

## Short-Term Planning: Draft Guidelines

### **Drafted by representatives of:**

- Department of Education and Skills
- National Council for Curriculum and Assessment
- Professional Development Service for Teachers
- National Induction Programme for Teachers

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## General introduction

*“Short-term planning assists you in clarifying the work to be completed in a defined period. As a probationary teacher you are required to prepare short-term plans for each week. The plan should identify the essential learning experiences to be provided and the expected learning outcomes for the children. It should show the teaching strategies and methods you will use in this period. Your plan should also provide a means of assessing whether the expected learning outcomes have been achieved and so provide the basis for self-assessment of the appropriateness of the methods you decided to use.”*

[Guidelines for Probationary Teachers in Primary Schools \(DES, 2005\).](#)

As a teacher, you want to promote **quality learning** and teaching for all pupils in your class. There is a clear link between the quality of learning achieved by the pupils and the quality of the teacher preparation. The DES Inspectorate highlight a strong correlation between lessons deemed to have satisfactory learning outcomes and the quality of the preparation for the lesson (*Incidental Inspection Findings 2010*, DES 2010). Planning forms one part of teacher preparation.

While Rule 126 of the Rules for National Schools sets out the general requirements for teacher planning, teachers use their **professional discretion** to decide how to plan. *Short-term planning – draft guidelines* is part of a suite of materials that offer practical **support** for this process.

## Principles of good planning

Some **suggested** principles of good teacher planning are identified here. These are presented under **three questions** that teachers may find useful to guide reflection on their planning.

### 1. Who is planning for?

- Guides **me**, the teacher

### 2. Why is planning needed?

- Gives me **clarity** about...
  - what the pupils will learn
  - how the pupils will learn
  - how I will know what the pupils have learned

The key questions you ask yourself when planning are set out in **Appendix A**.

### 3. How is planning done?

- The **length** of my plans is not an indication of their quality. The detail and level of planning required may vary from teacher to teacher. For example newly-qualified teachers may draft more detailed schemes than their experienced colleagues.

- My plans are **practical** and **purposeful** and the format adopted is **user-friendly**. In other words, it's about **what works for me**. The format used for short-term planning may vary from school to school. It is advisable that a school staff should consider using a similar format for all teachers.
- My short-term planning is **informed** by my long-term plan.

These suggested principles of planning underpin the notion that good teacher planning and preparation can never be reduced to a mere **technical or mechanical process** such as completing grids and templates. It's much more than that. Every class **context is unique** and the class teacher is best placed to assess pupils' learning strengths and needs, and how these are best met.

The **process** of planning presents the teacher with the space to **reflect** on questions relating to the next stages of the children's learning: *What will the pupils learn in this week/fortnight/term? How will they learn it? How will I know that they have learned it?* What emerges in the plan is a **practical record** of the teacher's decisions about the learning and teaching.

These **guidelines and supporting templates** offer support to the teacher when making and recording important on-going decisions about the children's learning and his/her teaching.

## What should be included in a teacher's Short-Term Plan?

**For each subject area the short-term plan should contain:**

1. Date, Subject, Class Level
2. Strand, Strand Unit
3. Content Objectives and Skills (where appropriate)
4. Learning Objectives
5. Learning Activities
6. Resources
7. Differentiation
8. Assessment
9. Linkage and integration
10. Reflection

These headings reflect those presented in the *Curriculum Statement* and the *Teacher Guidelines* for each subject area in the *Primary School Curriculum* (DES, 1999), the School Plan and long-term plans. In this way, a clear link between the *Primary School Curriculum* (DES, 1999), the whole school plan, individual teacher planning and teaching and learning in the classroom is established. These headings are expanded below and illustrated through a series of vignettes based on the English curriculum. In addition to this, some samples of short-term plans are included in the Appendices.

### **1. Date, Subject and Class Level**

This section of the short-term plan should include the class level/s and the period covered. Experienced teachers are required to prepare fortnightly plans and probationary teachers must prepare weekly plans in advance.

The teacher's name may be included and perhaps the recommended time allocation per subject if considered useful.

### **2. Content Objectives and Skills**

The NCCA [Curriculum Planning Tool](#), an on-line database of all content objectives and skills in the *Primary School Curriculum* (DES, 1999), supports the easy identification and selection of content objectives and skills. The number of content objectives and skills included should be realistic in terms of the overall time allocation available for a subject in your short-term plan.<sup>1</sup>

Choose content objectives appropriate for the short-term plan. Refer to long-term/termly plan.

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<sup>1</sup> Refer to the *Primary School Curriculum* and *DES Circular 0056/2011* for information on the suggested time allocation for subjects.

### 3. Learning Objectives (*Based on content objectives and pupils' prior learning*)

#### **Key question 'What do I want the pupils to learn this week?'**

Refer to long-term/termly plan. Choose the content objective(s) appropriate for the short-term plan.

Break down the content objective into manageable learning objectives including skills as appropriate.

Clearly identify the learning objective(s). Visit **Appendix B** for practical support in how to write effective learning objectives. **Appendix B** includes a list of useful verbs to help you write the learning objective e.g. *identify, describe, compare*. Ensure that learning objectives are specific, attainable, realistic and support assessment

The teacher's professional judgement based on the unique context of the class and the time allocation for every subject will inform decisions about how much should be included in the plan.

Here's an example from the English curriculum to illustrate how a broad content objective can inform the writing of a learning objective.

English>> Senior Infants >>Writing>> Competence and confidence in using language

**Content objective:** Write and draw frequently

*Let us refine this content objective by expressing it as a learning objective. This will help to identify the specific learning that will be achieved in the period of time represented by your short-term plan:*

**Learning objective:** The children will be enabled to:  
Write captions for a wall story based on a re-tell of *Farmer Duck*.

