



Classroom Planning

Class: Infants

Strand: Myself

Strand Unit: Growing and changing

A positive school climate and atmosphere further supports this Strand Unit, as does the Content Objective: Explore and respect the diversity of children in the class and school from the Strand: Myself and the wider world, Strand Unit: Developing citizenship

KEY WORDS/MESSAGES: *Read through content objectives. Highlight key words/messages for your class*

Food, love, warmth, exercise, rest, affirmation, natural light, shoe size, sharing, arguing, playing together, questioning, quiet time, nurtured, regular food and water, joy, excitement, loss, jealousy, pain, loneliness, affection, embarrassed, a new friend ...

CONTENT OBJECTIVES: *What do I want the children to learn in terms of gaining more **knowledge**, developing **skills**, and experiencing **attitudes and values**?*

S.P.H.E. Primary School Curriculum p. 18

As I grow I change

1. Identify some of the factors that promote growth
2. Realise that growth and change are part of the process of life and are unique to each individual
3. Recognise that the ability to take responsibility for himself/herself and others increases as he/she grows older

New life

4. Become aware of new life and birth in the world
5. Develop an awareness of human birth
6. Identify what babies need to grow and develop

Feelings and emotions

7. Name a variety of feelings and talk about situations where these may be experienced
8. Explore the variety of ways in which feelings are expressed and coped with
9. Begin to be sensitive to the feelings of others and to realise that the actions of one individual can affect the feelings of another
10. Explore and discuss occasions that can promote positive feelings in himself/herself

CONTEXTS:

In what contexts can I teach these content objectives?

Classroom climate and atmosphere that supports this unit is one that promotes:	Learning through discrete SPHE time	Learning through integration with other subject areas
<ul style="list-style-type: none"> • respect for growth and development being unique to each individual 	<i>As I grow I change</i> Content Objectives 1, 2, 3 C. Obj. 3 may be linked to Making Decisions p.16	Integration between subjects <i>As I grow I change</i> P.E: p.18 Maths: Strand: Measures, Strand units:



Primary Curriculum Support Programme
foghlaim agus forbairt

<ul style="list-style-type: none">• sense of awe and wonder at new life• acknowledgement of children's emotions• respectful communication	<p><i>New life</i> Content Objectives 1, 2, 3 Awareness of human birth and babies' needs</p> <p><i>Feelings and emotions</i> Content Objectives 1, 2, 3 & 4</p>	<p>Length Weight p. 31</p> <p>History: Strand: Myself and my family, Strand unit: Myself, p. 19, C. Objs. 1, 2 & 3</p> <p><i>New life</i> Science: Strand: Living things, Strand units: Myself Plants and Animals p. 24</p> <p><i>Feelings and emotions</i> P.E: Strand: Dance, Strand unit: Exploration, creation and performance of dance, p. 19, C. Objs. 4, 6 & 11</p> <p>English: Strand: Receptiveness to language, Strand unit: Oral language, p. 16, C. Obj. 6</p> <p>V.A: Strand: Drawing, Strand unit: Making drawings, pp.18, 19, C. Obj. 2; Strand: Print, Strand unit: Making prints, p. 21, C. Obj. 1; Strand: Fabric & fibre, Strand unit: Creating fabric and fibre, p. 23, C. Obj. 1</p> <p>Integration - through thematic approach e.g. new life in spring</p>
---	---	---

INDIVIDUAL NEEDS: *Backgrounds, abilities, physical challenges, behaviours etc.*

Suitable material and resources for children of differing abilities, backgrounds and family structures.

Classroom organisation should take available resources, materials, layout of classroom and such like, into consideration.



Teaching methodology

Teaching approaches to support Active Learning

Key Methodologies

Talk and Discussion
Collaborative/Cooperative Learning
Active Learning
Use of the Environment
Skills through content
Problem-solving

Active Learning Strategies

Tick and elaborate strategy

Drama Activities	SPHE Teacher Guidelines pp. 58 - 64 Drama Teacher Guidelines pp. 97, 98 also quiet time
Co-operative games	SPHE Teacher Guidelines pp. 65 - 67
Pictures, Photographs and Visual Images	SPHE Teacher Guidelines pp 68 - 78 Collection of pictures, photographs and objects that are relevant to physical growth
Discussion	SPHE Teacher Guidelines pp.79 - 85 Stories - talk about story Name and talk about feelings
Written Activities	SPHE Teacher Guidelines pp. 86 - 95 Bí Folláin: p. 7, Body Size – Look at me! Walk Tall , Jnr. Infs: p. 95, Things that I put on my body Walk Tall , Snr. Infs: pp. 101 & 102, Things to be happy about
Media and ICT	SPHE Teacher Guidelines: pp. 89, 90 & 96
Looking at children's work	SPHE Teacher Guidelines: pp. 97 – 99,



RESOURCES: *People/Materials/Community/Other*

Human: Visit of parent with new baby.		
RSE Resource Materials: Infants	pp 77 – 84, pp 68 – 76 pp 59 – 66	pp 157 – 168 As I grow I change pp 137 – 146 New Life pp 129 – 136 Feelings
Walk Tall, Jnr. Infs.	pp 107 – 131	Feelings
Walk Tall, Snr. Infs.	pp 99 – 110	Feelings
SPHE Resource List, PCSP website www.pcsp.ie		

ASSESSMENT: See SPHE Curriculum pp 70 - 77

Knowledge gained? Skills practised? Attitudes and Values experienced?

Teacher Observation pp. 72 – 74	Through this technique, the teacher can assess the attitudes and skills developed by the children, their ability to self-assess and their ability to set their own goals and targets. The teacher can take note of how children can work with others, types of questions asked, level of interest and self-confidence, ability to ask for help, coping with difficulties and change and their understanding of the work in hand. Listen for language. Observe children’s ability to communicate and co operate. Can children engage in quiet time?
Teacher designed tasks and tests pp. 74, 75	Through tasks and tests, the child is given the opportunity to engage in his/her own learning. These activities will promote dialogue, questioning, reflection and action. A variety of tasks will reflect the variety of intelligences in the class. These activities will include drama, oral presentations, written activities, open-ended statements to be completed, pictorial options from which to choose, role play, surveys and interviews, drama, role play, group work, co-operative games, talk and discussion, small projects, art work etc.
Portfolios and projects pp. 75, 76	A portfolio will contain examples of the work carried out by the children. These examples will indicate the child’s progress in and experience of the strands of the curriculum. They will be dated and a record of help given will be attached. The following should be noted from projects: information gathered, methods of research used, the way children worked together, styles of presentation and how children answered questions related to their project. Children’s folders will include a selection of the following: <ul style="list-style-type: none"> • Art work, work sheets etc. • Photographic and artistic representations of growth • New life in nature - linked to Science strand: Living Things