



Classroom Planning

Class: Junior and Senior Infants

Strand: Myself and Others _____

Strand Unit: Relating to others _____

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

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CONTENT OBJECTIVES: *What do I want the children to learn in terms of gaining more **knowledge**, **developing skills**, and experiencing **attitudes and values**?
*Curriculum Statement, p 21**

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| <ol style="list-style-type: none"> 1. Listen and respond to the opinions and views of others 2. Use verbal and non-verbal behaviour to perform social functions - <i>introducing others, expressing thanks, making requests</i> 3. Practise care and consideration, courtesy and good manners when interacting with others - <i>giving and taking turns in listening and speaking</i> 4. Resolve conflicts with others – <i>learning to listen to others, to apologise and to accept apologies, to compromise and to forgive.</i> |
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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"> • turn- taking • greeting visitors • telling and listening to each other's news • exploration of ways in which children report and handle yard time experiences • rotation of group work • having a job rota in place • reading of suitable and relevant stories to the children • circle work • displays of children's work • regular affirmation of effort 	<p>Content Objectives 3, 4</p>	<p>Content Objectives, 1- 4 <u>English:</u> Oral Language - C.Obj. 1, 3 <u>Drama:</u> Role play- C.Obj. 2, 3, 4 <u>P.E.:</u> C.Obj. 3 <u>Visual Arts:</u> Looking and responding in relation to each other's work <u>History:</u> Listening to and retelling stories and events <u>Music:</u> Listening to and responding to compositions <u>P.E.:</u> Fair playing, team effort</p>



TEACHING APPROACHES:

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

Key Methodologies	Active Learning Strategies	Tick and elaborate strategy
Talk and Discussion	Drama Activities	Stay Safe: Snr. Infs: pp 12-14 S.P.H.E. Teacher Guidelines -Exemplar 1: p 60
Collaborative/Cooperative Learning	Co-operative games	S.P.H.E. Teacher Guidelines - Exemplar 5: p 66
Active Learning	Pictures, Photographs and Visual Images	S.P.H.E. Teacher Guidelines -Exemplar 13: p 76
Use of the Environment	Discussion	Walk Tall : <u>Jnr. Infs:</u> Unit 3 - pp 82, 85 & 86 <u>Snr. Infs:</u> Unit 1 – pp 32, 34, 36, pp 47 & 48 N.W.H.B.: <u>Jnr. Infs:</u> Unit 2: Theme 2.1 – p 121, no. 287, p 122 - no. 291 Stay Safe: Snr. Infs: pp 12 - 14
Skills through content	Written Activities	Walk Tall: <u>Jnr. Infs:</u> Unit 3 - p 85 & 86 R.S.E.: <u>Jnr. Infs:</u> Theme 2- p 25 & 26 <u>Snr. Infs:</u> Theme 5 - p 134
Problem-solving	Media and ICT	
	Looking at children's work	

RESOURCES: *People/Materials/Community*

Walk Tall :	<u>Junior Infants:</u> Unit 3 <u>Senior Infants:</u> Unit 1
R.S.E.:	<u>Junior Infants:</u> Theme 2 <u>Senior Infants:</u> Theme 5
N.W.H.B.:	<u>Junior Infants:</u> Unit 2: Theme 2.1 <u>Senior Infants:</u> Unit 2: Theme 2.1
Action for Life:	Lesson 8- Robots & Rabbits Lesson 10- It's Magic
Stay Safe:	<u>Senior Infants:</u> Topic 2



ASSESSMENT: See SPHE Curriculum, pp 70 -77

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

Teacher Observation pp 72 – 74	Are the children taking turns and listening to each other? How do they behave when the class has or greets a visitor? Are the children willing to apologise after an argument? In general, how are the children interacting with each other and with the class teacher?
Teacher designed tasks and tests pp 74, 75	Oral Language & Role play: Discuss with the children how we take turns and listen to each other. Using role-play, practise how we take turns in our class.
Portfolios and projects pp 75, 76	Collect any drawings that the children have done and put them in their SPHE folders or copies.