**When there is clarity about what learning you want the children to achieve in the time period represented by your short-term plan, it is more likely that this learning will be successfully achieved. Clarity in the learning objectives will also help you in making decisions about what learning activities will be most effective in achieving this learning.**

### 4. Learning Activities/Methodologies

#### **Key Question: How am I going to support the pupils to achieve the learning objectives?**

Learning activities should be selected on the basis of their potential to support pupils' achievement of the learning objectives identified in the short-term plan. The learning objective(s) will inform the learning activities. The activities will be based on the methodologies and strategies in your long-term plan. An overview of methodologies for each subject available in **Appendix C** will also be helpful. This section of your short-term plan should also outline how the pupils will be organised e.g. whole class work, group work, pair work and individual work

### Example: English - Senior Infants (Short-term plan)

- **Story/Talk and Discussion:** class listen to *Farmer Duck* and respond to it - by discussing characters, predicting, questioning to elicit retell and response
  - *What happened first/next/after?*
  - *How do you think the duck felt when her friends helped her?*
  - *If you could be one character in the story which one would you be? Tell me your reasons.*
- **Active Learning/Pair Work:** class retell story in pairs to develop comprehension
- **Shared Reading** with teacher of *Farmer Duck* using interactive whiteboard
- **Direct Teaching:** Class engage in activities to develop phonological awareness - rhyming: -ed; syllabic isolation: *upset, Farmer*; phonemic blending: *i/n, u/p*; phonics - practice initial sound: *d*
- **Independent Writing:** children write captions for *Farmer Duck* wall story
- **Skills through Content:** class practice writing capital letter (*F*) from memory.

## 5. Resources

Key resources that will enable pupils to learn, should be recorded in the short-term plan. This section may also include resources used by any other support teacher.

### Example: Resources: English - Senior Infants (Short-term plan)

- Sequencing cards for retell of *Farmer Duck* by Martin Waddell
- *Farmer Duck*– Read & Respond Interactive text.
- Letter fans
- A3 paper for wall story

## 6 Differentiation

**Key Question:** How will I differentiate the lesson for pupils with varying abilities, including pupils with special learning needs or exceptionally able pupils?

Differentiation is supported by a range of strategies. **Appendix D** outlines a range of differentiation strategies informed by the [Guidelines for Teachers of Students with General Learning Disabilities \(NCCA, 2007\)](#) and the [Draft Guidelines for Teachers of Exceptionally Able Students \(NCCA, 2007\)](#).

The short-term plan should detail the strategies a teacher will use to cater for the diversity of pupil's learning needs in his/her class/es. When planning for differentiation the class teacher will regularly collaborate with the learning support/resource teacher.

The selected differentiation strategies should closely relate to the learning activities and should also be appropriate to the needs of the pupils.

In the example below the teacher identified the differentiation strategies considered most useful for this specific lesson. Note how the pupils are referred to by their initials only. **It might not be desirable or feasible to use more than a small number of differentiation strategies at any one time.**

### Example: Planning for differentiation: English - Senior Infants (Short-term plan)

- **Pace** - extra time will be allowed for CR, YL and RP to complete written tasks.
- **Support** - provide CR with sequencing cards to support her during her retell and give YL *Farmer Duck* in French to take home
- **Response** - CL will present the finished task in pictorial form using single worded labels. TO'M will be encouraged to extend his work by writing two additional sentences.

## 7 Assessment

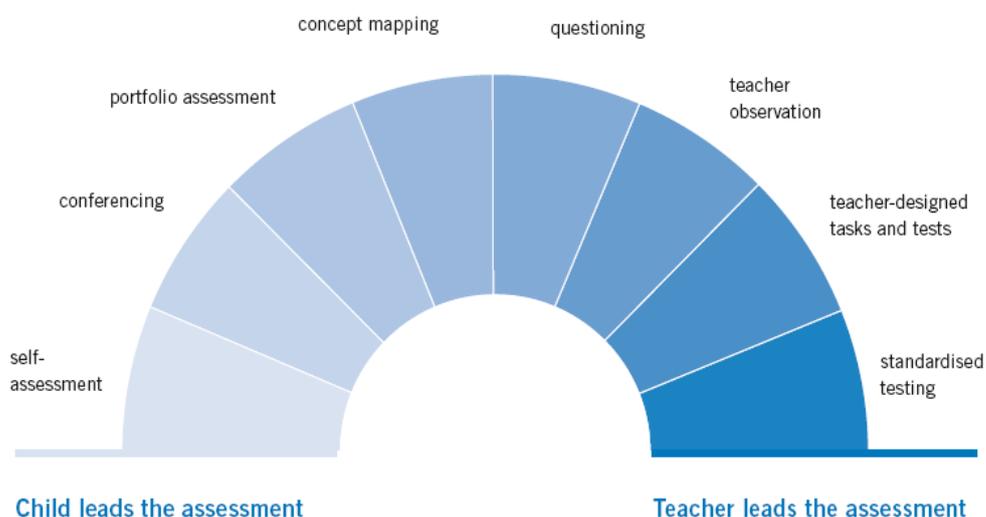
**Key Questions:**      **How will I assess what the pupils have learned?**  
                                 **How will the assessment data inform future teaching and learning?**

This section of the short-term plan should indicate how pupils' achievement of the learning objectives will be assessed. Two principal approaches to assessment - Assessment **for** learning (AfL) and Assessment **of** learning (AoL) will be used. Assessment **of** learning (e.g. class test) should inform Assessment **for** learning (identifying next steps needed to improve the learning and teaching). The learning objective(s) will inform what assessment methods are most appropriate to use.

Assessment support

- [Primary School Curriculum \(DES, 1999\)](#) provides guidance on assessment for every subject.
- [Assessment in the Primary School Curriculum: Guidelines for Schools \(NCCA, 2007\)](#) provides practical support on using a variety of assessment methods. See figure 1 below.
- [www.ncca.ie/action](http://www.ncca.ie/action) provides practical AfL supports including video of lessons and samples of pupils' work.
- **Appendix E** provides an 'at-a-glance' overview of a range of assessment methods

Figure 1: A continuum of assessment methods (NCCA, 2007)



In the example below, the class teacher identified the methods considered most useful for the specific lesson and class. The teacher was supported by the assessment section of his/her long-term plan. A **small number** of well-chosen assessment methods should be used.

#### **Example: Assessment: English - Senior Infants (Short-term plan)**

- **Self-assessment:** Pupils are encouraged to comment on their penmanship practice by making reference to the displayed sample.
- **Conferencing:** Time is set aside on Friday to talk separately to CR and HP about their writing, highlighting achievements, suggesting where and how learning can be improved.
- **Teacher observation:** Use of Story Recall checklist in the [Drumcondra English Profiles](#), ([Education Research Centre 2000](#)) (Figure D5) to evaluate pupils understanding of story elements as they recall a story.

