



**Oide**

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Droichead

## Draft Planning and Preparation Toolkit - Primary



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## Primary School Curriculum: Time Allocation

Curriculum Areas	Full Day ONE WEEK		Short Day (Infant Classes) ONE WEEK	
	Hours	Minutes	Hours	Minutes
<b>Secular instruction</b>				
<b>Language*</b>				
L1	4	00	3	00
L2	3	30	2	30
Mathematics*	3	00	2	15
SESE	3	00	2	15
SPHE	0	30	0	30
PE	1	00	1	00
Art education	3	00	2	30
Discretionary curriculum time	2	00	1	00
<b>Total secular instruction</b>	<b>20</b>	<b>00</b>	<b>15</b>	<b>00</b>
<b>Religious education 2 30 (typically)</b>		<b>30</b>	<b>2</b>	
Assembly time	1	40	1	40
Roll call	0	50	0	50
Breaks	0	50	0	50
Recreation (typically)	2	30	2	30
<b>Total</b>	<b>28</b>	<b>20</b>	<b>23</b>	<b>20</b>

\*Following Circular 56/2011 with effect from January 2012:

- Increasing the time spent on literacy to 6.5hrs in Infants and 8.5hrs to Seniors *with priority to the first language of the school - extra 60 mins per week.*
- increasing the time spent on maths to 3hrs 25mins in Infants and 4hrs 10mins in Seniors - *extra 70 mins per week*





## Structuring a Sample Long-Term Plan: Explanation of Headings (to include the PLC)

Term:	Class Level:	Subject:
<p><b>Aims:</b></p> <p>Broad aims for that particular subject area are taken from the curriculum documents. Choose relevant aims and align them with those agreed in the School Plan.</p>		
<p><b>Content:</b></p> <p><b>(a) <u>Strands and Strand Units/Elements:</u></b></p> <p>Choose strand(s) and strand unit(s)/elements for the subject area for the term. Link with the School Plan. Strand and strand units/elements can be recorded on a monthly basis, if preferred.</p> <p><b>(b) An Overview of the <u>Learning Outcomes/Content Objectives</u> to be taught and examples of <u>Learning Activities/Experiences:</u></b></p> <p>Choose relevant sections of the learning outcomes/content objectives for the term and give some examples of learning activities.</p> <p><b>(c) <u>Skills/Concepts/Aspects/Language Functions</u> to be developed:</b></p> <p>Match the skills with the relevant elements or content objectives chosen.</p> <p><u>Example from Infant History Curriculum</u></p> <p>Skills: <i>Working as a historian; time and chronology, using evidence, communication.</i></p> <p>It is important to refer to the School Plan to ascertain the strand units to be covered in a particular school year where subjects have been organised over a two-year period e.g., SPHE.</p>		
<p><b>Approaches, Teaching Strategies and Methodologies:</b></p> <p>Outline methods, teaching strategies and approaches to support the learning outcomes/content objectives and skills chosen e.g., <i>Working as a historian: Interviewing an older person. Using evidence: Use of photographs.</i> Ensure that a variety of approaches and methodologies are chosen over the year. Include how the learning will be organised for the class with regard to pair work, group work, independent work etc. It is essential to pay particular attention to using flexible grouping systems throughout the year.</p>		
<p><b>Resources:</b></p> <p>Name relevant resources to be used in the subject area for the term.</p>		



**Differentiation/Including all Learners:**

Choose relevant strategies related to the content outlined above. Record the number of pupils being supported by the Special Education Teacher (SET) and those assessed with diagnosed special educational needs/additional needs.

*The Progression Continua available at [curriculumonline.ie](http://curriculumonline.ie) as outlined in the Primary Language Curriculum (2019) should be used to support a teacher's differentiation in Gaeilge and Béarla accordingly.*

**Assessment:**

Choose relevant assessment methods. Refer to the 'continuum of assessment methods' (pp. 16-17) and Bloom's Taxonomy (*Assessment in the Primary School -Guidelines for Schools, NCCA, 2009*, pp 86-88).

**Linkage and Integration:**

Link and integrate subjects only where relevant. (Newly Qualified Teachers) NQTs must be aware of other subject areas/topics for the term. Refer to curriculum documents in each subject area for ideas on linkage and integration with other subjects. A question you might like to consider when exploring linkage within the PLC is what connections could be made with other learning outcomes across the six strands of the PLC.



## Short-Term Planning Sample Template (to include the PLC)

Recommendation: Try to ensure that your plans are focused, concise and meaningful for your class.

