiences of people who lived in the locality in the past.
- Source analysis: observing, describing and comparing visual and written sources.
- Communication: presenting findings orally, visually and in writing.

Differentiation:

[6th] Emphasis on interpreting evidence, weighing reliability of sources and explaining causes of change in greater depth.

[5th] Emphasis on making evidence-based comparisons and clear explanations with supported statements.

[4th] Emphasis on observation, basic sequencing and using visual prompts to support description.

Learning Experiences: Shared learning experiences:

- Examine and discuss old local photographs and historical maps in pairs and small groups.
- Compare images of homes and schools from the past with contemporary photographs; record similarities and differences.
- Create simple timelines in mixed-age groups to show changes in buildings, transport and daily life.
- Produce fact posters (visual and written) summarising findings from sources.
- Engage in teacher-led oral discussion and questioning to develop explanations and empathy.
- Use modelling and visual prompts to scaffold source-reading and recording.
- Collaborative group work with mixed-ability grouping and teacher support where needed.

Differentiation:

[6th] Annotate photographs and maps with observations and inferred reasons for change; compile an organised mini-report or layered timeline showing sequence and causes.

[5th] Produce labelled timelines and more detailed fact posters using sentence starters and guided research prompts.

[4th] Use matching and labelling activities, guided worksheets and simplified timeline templates; rely on teacher modelling and prompts for recording observations.

Assessment and Monitoring: Assessment approaches used:

- Teacher observation of children during mixed-age group work, noting use of evidence, collaboration and oral explanation.
- Targeted questioning to assess understanding of change, continuity and reasons for change.
- Review of children' written and visual work (timelines, fact posters) for accuracy of sequencing, use of evidence and clarity of explanation.
- Formative feedback and teacher-led conferencing to support improvement; use of modelling and visual prompts recorded in notes.

Differentiation in assessment:

[6th] Assess ability to select and interpret sources, justify conclusions and explain causes of change in writing and oral presentations.

[5th] Assess clear comparisons between past and present supported by evidence; assess completeness and presentation of posters and timelines.

[4th] Assess identification of key differences and similarities, correct sequencing on timelines and ability to use provided prompts to describe findings.

Teacher Input (Mixed: 4th, 5th, and 6th Class): History work focused on local history and life in the past. Children examined old photographs and maps of the local area and discussed changes over time in buildings, transport, and daily life. A local history topic was explored using short written sources and images, including comparisons between homes and schools in the past and today. Children worked in mixed-age groups to create simple timelines and fact posters based on the information studied. Oral discussion and questioning were used to help children explain differences between past and present. Assessment was based on teacher observation during group work, questioning, and review of children' written and visual work. Support was provided through modelling, visual prompts, and mixed-ability grouping where needed.

Ábhar: Stair

Snáithe: Staidéar Áitiúil; Leanúnachas agus Athrú; Scéal

Snáithaonad: Saol agus forbairt an cheantair áitiúla: grianghraif agus léarscáileanna; Athruithe i bhfoirgnimh, iompair agus sa shaol laethúil; Comparáid idir tithe agus scoileanna fadó agus inniu; Amlínte simplí agus póstaerí fíricí bunaithe ar shuirbhé stairiúil áitiúil

Forbairt Scileanna agus Coincheapanna: Cuspóirí comhroinnte:

Tuairisc shoiléir a thabhairt ar athruithe agus ar leanúnachas i bhfoirgnimh, iompair agus i saol laethúil an cheantair.

Foinse a úsáid (grianghraif, léarscáileanna, téacsanna gearra, íomhánna) chun faisnéis a fháil agus a mhíniú.

Amlínte simplí a chruthú chun imeachtaí/nó athruithe a shraith.

Obair ghrúpa éifeachtach a chleachtadh agus scileanna cumarsáide béil a fhorbairt.

Freagraí ar cheisteanna stairiúla a thabhairt ag tacú le fianaise.