### **8 Linkage and Integration:**

**Linkage: How will I make connections with other learning within a subject area?**

**Integration: How will I make connections between learning in different subject areas?**

Linkage and integration should occur naturally and not be contrived for the sake of inclusion in a plan. A thematic approach may be considered. The short-term plan may include detailed planning for topics or themes that draw on several subject areas or skills that might be developed. *The Primary School Curriculum* (DES, 1999) provides several suggestions for this type of work.

#### **Example: Opportunities for linkage and integration: English - Senior Infants (Short-term plan)**

Oral retell to prompt writing of captions for wall story, use of *Farmer Duck* as context for phonological awareness, phonics and handwriting.

- **History:** chronology through story with particular emphasis on the language of time.
- **Geography:** early mapping activity tracing the journey of *Farmer Duck*.
- **SPHE:** My friends and other people.
- **Music:** Composing – farmyard symphony using vocal and percussion sounds.

[Aistear: the Early Childhood Curriculum Framework \(NCCA, 2009\)](#) recommends the use of [play](#) as a teaching and learning methodology for one hour per day in the infant classroom. This topic approach to play promotes linkage and integration of children’s learning. The teacher has a critical role in the ‘behind-the-scenes’ work in resourcing and organising the play environment. This process is known as the pedagogical framing. The **planning framework for play** in Appendix H provides teachers with support when using play as a methodology and when ‘doing’ the pedagogical framing. The framework complements the ‘Learning activities/methodologies’ section of the short-term.

The following appendices provide further support when planning for play as a methodology:

- Appendix I: Planning framework for play: Guidelines
- Appendix J: Planning framework for play: Overview of play areas
- Appendix K: Planning frameworks for play: Completed sample

### **9. Reflection**

Refer to *Teacher Reflection Document* in **Appendix G** to support your short-term planning.

# Appendices

## Appendix A: Short-term planning stages

Ask yourself	Appropriate terms	Explanation
<b>What do I want the pupils to learn?</b>	<ul style="list-style-type: none"> <li>• content objective/s</li> <li>• skills and concepts</li> <li>• learning objective/s</li> </ul>	<p>The teacher clearly identifies what pupils are expected to know, understand or be able to do at the end of the period of learning.</p> <p>Primary School Curriculum and the School Plan are the first points of reference.</p>
<b>What needs to be in place for teaching and learning to take place?</b>	<ul style="list-style-type: none"> <li>• classroom management</li> <li>• organisational settings</li> <li>• teacher-pupil interaction</li> <li>• pupil-pupil interaction</li> <li>• use of resources</li> <li>• classroom layout</li> </ul>	<p>The teacher should consider these elements to ensure effective teaching and learning take place.</p>
<b>How am I going to support the pupils to achieve the learning objectives?</b>	<ul style="list-style-type: none"> <li>• learning activities informed by:</li> <li>• approaches</li> <li>• methodologies</li> <li>• strategies</li> </ul>	<p>The teacher describes what he/she will do to ensure pupils engage with the learning.</p>
<b>What will the pupils do to enable quality learning?</b>	<ul style="list-style-type: none"> <li>• learning activities/ experiences</li> <li>• assessment <i>for</i> learning</li> <li>• differentiated learning tasks</li> <li>• pupil-teacher interaction</li> <li>• peer interaction</li> <li>• independent pupil activity</li> <li>• pair/group tasks</li> </ul>	<p>The teacher outlines learning activities to be undertaken by the pupils when engaged in the learning.</p>
<b>How will I know to what extent the pupils have achieved the learning objective/s?</b>	<ul style="list-style-type: none"> <li>• assessment <i>of</i> learning</li> <li>• assessment <i>for</i> learning</li> <li>• evaluation</li> </ul>	<p>What assessment method(s) will support me in identifying what the pupils have learned? How will I use this data to inform the next stage of the pupils' learning? How effective was the teaching and learning process used to achieve the learning objectives?</p>

## Appendix B: Support when writing learning objectives

(Note - Learning objective refer to the specific learning children will achieve in the time period represented by a short-term plan. Learning objectives are derived by the teacher from broadly stated content objectives).

### Think about

- ▶ What exactly do you want the pupils to learn in the period of time represented by your short-term plan?

### It is important to...

- ▶ see the learning objective as a way of breaking down a broadly stated content objective into more specific learning objectives for the time period of your plan.
- ▶ begin every learning objective with a verb. This brings clarity to what it is the pupils will learn and, in turn, makes assessment of the learning easier.

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

### The pupil will be enabled to...

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

## Appendix C: METHODOLOGIES OVERVIEW

Over the year a **variety** of methodologies should be employed to motivate and engage pupils and cater for different learning styles.

### English

#### Oral language

- Modelling language
- Talk and discussion
- Play and games
- Story
- Improvisational drama
- Use of poetry and rhyme

#### Reading

- Reading to children
- Modelled reading
- Language experience
- Shared reading
- Guided reading
- Independent reading
- Book discussion groups
- Paired reading/Buddy/Peer reading
- Library usage
- Reading for purpose

#### Writing

- Oral familiarisation
- Free writing
- Modelled writing
- Shared writing
- Guided writing
- Independent writing
- Process writing
- Language experience
- Presentation to audience

### History

- Story
- Use of documentary evidence
- Use of artefacts
- Use of pictures and photographs
- Use of oral evidence
- Drama and role play
- Fieldwork
- Patch study
- Concept maps and brainstorming
- Showing lines of development

### Science

- Free exploration of Materials
- Open/Closed investigations
- Explanations: Annotated drawings
- Concept maps and brainstorming
- Indoor/outdoor explorations
- Fieldwork
- Use of child's work

### Drama

- Still image
- Thought tracking
- Defining space
- Mime
- Narration
- Hot seating
- Briefing
- Flash back/flash forward
- Conscience alley
- Soundscaping
- Ritual
- Teacher-in-Role