<b>Date:</b>		<b>Class level:</b>		<b>Subject:</b>	
<b>Strand:</b>		<b>Strand Units/Elements:</b>			
<b>Learning Outcomes/Content Objectives:</b>					
<b>Skills:</b>					
<b>Learning Objectives/Focus of learning:</b>			<b>Learning Activities/Experiences:</b>		
			<b>Resources:</b>		
<b>Differentiation/Including all Learners:</b>					
<b>Assessment:</b>					
<b>Linkage and Integration:</b>					
<b>Reflection:</b>					



## Structuring a Short-Term Plan (Explanation of Headings)

### Sample Short-Term/Weekly Planning (to include the PLC)

**Recommendation:** Try to ensure that your plans are focused, concise and meaningful for your class.

<b>Date:</b>		<b>Class level:</b>	
<b>Subject: Strand:</b>			
<b>Strand Units/Elements:</b>			
<b>Learning Outcomes/Content Objectives:</b>			
<p><b>Skills:</b> Are there appropriate skills that you need to focus on in this subject area this week? Refer to Primary School Curriculum, the Primary Language Curriculum and the NCCA Planning Tool.</p>			
<p><b>*Learning objectives/Focus of learning:</b> (Based on learning outcomes/content objectives above and pupils prior learning)</p> <p><b>*Please refer to the policy, practice and procedure of your school when deciding on your approach to the use of learning objectives when planning for language.</b></p> <p>1. Key question to ask yourself before you begin - <b>‘What do you want the pupils to learn this week?’</b> Refer to your long-term plan. Choose the learning outcomes/content objectives appropriate for the short-term/weekly plan.</p> <p>2. Break down and adapt the learning outcomes/content objective(s) into manageable learning objectives, to reflect the learning needs of the pupils in your class. Include skills as appropriate.</p> <p>3. Write the learning objective(s). Begin with appropriate verbs to frame the learning</p>		<p><b>Learning activities/experiences:</b> (<i>Informed by Approaches/ Teaching Strategies/ Methodologies in long-term plan.</i>)</p> <p>1. Key question here is <b>‘How am I going to achieve what I have outlined in my learning outcomes/learning objectives?’</b></p> <ul style="list-style-type: none"> <li>▪ Think about what methodologies and learning activities will be most appropriate to fulfill the learning outcomes/learning objectives, such as Listen and Respond to a story (<i>e.g., Owl Babies - Senior Infants</i>).</li> <li>▪ <b>Talk and discussion:</b> Questioning, based on the story; pair work, recalling what came first/next/at the end.</li> <li>▪ <b>Improvitational drama:</b> Pupils will adopt the role of one of the characters in the story.</li> <li>▪ <b>Active learning:</b> Pupils will help the teacher to put the pictures from the story in order (large format cards).</li> </ul> <p><b>Think also about how you are going to</b></p>	





<p>objective. (e.g. <i>identify, describe, compare, etc. Refer to Appendix B in Short-term planning: draft guidelines</i> document for support when writing learning objectives.</p> <p>4. Ensure that learning objectives are specific, attainable, realistic and can be assessed.</p> <p>The teacher’s professional judgement will inform decisions about how much should be planned for with the class and the amount of time allocated to the subject this week.</p>	<p><b>organise and manage the class from the point of view of pair work, group work, individual work, plenary work.</b></p>
	<p><b>Resources:</b></p> <p>Identify and list the appropriate resources that you intend to use this week to support the learning outlined above.</p>
<p><b>Differentiation/Including all Learners:</b> How do you intend to differentiate the lesson for pupils with varying abilities including pupils with special educational needs/additional needs or those children who are exceptionally able? Individual pupils should be referred to by initials only. Groups should be referred to by group name. Keep it specific (definite child/group definite action). Avoid generalisations. The Progression Continua available at curriculumonline.ie as outlined in the Primary Language Curriculum may support a teacher’s differentiation in Gaeilge and Béarla.</p>	
<p><b>Assessment:</b> How will you assess what the pupils have learned? Refer to <i>Appendix G in Long-term planning: draft guidelines</i> for list of methods that support both Assessment for Learning (AfL) and Assessment of Learning (AoL). Select the specific and most appropriate methods.</p>	
<p><b>Linkage and Integration:</b> How would you make connections in learning within one subject area and between different subjects? Refer to <i>Circular 0056/2011 in relation to integration of Literacy and Numeracy</i>. A question you might like to consider when exploring linkage within the Primary Language Curriculum is what connections I could make with other learning outcomes across the six strands.</p>	



## Support for Writing Learning Objectives

The following verbs will be helpful when writing learning objectives. They are based on Bloom's Taxonomy and provide support in developing and identifying lower-order to higher-order learning objectives.