Tacaíochtaí a úsáid ar nós múnlú agus spreagthaí amhairc.

Difríochtaí de réir leibhéal:

[4th] Cur síos simplí a dhéanamh ar athruithe agus ar leanúnachas; úsáid abairtí ghearra chun fianaise a mhíniú; amhlínte bunúsacha le téarmaí mar 'roimhe seo' agus 'anois'.

[5th] Cúiseanna agus éifeachtaí simplí a aithint; úsáid téarmaí staire cosúil le 'foinse' agus 'fianaise'; scríobh míniú gearr bunaithe ar fianaise.

[6th] Míniú níos leithne a thabhairt ar chúiseanna agus ar éifeachtaí; amhlínte a úsáid le léaráid nó blianta beaga; taighde beag a dhéanamh ag baint úsáide as ilfhoinsí agus measúnú beag ar iontaofacht foinse.

Fócas na Foghlama: Cróineolaíocht: sraith imeachtaí agus úsáid amhlínite.

Úsáid fianaise: léamh agus anailís ar ghrianghraif, léarscáileanna agus téacsanna gearra.

Cúis agus éifeacht: tuiscint ar cén chaoi agus cén fáth a tháinig athruithe.

Comhbhá: meas a léiriú do shaol daoine sa mhéid is a bhaineann sé le saol an lae inniu.

Leanúnachas agus athrú: idé-eolaíocht le haghaidh comparáid idir fadó agus inniu.

Anailís foinse agus scileanna cumarsáide: plé béil, scríobh gearr, agus obair ghrúpa.

Eispéiris Foghlama: Gníomhaíochtaí a rinneadh agus a mholtar:

Scrúdú agus comparáid ar ghrianghraif sean-aimseartha agus léarscáileanna an cheantair; ceisteanna treoraithe d'iompar agus do chórais tógála.

Anailís ar fhoinsí scríofa gearra agus íomhánna le ceisteanna treoraithe: cé, cad, cathain, cén fáth?

Obair i ngrúpaí il-aoise: amhlínite shimplí a chruthú agus póstaer fíricí a dhearadh bunaithe ar an staidéar áitiúil.

Plé béil struchtúrtha agus ceistniú múinteora mar mhodh chun míniúcháin a fhorbairt.

Múnlú ó mhúinteoir agus spreagthaí amhairc chun tacú le foghlaim; meascadh cumais saothair trí ghrúpaí measctha.

Moltaí breise: siúlóid stairiúil sa cheantar, agallaimh ghearra le daoine áitiúla nó le baill teaghlaigh, úsáideadh ICT chun léarscáileanna a chur i gcomparáid.

Measúnú agus Monatóireacht: Measúnú a chleachtadh:

Breathnóireacht leanúnach agus taifeadú ar rannpháirtíocht agus ar obair ghrúpa le linn na hoibre.

Ceistniú béil struchtúrtha chun tuiscint agus úsáid fianaise a mheas.

Athbhreithniú ar obair scríofa agus ar phóstaeir fíricí mar shamplaí na foghlama; suirbhéanna gearra nó seiceáilliostaí le húsáid mar chritéir rathúlachta.

Aiseolas béil agus scríofa ó mhúinteoir; úsáid phortafóil bheaga chun dul chun cinn a thaispeáint.

Tacaíochtaí measúnaithe: múnú, spreagthaí amhairc agus grúpaí measctha mar chúnamh do dhaltaí a bhfuil riachtanais éagsúil acu.

Difríochtaí de réir leibhéal:

[4th] Measúnú bunúsach trí cheistniú béil agus breathnú ar chumas cur síos agus amhlínte simplí a chruthú.

[5th] Measúnú ar an gcumas míniú a thabhairt ar chúiseanna/éifeachtaí agus obair scríofa bheag a fhíorú i bportafóil.

[6th] Measúnú níos struchtúrtha le critéir rátála soiléire don taighde beag, anailís foinse agus cur i láthair béil/póstaer; athbhreithniú féin agus comhairliúchán piaraí.