### Mathematics

- Use of concrete materials
- Modelling: skills, strategies and language
- Oral approach to mental maths
- Estimation strategies
- Use of calculators
- Investigations
- Outdoor maths trails
- Real-life maths

### Geography

- Fieldwork
- Open/Closed investigations
- Use of photos
- Interviews
- Story
- Surveys
- Simulations and models
- Map-work

### Gaeilge

- Modh na sraithe
- Modh na lánfhreagartha gníomhaí
- An modh closlabhartha
- An modh closamhairc
- Modh na ráite
- Modh Direach

#### Éisteacht/Labhairt,

- Aithris
- Athrá
- Labhairt agus plé
- Cluichí teanga
- Scéalaiocht
- Drámaíocht ar ala na huairé
- Úsáid filíochta agus ríme
- Foghlaim tascbhunaithe
- Múineadh na Gaeilge trí Ghaeilge

#### Léitheoireacht

- Ag léamh do pháistí
- Léitheoireacht mhúnlaithé
- Léitheoireacht i gcomhpháirt
- Léitheoireacht faoi threoir
- Léitheoireacht neamhspleách
- Grúpaí plé i gcomhair leabhar
- Léitheoireacht bheirte
- Úsáid na leabharlainne

#### Scríbhneoireacht

- Taithíocht ó bhéal
- Scríbhneoireacht mhúnlaithé
- Scríbhneoireacht i gcomhpháirt
- Scríbhneoireacht faoi threoir
- Scríbhneoireacht neamhspleách
- Próiseas na Scríbhneoireachta (dréachtú agus athdhréachtú)
- Saorscríbhneoireacht
- Cur chuige taithí teanga
- Cur i láthair do lucht féachana

### Visual Arts

- Working from experience
- Working from imagination
- Working from observation and curiosity
- Exploring materials and tools
- Mixing colours

## Methodologies Common to all subjects

#### Active learning

#### Guided discovery/Enquiry

#### Talk and discussion

#### Problem solving

#### Collaborative/Co-operative learning

#### Using the environment

#### Skills through content

#### Use of ICT

#### Free exploration of materials

#### Learning through play

#### Direct teaching

### Music

- Chants
- Call-and-response
- Visual scaffolding
- Kodaly hand signs with tonic solfa
- Clapping, conducting, marching, dancing
- Recording sounds using graphic symbols
- Miming the movements of performers
- Imitating environmental sounds with body percussion
- Responding to music in a variety of ways
- Singing games and action songs

### Physical Education

- Station teaching
- Co-operative games
- Grid based teaching
- Exploration of movement (gymnastics and dance)
- TGFU – teaching games for understanding
- Problem based learning
- Use of books, images and video as stimulus

### SPHE

- Circle Time
- Thinking time
- Brainstorming
- Structured interviews
- Co-operative games
- Simulations
- Photo language
- Role play/Drama activities
- Walking debate
- Agree/disagree
- Diamond Nine/Ranking
- Group decision making
- Collaborative problem solving
- Designing and conducting surveys and questionnaires
- Free writing
- Reflective writing
- Maintaining a portfolio

## Appendix D: Differentiation strategies across the curriculum

The table below includes a menu of differentiation strategies adapted from the [Guidelines for Teachers of Students with General Learning Disabilities \(NCCA, 2007\)](#) and from the [Draft Guidelines for Teachers of Exceptionally Able Students \(NCCA, 2007\)](#). The examples included are for illustrative purposes only and should be replaced by the class teacher with examples relevant to the pupils in his/her own class/es. The capacity to plan for differentiation will increase as the teacher becomes more familiar with the pupil's strengths and needs.

**In the short-term plan, the differentiation strategies will be developed in greater detail and should be informed by reflection on learning objectives.**

### Planning for differentiation across the curriculum – Fifth class

By	Strategy	Explanation	How I use this strategy to support differentiation – examples
Learning content	Level	The teacher varies the level and complexity of the content to reflect the diversity of the children'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 child is introduced to different elements of the learning content in accordance with his/her 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 children 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 children.
	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 learning for all children 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 children in mind.	Oral language activities for FB will focus on areas of interest such as soccer.
	Choice	Children 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 children's individual needs.	Templates will be provided to support SR and BT in presenting their written work. Webquests will be used to extend some children's learning on various topics.
	Resource	The children 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.
Learning Outcome	Response	The children 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 his drawings/diagrams rather than a written report.

## Appendix E: Assessment methods across the curriculum

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 his/her 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>  Assessment guidelines : page 14	The child reflects on his/her 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>▪ Evaluation sheets</li> <li>▪ KWL grids</li> <li>▪ Thumbs up/thumbs down</li> <li>▪ Talk partners</li> </ul>
<b>Conferencing</b>  Assessment guidelines : page 24	The teacher helps the child to reflect on his/her 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>  Assessment guidelines : page 30	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.
<b>Concept mapping</b>  Assessment guidelines : page 36	The child graphically presents his/her prior knowledge and understanding about a particular topic. Later the child amends and extends the map to reflect his/her new learning.	At times, I provide opportunities for the children to use concept maps at the start and end of the unit of work.
<b>Questioning</b>  Assessment guidelines : page 42	The child experiences a range of questions to assess the progress s/he is making in their learning.	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>
<b>Teacher observation</b>  Assessment guidelines : page 46	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.	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.
<b>Teacher designed tasks and tests</b>  Assessment guidelines : page 54	The teacher sets tasks and tests to assess the child's learning.	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.
<b>Pupil profiles</b>	The teacher compiles assessment information about the child and uses it to identify progression made in learning.	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 his 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.
<b>Standardised testing</b>  Assessment guidelines : page 60	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.	The test is administered to all children by the class teacher in accordance with the School Plan. The results are shared with the parents at the PTM at the end of the first term.  Mathematics: <i>(Insert test name)</i> is administered in the first week of October  English – <i>(Insert test name)</i> is administered in the second week of October.