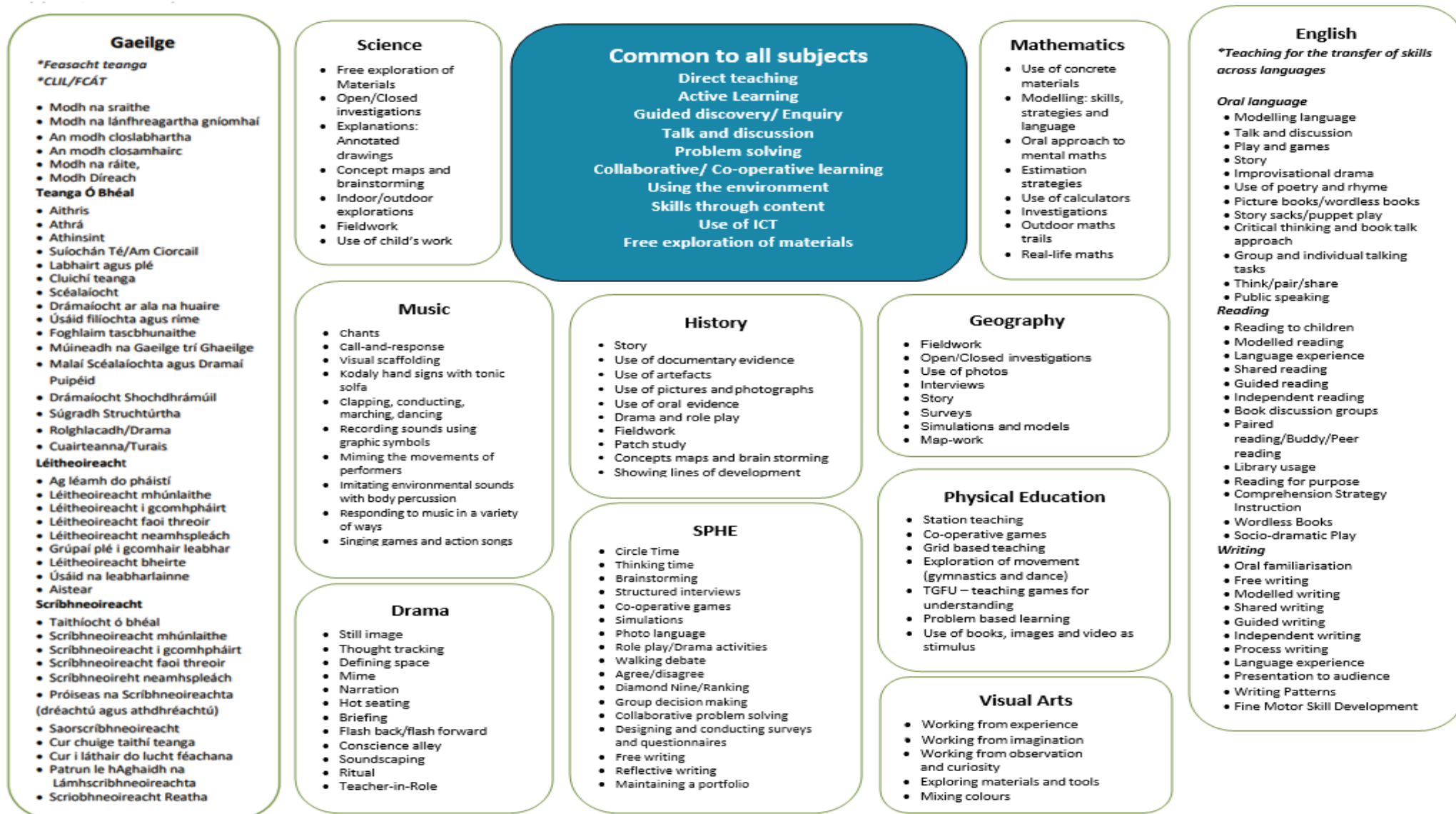
### Children should be able to:

<b>Knowledge</b> <i>Recall</i>	<b>Comprehension</b> <i>Explain</i>	<b>Application</b> <i>Use</i>	<b>Analysis</b> <i>Take apart</i>	<b>Synthesis</b> <i>Make it new</i>	<b>Evaluation</b> <i>Judge it</i>
demonstrate	arrange	apply	analyse	adapt	agree
describe	associate	build	assumption	build	appraise
find identify	classify collect	calculate	categorise	change	assess
label	compare	choose	classify	choose	award
list	contrast	construct	compare	collaborate	choose
locate	demonstrate	develop	contrast	combine	compare
match	explain	discuss	discover	compile	conclude
name	find	estimate	distinguish	compose	criteria
perform	give examples	examine	divide	construct	decide
recall	group illustrate	experiment	examine	co-operate	deduct
record	infer	explain	function	create	defend
recount	interpret	identify	inference	design	disprove
relate	label	interview	inspect	develop	estimate
report	listen	make	motive	discuss	evaluate
select show	match	map	relationships	elaborate	explain
spell	order	model	simplify	estimate	importance
tell	organise	organise	survey	happen	influence
	outline	plan	take part in	imagine	interpret
	predict	reorganize	test for	improve	justify
	question	report	theme	invent	mark/rate
	rewrite	revise		make up	measure
	select	select		modify	opinion
	sequence	solve		plan	perceive
	share	use		predict	prioritise
	show	utilise		propose	prove
	summarise			solve	recommend
				suppose	select
				test	support



## Methodologies, Strategies and Approaches

This is not an exhaustive list. Refer to the PDST Resource: [Active Learning Methodologies](#) for further support. A variety of methodologies, teaching strategies and approaches should be employed to motivate, engage and cater for differing learning styles.