Teacher Input (3rd): Swimming sessions took place at the local pool where children practised water safety skills, buoyancy, and basic propulsion activities, including entering and exiting the water confidently and kicking with support from pool noodles. Children rotated through short guided swim tasks, focusing on comfortable breathing and moving through the water in supported activities. Gaelic football activities were carried out on the yard and field, practising catching, kicking, and hand-passing skills based on exercises adapted from GAA primary resources for ball handling and movement skills. Children engaged in small-sided games. Assessment was based on teacher observation of participation, skill development in water and on land, and children’ ability to follow safety directions.

Subject: PE
<p>Strand: Aquatics; Games</p> <p>Strand Unit: Aquatics — water safety; Aquatics — buoyancy and basic propulsion; Aquatics — entering and exiting the water; Games — ball-handling (Gaelic football); Games — sending/receiving and kicking; Games — small-sided invasion games</p> <p>Skills and Concepts Development: By the end of the block children will:</p> <ul style="list-style-type: none"> - Demonstrate safe behaviour around the pool and follow adult safety directions consistently. - Enter and exit the water confidently with appropriate support and awareness of safe procedures. - Show improved buoyancy control and basic propulsion skills (supported kicking and coordinated breathing) in shallow water. - Participate in guided swim tasks with growing independence and comfortable breathing patterns while moving through the water. - Develop fundamental ball-handling skills for Gaelic football: catching with hands, hand-passing, and basic kicking technique. - Transfer ball skills into small-sided game contexts, demonstrating spatial awareness, simple decision-making and teamwork. - Respond to demonstrations, partner practice and teacher feedback to refine performance.
<p>Focus of the Learning: Fundamental Movement Skills (aquatic propulsion, kicking, catching, hand-passing) Safety (pool rules, safe entry/exit) Breathing control and confidence in water Coordination and balance (body position in water; ball control on land) Spatial awareness and movement off the ball</p>

Teamwork, communication and fair play
Teacher guidance, modelling and targeted feedback

Learning Experiences: Warm-up and briefing: pool safety talk and yard warm-up for football skills.

Aquatics experiences:

- Short guided swim stations rotating children through focused tasks (supported kicking with pool noodle, buoyancy activities, breathing practice, safe entry/exit drills).
- Partner-supported activities and teacher demonstration to build confidence and correct technique.
- Progressive tasks that move from highly supported to more independent movement as children show competence.

Games experiences:

- Skill practice drills for catching, hand-passing and kicking adapted from GAA primary resource ideas, using modified equipment and distances for 3rd class.
- Partner and small-group practice to rehearse ball-handling and travelling with the ball.
- Small-sided games to rehearse decision-making, spatial awareness and teamwork in simplified game scenarios.

Cool-down and reflection: gentle stretching and short class discussion/self-assessment about safety, effort and one skill to improve.

Differentiation and support provided through demonstrations, scaffolded tasks, partner pairing and targeted teacher feedback.

Assessment and Monitoring: Primary assessment methods used:

- Teacher observation of participation, safety behaviour and skill development during sessions (aquatics and games).
- Informal skills checklist used by the teacher to record evidence of: safe entry/exit, supported buoyancy, kicking with support, comfortable breathing, catching, hand-passing, basic kicking, and application in small-sided games.
- Formative feedback provided during sessions with targeted coaching and demonstration.
- Child self-reflection prompts at cool-down (e.g. What went well? What will I practice next?) and occasional peer feedback during partner tasks.
- Records of progress kept by teacher as brief notes against individual children to inform future differentiation and parental communication.

Teacher Input (3rd): Swimming sessions took place at the local pool where children practised water safety skills, buoyancy, and basic propulsion activities, including entering and exiting the water confidently and kicking with support from pool noodles. Children rotated through short guided swim tasks, focusing on comfortable breathing and moving through the water in supported activities. Gaelic football activities were carried out on the yard and field, practising catching, kicking, and hand-passing skills based on exercises adapted from GAA primary resources for ball handling and movement skills. Children engaged in small-sided games. Assessment was based on teacher observation of participation, skill development in water and on land, and children' ability to follow safety directions.