## Appendix F: Short-Term Planning Template

**Recommendation:** *Please try to ensure that your plans are focused, concise and meaningful for your class. **Font type:** Times New Roman; **Font size:** 11*

■ <b>Date:</b>	<b>Class level:</b>	<b>Subject:</b>
■ <b>Strand:</b>	■ <b>Strand Unit:</b>	
■ <b>Content objective/s:</b>		
■ <b>Skills:</b> <i>(Where appropriate)</i>		
■ <b>Learning objectives:</b> <i>(Informed by strand and strand unit, content objectives, skills and concepts to be developed)</i>	■ <b>Learning activities:</b> <i>(Informed by Approaches /Methodologies /Strategies in Long Term Plan)</i>	
	■ <b>Resources:</b>	
■ <b>Differentiation:</b>		
■ <b>Assessment:</b>		
■ <b>Linkage and Integration:</b>		
■ <b>Reflection:</b> <i>Refer to Teacher Reflection Document in Appendix G to support your short-term planning.</i>		

## Weekly Reflection

*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 classroom 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 short-term planning, based on my experience in the classroom?**

**-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 pupil learning needs and/or styles in my class? Consider methodologies and differentiation.**

**-Think about one pupil's progress this week? Consider his/her learning / behaviour / social and emotional area. How effective were the strategies I used to support this pupil?**

**-How effectively did I integrate literacy and numeracy learning in my lessons?**

## Appendix G: Teacher Reflection Document

DRAFT

Week 1:

Week 2:

Week 3:

Week 4:

## Appendix H: 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 children's interest in and 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 too.

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

*\*The number of areas and the extent to which each links to the topic will vary from one topic to another.*

## Appendix I: Planning framework for play: Guidelines

### What is the purpose of the planning framework for play?

[Aistear: the Early Childhood Curriculum Framework \(2009\)](#) recommends the use of play as a teaching and learning methodology for **one hour per day** in the infant classroom. The teacher decides how much actual time is provided for play by reference to the unique classroom context. For example, during the first term of junior infants, the teacher might use a shorter amount of time as children need opportunities to become familiar with the play resources and develop important skills and routines such as playing together in small groups, tidying up after play and so on. Effective planning of the allocated time is necessary to ensure that play provides children with quality learning opportunities.

Play as recommended in *Aistear*, is **child-led** rather than teacher-led - children decide how and what to play in the play areas. This play is indirectly shaped and influenced by the resources made available by the teacher. In this way, the teacher has a critical role in the 'behind-the-scenes' work in resourcing and organising the play environment. This process is known as the **pedagogical framing**. The planning framework for play supports teachers in 'doing' this important framing work.

### How does the planning framework for play support teachers in 'doing' pedagogical framing?

The planning framework focuses on

- the **topic** being used to guide the play. This can emerge from the children's own interests, a class discussion, a story read aloud by the teacher, an upcoming event and so on. The topic facilitates curriculum integration through play. The teacher also uses the topic in timetabled subject/curriculum area lessons.
- **resourcing** the play areas.
  - The framework provided suggests planning for five play areas (sometimes known as 'play stations'). Using five play areas can help the teacher ensure that all children have an opportunity to play in each area in a given week—five play areas, five days in the week, five groups of children. Ultimately, the **number of play areas** set up by the teacher will be informed by the unique classroom context. For example, the teacher may decide to create more than five play areas for a large class or fewer play areas where the class size is small.
  - A **variety of play areas** should be provided throughout the year. Appendix J provides suggestions.
- how the play is **resourced** (key resources). The key resources change to support the play topic.
- how the play - through the key resources - links to children's **learning across the primary school curriculum** (integration)
- the **language** and **maths** taught in discrete class lessons that children will have opportunity to use in the play areas
- the **teacher's reflections** on the use of the play methodology, for example, *What worked well? What didn't work so well and how this might be done differently next time? How did the children use certain resources? What types of learning were particularly evident across the class?*  
Brief reflections should only be recorded at the end of the period represented by the planning framework.

The planning framework acts as a user-friendly reference for the teacher in every play session. For example, some teachers display a laminated version of the completed framework on the classroom wall or noticeboard as a useful reminder for this aspect of their classroom work .

## Appendix I (cont.): Planning framework for play: Guidelines

### Is a completed sample of the planning framework for play available?

Yes. A completed sample of the planning framework is available in Appendix K: Topic: The Arctic – junior infants.

### Which teachers may find the planning framework for play useful?

The framework supports teachers working with **junior and senior infants** who use **play** as a teaching and learning methodology. Teachers working in multi-grade classes which include junior and/or senior infants and first and second class may also find it useful.

### Are teachers required to use the planning framework for play?

No. Teachers have the option of using:

- the Planning framework for play
- a similar planning template that they find effective in their own unique classroom contexts
- the short-term planning template to record how play will support learning

### Is the planning framework for play separate from the teacher's short-term plan?

No. The planning framework complements the teacher's short-term subject plans and recognises that play is a methodology and not a subject or content area.

### How may the planning framework for play be referenced in the short-term plan?

While the play areas promote integrated learning, the teacher may decide to identify 'Learning through play' under the *Linkage and integration* section of the subject plan that s/he sees as most closely linked to the play topic. For example, the teacher may decide to list 'Learning through play' under the *Linkage and integration* section of Geography for the topic *The Arctic*. The teacher should then refer to the completed planning framework that will accompany the short-term plan for Geography i.e. '*The Arctic: refer to the planning framework for play at the end of this plan.*'

#### Example: Referencing the planning framework for play in the short-term plan

Geography

Integration and linkage:

Topic: *The Arctic*: refer to the planning framework for play at the end of this plan.

### Does the planning framework for play need to be completed as part of every short-term plan?

No. The completed framework will outline a plan for using play over a time period that will be typically **longer than the period represented by the short-term plan**. There will be no need to complete a new planning framework every time the short-term plan is updated. The timeframe for the planning framework for play will be noted on the plan itself.

### Where can more information on play as a methodology be found?

Visit the [Aistear Toolkit](#) to find out more about using play as a methodology. The Toolkit includes [podcasts and videos](#) of teachers sharing their experiences of planning and organising play, as well as facilitating learning during play. See [Aistear: Guidelines for good practice: Learning and developing through play](#) (NCCA, 2009) for more information on getting started with play and [Resources for play](#) (NCCA, 2009) for information on low-cost and free resources for play.