## Differentiation/Including all Learners Strategies

This illustrated table includes a menu of differentiation/Including all Learners strategies. The examples included are for illustrative purposes only and should be replaced by the class teacher using examples relevant to the pupils in their own class(es). The capacity to plan for differentiation (Including all Learners) will increase as the teacher becomes more familiar with their pupils. The Progression Continua available at [www.curriculumonline.ie](http://www.curriculumonline.ie) may support a teacher’s differentiation in Gaeilge and Béarla.

In the Short-Term Plan, the differentiation/Including all Learners strategies will be developed in greater detail and should be informed by reflection on the needs and strengths of the pupils.

Planning for differentiation/Including all Learners across the curriculum (Fifth class)			
By	Strategy	Explanation	How I use this strategy to support differentiation/Including all Learners –examples
Learning Content	Level	The teacher varies the level and complexity of the content to reflect the diversity of the pupil’s previous achievement.	FB, SR, BT and BC will be provided with reading material they can read independently as they continue to develop their comprehension and fluency skills.
	Sequence	A pupil is introduced to different elements of the learning content in accordance with their identified stage of readiness.	SR, BC, TP and GO’D will be asked to tap the beat of a variety of musical pieces initially before asking them to tap the rhythm.
Learning Process	Teaching style	A variety of methodologies is used to reflect the different ways in which pupils learn.	Higher order questioning will be used more frequently to challenge DF, GH and SF in their learning. Concrete materials will be made available on all desks as an optional support for pupils.
	Task	A variety of tasks are set relating to the same learning activity. The tasks vary in their level of complexity.	Consolidation and extension of Including all Learners pupils using a variety of tasks and games. The level of the tasks given to the yellow and blue groups will be kept under frequent review to ensure that these children are being sufficiently challenged.



	Pace	Teachers may vary the rate at which teaching takes place and/ or the rate at which children are required to work and produce outcomes.	DF and GH will be encouraged to move rapidly through the early stages of a task while then working more slowly to achieve more highly finished or inventive work.
			FB will be given adequate time to work through the different steps with support from the teacher.
	Interest	The task is devised with the specific interests of the pupils in mind.	Oral language activities for FB will focus on areas of interest, such as soccer.
	Choice	Pupils can choose activities that they find more interesting and that match their ability.	DF will be offered the opportunity to extend the enquiry task beyond the areas identified for the class.
	Support	The teacher varies the nature of the support in accordance with the pupil's individual needs.	Templates will be provided to support SR and BT in presenting their written work. WebQuests will be used to extend some pupil's learning on various topics.
	Resource	The pupils are provided with learning materials/resources specific to their own level of learning need.	Reference books using more challenging text and greater complexity of thought and language will be provided to DG and VH.
<b>Learning Outcomes</b>	Response	The pupils have opportunities to provide different outcomes while working on the same task.	BC's understanding of some topics will be assessed by listening to a verbal presentation supported by their drawings/ diagrams rather than a written report.
<b>Progression Continua</b>	Outcome	Using the progression continua, teachers may differentiate work according to their pupil's range of abilities in the three language contexts.	Whole class is focusing on... Strand: Oral language Element: Communicating Learning Outcome: Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes Progression step: <ul style="list-style-type: none"> <li>● MG: b</li> <li>● Grúpa buí: f</li> <li>● Grúpa dearg: g</li> <li>● Grúpa gorm: h</li> <li>● EF &amp; AW: j</li> </ul>



## Assessment Methods

This illustrated table includes a menu of assessment methods adapted from the *Primary School Curriculum* (DES, 1999) and *Assessment in the Primary School Curriculum: Guidelines for Schools*, (NCCA, 2007). The examples included are for illustrative purposes only and should be replaced by the class teacher with examples relevant to the pupils in their own class(es).

