



Classroom Planning

Class: Junior and Senior Infants

Strand: Myself and Others _____

Strand Unit: Myself and my family _____

KEY WORDS/MESSAGES: *Reading through the content objectives and highlight the key words/messages for your class.*

appreciate ... family units ... belongs ... place and role ... things families do together ... take care of, support and love ... things that can be learned at home

CONTENT OBJECTIVES: *What do I want the children to learn in terms of gaining more knowledge, developing skills, and experiencing attitudes and values? SPHE Curriculum, p 20*

1. Identify and name the people who constitute a family and appreciate that all family units are not the same - *sibling, parent, guardian, grandparent, relative*
2. Realise that he/she belongs to a family and that each person has a place and role within a family
3. Explore the things that families do together - *talking, eating, working, travelling, shopping, playing, participating in leisure activities together*
4. Realise how families take care of, support and love each other
5. Explore and acknowledge many of the things that can be learned in the home.

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"> • catering for individual needs • developing democratic processes • fostering respect for diversity • fostering inclusive and respectful language • developing appropriate communication between home and school 	Content Objectives 1, 2, 3, 4 and 5	<p>All learning may be extended through integration with other subject areas</p> <p>SPHE: Content Objectives 1 – 5</p> <p>English: Oral Language</p> <p>Drama: Role play</p> <p>Visual Arts: designing cards for family events, clay or construction representations, collages with fabric and fibre</p> <p>History: Strand unit My family – family members care for each other; discussion of developments and things which have stayed the same</p>

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

Suitable material 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 APPROACHES:

What approaches and methodologies are most suitable for teaching these content objectives?



Primary Curriculum Support Programme
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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	Teacher Guidelines: Exemplar 2, p.61, negotiating, listening and supporting each other
Co-operative games	Teacher Guidelines: Exemplar 5, p.66 Walk Tall: Jnr Inf. Unit 3, Belonging and Co-operating pp 79 – 90 Snr Inf: Belonging pp 75 – 86 RSE: Jnr Inf. Theme 4 This is my family, pp 45 – 50 Snr Inf. Theme 3, pp This is my family, pp 115 – 122 Bí Folláin: Level 1, Unit 4, Theme B, My family, pp 161 – 173 NWHB: First Steps, Jnr Inf. Unit 2, Theme 2.1, Me and others, 121, 122 First Steps, Snr Inf. Unit 2, Theme 2.1, Me and others, pp 123, 124
Pictures, Photographs and Visual Images	Teacher Guidelines: Exemplar 11, p.74
Discussion	Teacher Guidelines: Exemplar 13, p.76
Written Activities	Walk Tall: Snr Inf. pp 77, 78, My Special People Booklet
Media and ICT	Teacher Guidelines: p 96
Looking at children's work	Teacher Guidelines: pp97- 99 Teacher observation Teacher designed tasks and tests Portfolios and projects

RESOURCES:

People/Materials/Community/Other

<p>People: Children, teacher, parents, other staff members, bus driver, garda, lollipop person</p> <p>Materials: CDs with songs, art materials, pictures, writing materials, magazines, clothes for dressing up, hula hoop, bean bags, small sponge balls</p> <p>Community: Shopkeepers, householders near to the school or bus stop, grandparents or other members of local community</p> <p>Publications: Publications referred to above Additional publications: R.S.E. resources Bí Folláin (In-career Development Unit, Mary Immaculate College, Limerick)</p> <p>Financial: BOM funding for materials/publications</p>



Assessment: See SPHE Curriculum Statement pp 70 – 77

Suggested focus: *Knowledge gained? Skills practised? Attitudes and Values experienced?*

Teacher Observation pp 72 – 74	Through teacher observation, 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.
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.
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.