## Appendix J: Planning framework for play – Overview of play areas

A variety of play areas should be used to engage children and cater for different learning opportunities. Some suggestions for areas are provided in the table below. In the case of each area, some examples of resources are provided. The table has been adapted from [Aistear: Guidelines for good practice: Learning and developing through play \(p. 54 – 55, NCCA, 2009\)](#)

Suggested play areas	Play type	Description
<b>Socio-dramatic play</b> (e.g. The supermarket )	Pretend	<b>Pretend, dramatic, make-believe, role, and fantasy play</b> involves children using their imaginations. It includes pretending with objects, actions and situations. Children act out real events and they also take part in fantasy play about things that are not real, such as fairies or heroes. Children try out roles, occupations and experiences in their pretend play. <b>Early literary and numeracy</b> are evident in this type of play, for example children make lists and menus and pay items purchased. They also get the chance to play with different forms of ICT such as mobile phones, keyboards, cameras, and calculators.
<b>Small world</b> (e.g. the doll’s house, model animals, people, cars, and train sets)		
<b>Construction</b> (e.g. large wooden blocks, shoe-boxes, hard hats, clipboards)	Physical	<b>Constructive play</b> involves building something using natural and manufactured materials. As children develop, this type of play can become more complex and intricate.  <b>Exploratory play</b> involves children using physical skills and their senses to find out what things feel like and what can be done with them. Children explore their own bodies and then they explore the things in their environment.
<b>Sand</b> (e.g. sand-tray with sieves, jugs, scoops, buried objects, water added)		
<b>Water</b> (e.g. plastic tubing, funnels, jugs, scoops, buckets)		
<b>Play dough</b> (E.g. range of colours of play dough, rolling pins, cutters)	Creative	<b>Creative play</b> involves children exploring and using their bodies and materials to make and do things and to share their feelings, ideas and thoughts. They enjoy being creative by dancing, painting, playing with junk and recycled materials, working with play-dough and clay, and using their imaginations.
<b>Junk art</b> (e.g. cardboard boxes, tubes, yoghurt pots, scissors, cellotape)		
<b>Permanent literacy and maths table</b> (E.g. range of types of paper, pens, pencils, measuring tapes, weighing scales, calculators)	Supports literacy and numeracy in all play areas	The <b>permanent area</b> provides children with opportunities to read, write and use maths in ways that are related to the play topic.

See [Appendix 1](#) of *Aistear: the Early Childhood Curriculum Framework, Guidelines for good practice* (NCCA, 2009) for examples of resources to support children’s learning and development in the different play areas.

## Appendix K: Planning framework for play - Completed sample

<b>Play topic: Arctic</b> <i>The number of areas and the extent to which each links to the topic will vary from one topic to another.</i>		<b>Timeframe: 3 weeks</b>	
Language (taught in discrete lessons): Inuits, igloo, Arctic, Arctic fox, Arctic hare, narwhal, ringed seal, iceberg			
Maths (taught in discrete lessons): 3-D shapes			
Play area	Key resources	Integration	Teacher reflection
Socio-dramatic: - <i>Polar bear's cave</i> - <i>An igloo</i>	Flash cards of key vocabulary taught; a tent; topic-related books; materials for Inuit costume-making (blankets); food; natural materials e.g. twigs, stones; an Arctic explorer's diary and checklist of Arctic animal sightings.	<b>S.E.S.E:</b> People in other places Living things <b>Drama:</b> Exploring feelings.... Role-play <b>Writing:</b> Recording in the explorer's diary. <b>Reading:</b> Using vocabulary on the wall. <b>Oral Language:</b> Using taught vocabulary <b>Art:</b> Sketching Arctic animals <b>Maths:</b> Using times (o'clock) to record in explorer's diary	Children were very happy to role-play different scenarios in the Arctic with very few resources here. Showing video clips of Inuit families and polar bears in the wild gave them lots of ideas for play – an important stimulus.
Small world	Large white pages to use as blankets of snow; pine cones for trees; small blocks for building, people, animals.	<b>Maths:</b> Using small 3-D blocks for building <b>Drama:</b> Role-play <b>Oral Language:</b> Using taught vocabulary <b>S.E.S.E:</b> Mapping to create a bird's eye view	Children remembered the story 'Polar Bear Express' from December and made the train tracks to the North Pole.
Construction	Duplo blocks, Lego, large wooden blocks; safety helmets, high-vis vests; clipboards and pens.	<b>Maths:</b> 3-D shapes; problem solving <b>S.P.H.E:</b> Keeping safe on the site	Children themselves decided to build igloos. They realised quite quickly that the blocks are not round!
Creative	Blue and white paint; paper plates for paint mixing.	<b>Visual Art:</b> Paint and colour <b>Science:</b> Light and dark	Children realised nothing could be distinguished in their pictures if they mixed colours all together.
Reading, writing and maths - <i>Permanent area to support play in all other stations.</i>	Reading: A selection of books relating to the theme The Arctic/Arctic animals/The Titanic. Maths: measuring tapes; watches; clocks.	<b>English:</b> Reading materials linked to the Topic; Writing for different purposes such as planning constructions. <b>Maths:</b> Constructing igloos with cubes; Using measuring tapes to create Inuit costumes.	Children were fascinated with all the books particularly the ones on The Titanic. Lots of parents brought in books for this topic.