**In the Short-Term Plan, the assessment methods will be developed in greater detail for every subject.**

Planning for assessment across the curriculum (Fifth class)		
Method	Explanation	How I use this method to support assessment with my class
<b>Self-assessment</b>  <i>Assessment Guidelines: p.14</i>	The child reflects on their own work by asking <i>What did I do well? Where did I have a difficulty? What can I do better next time?</i>	I use a range of self –assessment tools including: <ul style="list-style-type: none"> <li>▪ Rubrics</li> <li>▪ Questions</li> <li>▪ Thumbs up/thumbs down</li> <li>▪ Evaluation sheets</li> <li>▪ Talk partners</li> <li>▪ KWL grids</li> </ul>
<b>Conferencing</b>  <i>Assessment Guidelines: p. 24</i>	The teacher helps the child to reflect on their piece of work.	The children have frequent opportunities to talk about their work in either one-to-one, small groups or whole- class settings. These are some of the questions I use to guide this interaction: <i>What did you find easy to do? Was there anything you found difficult? What part do you find especially difficult? Where do you think you need more help?</i>
<b>Portfolio</b>  <i>Assessment Guidelines: p. 30</i>	A selection of the child’s work samples provides a focus for the teacher and child to identify progress made and areas for improvement. Work samples may be compiled in a folder in the classroom and are useful when reporting to parents and may also be passed on to the child’s next teacher.	I promote the use of portfolios in Visual Arts, creative writing and Science (design and make).  I use scanned/ photographs of the children’s 2D and 3D work samples in Visual arts to maintain an E-portfolio for every child.





<p><b>Concept mapping</b></p> <p><i>Assessment Guidelines:</i> page 36</p>	<p>The child graphically presents their prior knowledge and understanding about a particular topic. Later the child amends and extends the map to reflect their new learning.</p>	<p>At times, I provide opportunities for the children to use concept maps at the start and end of the unit of work.</p>
<p><b>Questioning</b></p> <p><i>Assessment Guidelines:</i> p. 42</p>	<p>The child experiences a range of questions to assess the progress they are making in their learning.</p>	<p>I use a variety of questions to assess a child’s developing understanding of new learning. These range from closed questions e.g., <i>What is the name of this 3D shape?</i> To more open questions that encourage higher order thinking e.g. <i>Can you identify any 2- D shapes with lines of symmetry in the classroom?</i></p>
<p><b>Teacher Observation</b></p> <p><i>Assessment Guidelines:</i> p. 42</p>	<p>The teacher observes the child’s play and activity, written work, discussion and questioning during class or group work. A record of specific strengths or challenges may be recorded.</p>	<p>My observation is directed at all forms of learning and social interaction between the children both inside and outside the classroom. Most of my observations are mentally noted but, on occasion, I will keep brief notes.</p>
<p><b>Teacher-designed tasks and tests</b></p> <p><i>Assessment Guidelines:</i> p.54</p>	<p>The teacher sets tasks and tests to assess the child’s learning.</p>	<p>Tasks and tests are set frequently for the children. I use the data as an additional means to gather evidence of a child’s learning. Learning tasks are set all of the time across the curriculum. Examples of frequent oral and written tests given include daily oral multiplication tables; revision and consolidation tests based on the concepts and skills addressed in a unit of learning.</p>
<p><b>Pupil profiles</b></p>	<p>The teacher compiles assessment information about the child and uses it to identify progression made in learning.</p>	<p>A pupil profile is maintained for every child and includes details of the child’s learning in all curricular areas together with an assessment of other aspects of their development e.g., social development, development as an independent learner. The profile is shared with the child’s parent as well as relevant teaching staff in the school.</p>
<p><b>Standardised testing</b></p> <p><i>Assessment Guidelines:</i> page 60</p>	<p>A standardised test is used to measure a child’s achievement in English reading and Mathematics compared to other children throughout the country at the same class level or age level.</p>	<p>The test is administered to all children by the class teacher in accordance with the School Plan. The results are shared with the parents in the school report in mid- June.                  Mathematics: <i>(Insert test name)</i> is administered in the third week of May                  English – <i>(Insert test name)</i> is administered in the second week of May.</p>



<p><b>Progression Continua</b></p> <p><i>Primary Language Curriculum</i></p>	<p>The Progression Continua describe aspects of the Learning Outcomes for the <i>Primary Language Curriculum</i> (2019) in more detail. There are three Progression Continua, one for each of the three strands, and there are two versions of each Continuum—an English version and an Irish version.</p> <p>Collectively, the Continua describe a learning journey in language throughout primary school. Children may be in different places on the Continua for different Learning Outcomes and in different strands. This reflects the complex nature of language learning. In addition, children may move forwards and backwards across the Continua. The Continua provide practical support to teachers in building rich pictures of children’s language learning and in using these pictures to support children’s progression towards the Learning Outcomes in English and Irish. It is not expected that class teachers would assess the progress of individual children using progression milestones. Rather they provide information to support planning as well as <b>holistic assessment of children’s learning</b>.</p> <p>The Progression Continua are available at <a href="http://www.curriculumonline.ie">www.curriculumonline.ie</a>.</p>
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## Evidence of Assessment

Your Assessment Folder supports your assessment practice by providing a dedicated place for you to gather and record **relevant** information on the progress and achievement of your whole class and individual pupil learning. This information or *evidence of learning* is gathered using a variety of assessment methods over the course of the year.