Ábhar: Corpoideachas

Snáithe: Uiscíocht; Cluichí

Snáithaonad: Uiscíocht — Sábháilteacht uisce; Flotáireacht agus gluaiseacht trí uisce (propalú bunúsach); Iontráil agus éirí as an uisce go muiníneach; Cleachtadh análaithe sa uisce

Cluichí — Cluichí ionsaí (Peil Ghaelach): Seachadadh agus glacadh; Taisteal le/gan an liathróid; Gabháil, ciceáil agus pasáil lámha; Cluichí beaga le fócas ar bhogadh agus láimhseáil an liathróid (cleachtais oiriúnaithe ó acmhainní bunscoile an GAA)

Forbairt Scileanna agus Coincheapanna: Daltaí will:

- Foghlaim agus cleachtadh scileanna sábháilteachta uisce: éirí isteach agus amach go muiníneach, leanúint treoracha sábháilteachta agus freagairt do threoracha oiliúna.
- Forbairt ar flotáireacht agus ar chobhsaíocht san uisce le réimse tacaíochtaí.
- Feabhsú ar an gcumas gluaiseachta trí uisce: coscáil/cic, gluaiseacht réamhbhuanaithe agus rialú análaithe go compordach.
- Forbairt bunscileanna peile: gabháil an liathróid, ciceáil go bunúsach, pasáil lámha chomh maith le láimhseáil an liathróid faoi choinníollacha imeartha.
- Cur i bhfeidhm scileanna i gcomhthéacs cluiche beag: obair fhoirne, feasacht spáis agus cinnteoireacht shimplí i gcásanna imirt.
- Taispeáint meas ar chothrom na féinne, sábháilteacht agus rannpháirtíocht chothromachtach i ngníomhaíochtaí uisce agus talún.

Fócas na Foghlama: Bunscileanna Gluaiseachta

Sábháilteacht (sábháilteacht uisce agus treoracha múinteora)

Flotáireacht agus cothromaíocht sa uisce

Comhordú (cos agus lámhacht)

Análú agus rialú riospráide san uisce

Obair fhoirne agus comhoibriú

Feasacht spáis agus rialú gluaise

Cinntí simplí i gcaitheamh an chluiche

Cothrom na Féinne

Tacaíocht, machnamh agus aiseolas dírithe

Eispéiris Foghlama: Téamh suas oiriúnach ag tosú gach seisiún: bogadh ginearálta ar an talamh agus cleachtaí suaimhneacha don srutháil anáilaithe.

Seisiúin uisce gearra faoi threoir: léirithe, tascanna rothlacha - cleachtais anaithnid ar iontráil/éirí as an uisce go muiníneach; fócas ar análú compordach; cleachtaí flotála simplí.

Gníomhaíochtaí tacaíochta san uisce: cleachtadh coscála/ciceáil le tacaíocht ó bhannaí flotála fada, gníomhaíochtaí i mbeirteanna agus stáisiúin bheaga.

Rothaíocht trí thascanna snámha gairide chun scileanna a díriú agus athrá a spreagadh.

Cleachtaí peile oiriúnaithe ón acmhainneacht GAA: sraith drillí maidir le gabháil, turas, ciceáil agus pasáil lámha ar an gclós agus ar an bpáirc.

Cluichí beaga (small-sided games) ar an gclós/páirc chun feidhmiú scileanna i gcásanna imirt: fócas ar obair fhoirne, feasacht spáis agus cinnteoireacht shimplí.

Tacaíocht leanúnach: taispeántais mhúinteora, cleachtadh i bpairtnéirí, aiseolas spriocdhírithé ar feadh an tseisiúin.