## Appendix L: Science – Third and Fourth class (Short-term plan)

<p>■ <b>Date:</b></p>	<p><b>Class level: 3<sup>rd</sup>/4<sup>th</sup> Class</b></p>	<p><b>Subject: Science</b></p>
<p>■ <b>Strand: Living Things</b></p>	<p>■ <b>Strand Unit: Plant and Animal Life</b></p>	
<p>■ <b>Content objective/s:</b> Observe, identify and investigate the animals and plants that live in local environments</p>		
<p>■ <b>Skills:</b> <b>Questioning</b></p> <ul style="list-style-type: none"> <li>• Eliciting facts - How many legs, wings, eyes does the animal have?</li> <li>• Analysing - How are these two minibeasts the same/different?</li> <li>• Observing - the variety of minibeasts, particular characteristics of each type.</li> <li>• Recording and Communicating - making detailed annotated drawings and diagrams, keeping a diary of observations over the week including the recording of daily weather.</li> </ul>		
<p>■ <b>Learning objectives:</b></p> <p><i>(Informed by strand, strand unit, content objectives, the skills and concepts to be developed)</i></p> <p><b>The pupils will be enabled to:</b> Observe, identify and examine mini-beasts found in and around the hedgerow outside the school grounds.</p>	<p>■ <b>Learning activities:</b></p> <p><i>(Informed by Approaches and Methodologies in Long-Term Plan)</i></p> <ul style="list-style-type: none"> <li>• <b>Concept maps and brainstorming:</b> initial concept mapping exercise prior to visiting the hedgerow to elicit what the pupils currently know and understand.</li> <li>• <b>Talk and Discussion</b> (first in pairs and then feedback to whole class) pupils will make predictions regarding what they think they might find in the hedgerow.</li> <li>• <b>Outdoor Exploration</b> - visit and explore the local hedgerow outside the school.</li> <li>• <b>Co-operative learning</b> on fieldtrip (groups of three pupils with defined roles of collector, recorder and reporter).</li> <li>• <b>Use of photographs and annotated drawings</b> to record findings.</li> </ul>	<p>■ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>• plastic boxes • bug magnifiers • notebooks and task cards</li> <li>• digital camera • white basins • pooters and insect traps.</li> </ul>
<p>■ <b>Differentiation by:</b></p> <ul style="list-style-type: none"> <li>• <b>Response</b> - various methods of recording findings: written text, graphs, photographs, diagrams and drawings.</li> <li>• <b>Interest</b> - Some pupils will record using the digital camera.</li> <li>• <b>Resource</b> - BK and GO'D will bring along and consult reference book for additional facts and images.</li> <li>• <b>Level and pace</b> – FM will require guidance and support from SNA on fieldtrip.</li> </ul>		
<p>■ <b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• <b>Questioning</b> - questioning (closed questions to assess knowledge of facts, open questions to foster problem solving and divergent thinking).</li> <li>• <b>Concept Mapping</b> - before and after lesson to elicit prior knowledge and assess new learning.</li> <li>• <b>Teacher Observation</b> - are the pupils using the magnifiers properly, handling the insects with care, using the correct language to discuss and describe their findings?</li> <li>• <b>Teacher designed tasks and tests</b> – complete simple investigation task cards.</li> </ul>		
<p>■ <b>Linkage and Integration:</b></p> <p><b>Environmental awareness and care</b> - observing and appreciating living things in local habitats.</p> <ul style="list-style-type: none"> <li>• <b>Geography</b> - weather: Investigating and recording weather patterns and their effects on the natural environment.</li> <li>• <b>Visual Arts</b> - Drawing: drawing mini-beasts/plants from observation.</li> </ul>		
<p>■ <b>Reflection:</b> <i>Refer to Teacher Reflection Document to support your short-term planning.</i></p>		

## Appendix M: Mathematics – Senior Infants (Short-term plan)

■ <b>Date:</b>	<b>Class level: Senior Infants</b>	<b>Subject: Mathematics</b>
■ <b>Strand: Measures</b>	■ <b>Strand Unit: Money</b>	
<b>■ Content objective/s:</b> <ul style="list-style-type: none"> <li>Recognise coins up to 20c and use coins up to 10c <i>Exchange a number of coins for a single coin of equal value and vice versa</i> <i>Use coins in shopping activities, tender appropriate coins, calculate change</i> <i>Use correct vocabulary – see below</i></li> <li>Solve practical problems using money</li> </ul>		
<b>■ Skills:</b> Applying and problem-solving; implementing; communicating and expressing		
<b>■ Learning objectives:</b> <i>(Informed by strand, strand unit, content objectives, the skills and concepts to be developed)</i>  <b>The pupils will be enabled to:</b> <ul style="list-style-type: none"> <li>recognise coins up to 20c</li> <li>swop a number of coins for a single coin of equal value</li> <li>buy two items in a shop, calculating the price of both together</li> <li>solve practical problems based on money e.g. during oral maths time</li> <li>use key vocabulary: cost; price; cheap; expensive; change; too much; too little</li> </ul>	<b>■ Learning activities:</b> <i>(Informed by Approaches and Methodologies in Long-Term Plan)</i> <ul style="list-style-type: none"> <li><b>Oral approach to mental maths:</b> counting doubles, how much money, counting in twos, problems involving money (too much/too little), oral problems based on money (too expensive/too cheap), shopping activity on the white board.</li> <li><b>Talk and discussion:</b> Looking at and identifying coins - How many coins are on the board now?</li> <li><b>Modelling strategies/ problem solving:</b> Matching coins - How many 1c coins do I need to match 5c? What can I buy in the shop with this many coins?</li> <li><b>Guided discovery:</b> Looking at ten and twenty cent coins - What is the same? What is different?</li> <li><b>Using concrete materials:</b> Sorting coins into groups of the same. Activities based on exchanging coins.</li> <li><b>Real-life maths:</b> Maths-based morning activity - Shop with magnetic coins. Buy 2 items. Calculate the total cost.</li> <li><b>Consolidation activities:</b> [Insert textbook title] page 118 - 121</li> </ul>	<b>■ Resources:</b> <ul style="list-style-type: none"> <li>[Insert workbook title]</li> <li>magnetic coins</li> <li>real coins in bags</li> <li>play-shop and price tags for shop</li> <li>cash register</li> <li>feely bag</li> <li>number lines</li> </ul>
<b>■ Differentiation by:</b> <ul style="list-style-type: none"> <li><b>Support:</b> Extra teacher time with the Red Group when counting in twos and working with money.</li> <li><b>Pace:</b> X O'Z and R.XD will complete the first half of the written work in their books.</li> <li><b>Level:</b> Y Mc X, U O'Y and Z O'Y will be assigned more complex problems to solve using money – oral and written.</li> </ul>		
<b>■ Assessment:</b> <ul style="list-style-type: none"> <li><b>Teacher designed tasks:</b> Consolidation worksheet on recognising and exchanging coins up to 20c.</li> <li><b>Teacher observation:</b> How is the pupil approaching the task? Is he/she taking the value of each coin into account when they are counting them? Are they using the correct names of each coin? Checklist used to support teacher observation during structured play and group work.</li> <li><b>Self-assessment:</b> Using their own coins children compare their answers to a selection on the interactive whiteboard.</li> </ul>		
<b>■ Linkage and Integration:</b>		
<i>Linkage within subject</i>	<b>Maths:</b> Number stories: revision of number stories using money e.g. $5c + 2c = 7c$ .	
<i>Linkage and integration across the curriculum</i>	<b>English:</b> Oral language Using key vocabulary in the correct context, communicating with others in structured play. <b>Gaeilge:</b> Ag siopadóireacht - Foclóir bia – using words such as úll, arán, cáca milis during structured play-shop activity.	
<b>■ Reflection:</b> Refer to Teacher Reflection Document to support your short-term planning.		