Gathering the information in the Assessment Folder is not an end in itself. The use you make of the information is more important. The information can be used to support you when:

- **reporting** on the pupil's learning progress and achievement to parents, pupil, SET, principal and other professionals. This use of the assessment information is called **Assessment of Learning (AoL)**.
- **identifying the next steps** for pupils' learning. Teachers need to observe pupils and assess their work, to inform the decisions they make when planning and preparing for teaching, learning and assessment. For example, consideration should be given to the following question: *what does this sample of the pupils' work tell me about what I now need to do to help them improve?* This ongoing assessment for learning should also be used when providing feedback to the pupils, to help them direct their own learning and achieve success. Responsibility for assessment does not only lie with the teacher but also with the pupil and their peers through the use of self-assessment and peer assessment. This approach to assessment is called **Assessment for Learning (AfL)**.

It is important to remember the purpose of the Assessment Folder when making decisions about what you might include in it. Its purpose is to enable the assessment information to be collated, analysed and used to inform teachers' future planning and preparation. Remember, your Assessment Folder should support the teaching and learning in your classroom.

The Assessment Folder can be divided into two sections:

### Section A: General class records

- This section can include results and analysis of standardised tests, class checklists, class test results, etc.



## Section B: Pupil profiles

- This section can be divided into subsections i.e., one per child. The following information may be included for each child:
  - Pupil's name, class level
  - Interests,
  - Strengths, learning needs
  - P-T meetings: dates, issues, actions taken
  - Observations regarding subject areas (always dated)
  - Selected samples of pupil's work\* (dated)

### Selecting samples of children's work should be guided by their use:

- Reporting learning progress to parents and others (AoL)
- identifying next steps needed to improve the child's learning (AfL)

### Important to Remember:

- Check with the school principal when finalising what assessment data and analysis to include in the folder. The school's assessment policy and data protection policy may have implications on what you can include. For example, psychological assessment reports are not normally included in Assessment Folders.
- Enter facts only when recording your observations. Date the observations.
- Store the assessment folders in a secure place. Check the school's record keeping policy.

**Please remember:** A small number of carefully selected samples gathered during the year are more meaningful and useful than having large quantities.



## Writing Learning Objectives

### Step 1: Choose the content objective(s) appropriate for the short-term/weekly plan

(Refer to long-term/termly plan)

Pupils should be able to:

- Identify and investigate a range of common materials used in the immediate environment: *Food and ingredients, materials used to construct buildings, materials used to make furniture, materials used to make clothes, materials used to make tools, materials used to make toys, school equipment.*
- Describe and compare materials, noting the difference in colour, shape and texture.
- Begin to distinguish between natural and manufacture materials.

### Step 2: Adapt content objective(s) and skills, where appropriate

Identify and investigate a range of common materials used to construct buildings. Describe and compare materials, noting the difference in colour, shape and texture.

**Skills (adapted):** Investigating, questioning, analysing and communicating.

### Step 3: Write learning objectives/Focus of learning (*What I want the pupils to learn this week*)

The pupils will:

- Name the materials used in the building of a house.
- Compare the materials according to texture e.g. smooth, rough.
- Build a model house and justify the materials used.

### Key Considerations for an Effective Short-term Plan

1. Are the learning objectives/focus of the learning clear and achievable?
2. Do the learning activities/experiences explain how the pupils are supported in their learning?
3. Is differentiation sufficiently addressed?
4. Are assessment methods identified?
5. Has the acronym S.M.A.R.T. (Specific, measurable, attainable, realistic and time-efficient) been utilised?



## Weekly Reflection Sample Template

You may wish to reflect on one or two of the following prompts or you may prefer to use your own.

- What worked particularly well in my teaching setting this week?
- What was the most challenging moment in my teaching?
- If there was one thing, I could do to improve the pupils' learning what would that be?
- What change(s) could I make in my planning, based on my experience in my teaching setting?
- Was I clear about what learning I wanted the pupils to achieve in each lesson?
- How effective were my assessment methods in helping me identify what the pupils had learned?
- How did I cater for the different pupils' learning needs and/or styles? Consider *methodologies and Including all Learners*.
- Think about one pupil's progress this week. Consider *their learning/behaviour /social and emotional area*. How effective were the methodologies, teaching strategies and approaches I used to support this pupil?
- How effectively did I integrate literacy and numeracy learning in my lessons?