Fuarú síos ag deireadh gach seisiún: síneadh éadrom, comhrá faoi conas a réitigh siad scileanna agus machnamh gearr ar foghlaim.

Gníomhartha sábháilteachta le linn na seisiún uisce: rialacha snámha áirithe, eagraíocht stáisiúin agus treoir shoiléir maidir le héigeandáil.

Rialacha spráíúla agus soiléirithe maidir le cothrom na féinne agus meas idir an daltaí.

Measúnú agus Monatóireacht: Measúnú leanúnach agus foirmiúil bunaithe ar bhreathnóireacht mhúinteora ar rannpháirtíocht agus ar fhorbairt scileanna uisce agus talún.

Seiceáillíostaí scileanna simplí don uiscíocht (iontráil/éirí as an uisce, flotáireacht bhunúsach, níos mó i gcás ciceála tacaíochta) agus do phéil (gabháil, ciceáil bunúsach, pasáil lámha, taistil le/gan an liathróid).

Aiseolas spriocdhírthe ón múinteoir le samplaí beaga beathaisnéise chun foghlaim a threorú.

Measúnú comhpáirtí: daltaí ag tabhairt aiseolais dearfach ar chlé agus ar dheis i cleachtas péire.

Suirbhé/áiseamh féinmhachnamhach simplí do dhaltaí (ceisteanna gearra cosúil le: Céard atá mé níos fearr ag déanamh?

Cad ba mhaith liom a chleachtadh níos mó?)

Taifeadúcháin bheag ar fheidhmíocht: nótaí múinteora, ticliostaí agus, más infheidhmithe, grianghraif nó nótaí gearra ar fheidhmíocht i gcásanna cluiche.

Measúnú ar chritéir sábháilteachta: an féidir leis an dalta treoracha sábháilteachta a leanúint go muiníneach i seisiún uisce.

Úsáid tásca dochta le haghaidh pleanáil leanúnach: eolas ó mheasúnú chun tacaíochtaí agus gníomhaíochtaí amach anseo a phleanáil.

Teacher Input (2nd): The Prodigal Son. Children listened to the story and discussed key ideas such as forgiveness, saying sorry, and welcoming others back. Role-play activities were used to act out parts of the story and explore how the characters might have felt. Children completed drawing and oral activities to show what they learned from the story.

Subject: Religion

Religion: In January, 2nd Class explored the story of the Prodigal Son with a focus on forgiveness, saying sorry and welcoming others back; children listened attentively, discussed the key ideas and reflected on how the characters might have felt. Through role-play, children acted out parts of the story to deepen their empathy and rehearsal of saying sorry and offering welcome, and they completed drawing and oral activities to show their understanding of forgiveness, reconciliation and being part of a caring community. Assessment was carried out through teacher observation, targeted questioning and review of children's responses during discussion and role-play, which informed further support and consolidation for those who needed it.

Ábhar: Creideamh

Le linn Eanáir i Rang 2 d'oibrigh na daltaí san Oideachas Reiligiúnach ar an scéal 'An Mac Cailte' agus pléadh coincheapa lárnacha amhail maithiúnas, leithscéal a thabhairt agus fáilte a chur roimh dhaoine ar ais; scrúdaitheadh freisin conas a mhothaigh na carachtair agus cé na luachanna a léirigh a ngníomhartha. D'éisteamar leis an scéal, ghlac na daltaí páirt i ngníomhaíochtaí rólghlacadh chun rólanna a chleachtadh agus machnamh simplí a dhéanamh ar mothúcháin, agus léirigh siad a thuiscint trí líníochtaí agus trí ghníomhaíochtaí béil; cuireadh béim ar mheas, cúram agus pobal agus ar an gcaoi a chabhraíonn maithiúnas le caidrimh a mhendáil. Rinne an múinteoir measúnú leanúnach trí bhreathnú, trí cheisteanna treoraithe agus trí fhreagraí na ndaltaí le linn an phlé agus na rólghlacadh chun dul chun cinn agus tuiscint a mheas.