Week 1:

Week 2:

Week 3:

Week 4:



## Senior Infants – Maths Sample Plan

**Recommendation:** *Try to ensure that your plans are focused, concise and meaningful for your class.*

<p><b>Date:</b> 12<sup>th</sup> to 16<sup>th</sup> November <b>Strand:</b> Measures</p>	<p><b>Class level:</b> Senior Infants <b>Strand Units:</b> Money</p>	<p><b>Subject:</b> Maths</p>
<p><b>Content Objectives:</b></p> <ul style="list-style-type: none"> <li>• Recognise coins up to 20c and use coins up to 10c</li> <li>• Exchange a number of coins for a single coin of equal value and vice versa</li> <li>• Use coins in shopping activities, tender appropriate coins, calculate change/ Use correct vocabulary – see below</li> <li>• Solve practical problems using money</li> </ul> <p><b>Skills:</b> <i>(Where appropriate)</i> Applying and problem-solving; implementing; communicating and expressing</p>		
<p><b>Learning objectives/ Focus of learning:</b></p> <p>The child will be enabled to:</p> <ul style="list-style-type: none"> <li>• <b>Identify</b> 20c, 10c, 5c, 2c, 1c coins</li> <li>• <b>Match</b> similar coins</li> <li>• <b>Order</b> coins – highest to lowest; lowest to highest</li> <li>• <b>Choose</b> coins needed to make up amounts to 5c/10c or less</li> <li>• <b>Apply</b> related vocabulary in real-life context: <i>cost; price; cheap; expensive; change; too much; too little</i></li> </ul>	<p><b>Learning activities/experiences:</b></p> <ul style="list-style-type: none"> <li>• <b>Share WALT:</b> This week, we are learning to...</li> <li>• <b>Talk and discussion:</b> What children already know about money and coins</li> <li>• <b>Direct Teaching:</b> Introduce coins using interactive whiteboard/magnetic whiteboard.</li> <li>• <b>Active Learning using concrete materials</b> – plastic coins and pretend food/toys with price labels: Identifying, matching and ordering coins individually and in pairs; Activities based on exchanging coins</li> <li>• <b>Modelling strategies and language:</b> Matching coins - <i>How many 1c coins do I need to match 5c? Are there any other ways of making 5c? What can I buy in the shop with this many coins?</i> Exchanging coins - Interactive whiteboard activities based on exchange of coins</li> <li>• <b>Real-life Maths:</b> Playing shop in small groups with teacher/class modelling strategies/language</li> <li>• <b>Consolidation and extension tasks throughout week:</b> Worksheet 7/8</li> <li>• <b>Learning through play:</b> Pet Shop theme for this month. One station dedicated to shop-based role play</li> </ul>	<p><b>Resources:</b> Interactive whiteboard; [Insert workbook title], magnetic coins, real coins in bags, play-shop and price tags for shop, cash register, feely bag, manipulatives, counting stick, number lines.</p>
<p><b>Differentiation (Including all Learners):</b> <u>Support:</u> Extra teacher time with the Red Group when counting in twos and working with money. Additional time with money games during structured play-time. <u>Pace:</u> X O'Z and R.XD. will complete the first half of the written work in their books. <u>Level:</u> Y Mc X, U O'Y and Z O'Y will be assigned more complex problems to solve using money – oral and written</p>		
<p><b>Assessment:</b> <u>Teacher designed tasks and tests:</u> Consolidation worksheet on recognising and exchanging coins up to 20c. <u>Teacher observation:</u> <i>How is the child approaching the task? Is he/she taking the value of each coin into account when they are counting them? Are they relating their maths lesson to their structured play? Are they using the correct names of each coin?</i> Checklist used to support teacher observation during structured play and group work. (Checklist in assessment folder) <u>Teacher questioning:</u> <i>What is the name of this coin? How can I use these coins to make 10c? Is there another way to do that?</i></p>		
<p><b>Linkage and Integration:</b> <u>Maths:</u> Number stories: revision of number stories using money e.g., <math>5c + 2c = 7c</math> <u>English:</u> Oral language Using key vocabulary in the correct context, communicating with others in structured play. <u>SPHE:</u> Cooperating and working together during learning activities. <u>Gaeilge:</u> Ag siopadóireacht - Foclóir bia – using words such as úll, arán, cáca milis during structured play-shop activity.</p>		
<p><b>Reflection:</b> <i>Refer to Teacher Reflection Document to support your short-term planning.</i></p>		



## Special Class Sample Plan – English (to include the PLC)

### Using the PLC when Identifying Language Targets for Pupils with SEN



<b>Date:</b> 5/3/20-9/3/20		<b>Class level:</b> 6 pupils with moderate/severe GLD		<b>Group A:</b> SL, RE & BH		<b>Group B:</b> PG, EM & OS	
<b>Teacher:</b> Ms. Cooper		<b>Theme:</b> Spring					
<b>Subject:</b> Language & Communication		<b>Strand:</b> Oral Language		<b>Element:</b> Communicating, Exploring and Using			
<b>Content Objectives/Learning Outcomes</b> <i>That the child will be enabled to:</i>		<b>Progression Continua/ Additional Support Pathways</b>		<b>Learning Activities/Experience</b>			
<ol style="list-style-type: none"> <li>Label: Engagement, listening and attention LO: Show interest in, demonstrate joint attention and actively listen and attend for enjoyment and for a particular purpose, and in other languages where appropriate.</li> </ol>		<ol style="list-style-type: none"> <li>Group A: Progression Continua C:                             <ul style="list-style-type: none"> <li>attends for longer to interesting or familiar stimuli including: actions, gestures, tone of voice, conversations and stories read aloud, and joins in with rhymes, songs and games</li> </ul> <p>Group B: Additional Support Pathway: Responding</p> <ul style="list-style-type: none"> <li>demonstrates capacity to actively or</li> </ul> </li> </ol>		<ol style="list-style-type: none"> <li>Group A:                             <ul style="list-style-type: none"> <li>Employ props to enable the group to experience what is a seed, leaf, flower, pot and water</li> <li>Read the story 'The Tiny Seed' by Eric Carle repeatedly during the week</li> </ul> <p>Group B</p> <ul style="list-style-type: none"> <li>Provide opportunities (with support</li> </ul> </li> </ol>			

<p>2. Label: information giving, explanation and justification LO: Supply, explain and justify points of information to familiar and unfamiliar audiences using topic-specific language</p>	<p>purposefully take an interest in the learning environment. The pupil begins to indicate likes, dislikes or preferences. The pupil actively responds to a learning activity with or without support.</p> <p>2. Group A: Progression Continua B:</p> <ul style="list-style-type: none"> <li>provides information relating to a specific topic/ theme.</li> </ul> <p>Group B: Additional Support Pathway: Attending</p> <ul style="list-style-type: none"> <li>becomes attentive to and/or engaged with the learning activities presented by changing gesture, posture, vocalisation, eye gaze, movement etc. they are acclimatised to the learning environment.</li> </ul>	<p>from SNA) to explore the texture, smell and sound of a seed, leaf, flower and water</p> <ul style="list-style-type: none"> <li>Read the story ‘The Tiny Seed’ by Eric Carle repeatedly during the week</li> </ul> <p>2. Group A</p> <ul style="list-style-type: none"> <li>Introduce the Lámh sign for flower and to grow (SL, RE)</li> <li>BH will verbally identify a flower, leaf and water with the support of the PECs</li> </ul> <p>Group B</p> <ul style="list-style-type: none"> <li>Teacher will present the stimuli (props listed above) eliciting responses be they vocal, gesture or eye contact</li> </ul>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>The story ‘The Tiny Seed’ Eric Carle</li> <li>PECS,</li> <li>Props: leaf, flower, watering can, water, seed, soil, pot</li> </ul>	<p><b>Differentiation (Including all Learners):</b></p> <p>Linkage with SSPPs:</p> <p>Learning Activities/Experiences are differentiated according to the strengths and needs identified in the SSPP</p> <p>Specifically: Means of Communication</p> <ul style="list-style-type: none"> <li>ST/RE use of Lámh: introduction of signs flower, to grow</li> <li>BH encouraged to increase, fund and use oral language: introduction of flower, leaf, water</li> </ul>	<p><b>Assessment:</b></p> <p><u>Teacher observation:</u> Brief notes taken of pupils’ interaction, engagement and learning.</p> <p><u>By outcome:</u> Can pupils use their means of communication to demonstrate learning of new language.</p>	<p><b>Linkage and Integration:</b></p> <p><u>SESE: Geography</u> (local and national environment) become aware of, explore and communicate some aspects of natural environments in the school sensory garden.</p> <p><u>Science</u> Identify factors needed for the seeds to grow e.g., water the seeds daily as part of the morning time routine. What happens if we don’t water them?</p>
<p><b>Reflection:</b> Refer to Teacher Reflection document in the Short-Term Planning and Preparation Guidelines (Appendix G) to support your short-term planning.</p>			





## Planning Framework for Play

This framework complements the Short-term plan. It supports the teacher in organising and resourcing the classroom for child-led play. The timeframe for the play plan depends on the topic, the pupil’s interest in, engagement with it, and the learning being supported through the play. A ‘typical’ timeframe could be 2-4 weeks. Child-led play for an hour per day is a methodology promoted in Aistear (NCCA, 2009) for infant classes. Some schools have developed the methodology for use in other classes also.



### Planning framework for play



<b>Play topic:</b>		<b>Timeframe:</b>	
Language (taught in discrete lessons):			
Maths (taught in discrete lessons):			
Play area	Key resources	Curriculum integration	Teacher reflections