## Appendix N: Visual Arts – Junior Infants (Short-term plan)

<b>■ Date:</b>		<b>Class level: Junior Infants</b>		<b>Subject: Visual Arts</b>	
<b>■ Strand: Print</b>			<b>■ Strand Unit: Making Print &amp; Looking and Responding</b>		
<b>■ Content objective/s:</b> <ul style="list-style-type: none"> <li>• experiment with the effects that can be achieved with simple print-making.</li> <li>• use a variety of print-making techniques.</li> </ul>					
<b>■ Skills:</b> An awareness of shape, line, colour, tone, patterns and rhythm.					
<b>■ Learning objectives:</b> <i>(Informed by strand, strand unit, content objectives, the skills and concepts to be developed)</i>  <b>The pupils will be enabled to:</b>  experiment with the effects that can be achieved with simple print-making <ul style="list-style-type: none"> <li>• <i>with oddments that have interesting textures or shapes e.g. leaves, lego pieces, bottle tops etc.</i></li> <li>• <i>with one or two paint colours to help focus on texture, shape, pattern</i></li> <li>• <i>beginning to organise the print marks purposefully</i></li> <li>• use a variety of print-making techniques</li> <li>• <i>making a variety of relief prints</i></li> <li>• <i>experimenting with ways of repeating and combining examples of one or more prints</i></li> </ul>			<b>■ Learning activities:</b> <i>(Informed by Approaches and Methodologies in Long-Term Plan)</i>  <b>Use of the environment</b> <ul style="list-style-type: none"> <li>• use of wet sand or puddle outdoors to make footprints, hand prints, fingerprints, shoe prints.</li> <li>• observation of print in the environment – posters, wallpaper, fabrics, tiles etc.</li> </ul> <b>Talk and discussion</b> <ul style="list-style-type: none"> <li>• discuss the print, line shape, texture, colour.</li> <li>• how he/she enjoyed making them.</li> <li>• how the artist/printer possibly made them.</li> <li>• what he she likes best about the print.</li> </ul> <b>Exploring materials and tools</b> <ul style="list-style-type: none"> <li>• experiment printing with oddments that have interesting textures and shapes e.g. leaves, lego pieces, kitchen utensils, bottle tops.</li> </ul> <b>Guided discovery</b> <ul style="list-style-type: none"> <li>• discover how simple prints could be further developed – overprinting.</li> </ul>		
<b>■ Resources:</b> <ul style="list-style-type: none"> <li>• wet sand or a large puddle (outdoors)</li> <li>• boots or waterproof shoes</li> <li>• piece of simply printed wrapping paper</li> <li>• wallpaper or fabric</li> <li>• paint - one or two colours</li> <li>• flat trays, thin sponge cloths</li> <li>• variety of oddments e.g. bottle tops, lego pieces, leaves, kitchen utensils, plastic pot scrubs etc.</li> <li>• paper - news print quality</li> </ul>					
<b>■ Differentiation by:</b> <ul style="list-style-type: none"> <li>• <b>Task</b> - simple prints using one object or more complex prints using a variety of objects.</li> <li>• <b>Response</b> - some children may try over printing with a different colour or object.</li> <li>• <b>Level and pace</b> – FL will require guidance and support from SNA to create the print.</li> </ul>					
<b>■ Assessment:</b> <ul style="list-style-type: none"> <li>• <b>Self-assessment</b> - “The Artist’s chair”; WWW - EBI (What went well - Even better if).</li> <li>• <b>Portfolio</b> - work samples or ePortfolio.</li> <li>• <b>Teacher observation</b> - are the pupils pressing down firmly to make the print? Have they experimented with different shape, colours, patterns, etc.</li> </ul>					
<b>■ Linkage and Integration:</b>					
<i>Linkage within subject</i>		<ul style="list-style-type: none"> <li>• Drawing – developing awareness of shape through drawing.</li> <li>• Paint and colour - developing colour awareness.</li> <li>• Looking and responding - <i>Mud hand Circles</i> by Richard Long.</li> </ul>			
<i>Linkage and integration across the curriculum</i>		<ul style="list-style-type: none"> <li>• <b>English</b> - <i>Footprints in the Snow</i> by Mei Matsuoka - picture book for story time.</li> <li>• <b>Mathematics</b> – Algebra: continuing pattern (shape and colour).</li> </ul>			
<b>■ Reflection:</b> <i>Refer to Teacher Reflection Document to support your short-term planning.</i>					

## Appendix O: English – Senior Infants (Short-term plan)

<b>■ Date:</b>	<b>Class level: Senior Infants</b>	<b>Subject: English</b>
<b>■ Strand:</b> <ul style="list-style-type: none"> <li>• Oral Language</li> <li>• Reading</li> <li>• Writing</li> </ul>	<b>■ Strand Unit:</b> <ul style="list-style-type: none"> <li>• Receptiveness to language</li> <li>• Developing cognitive abilities through language</li> <li>• Competence and confidence using language</li> </ul>	
<b>■ Content objective/s:</b> <b>Oral Language</b> – <i>receptiveness to language</i> <ul style="list-style-type: none"> <li>• listen to a story or description and respond to it</li> </ul> <b>Reading</b> – <i>developing competence and confidence through language</i> <ul style="list-style-type: none"> <li>• re-read, retell and act out familiar stories, poems or parts of stories.</li> </ul> <b>Writing</b> – <i>competence and confidence using language</i> <ul style="list-style-type: none"> <li>• write and draw frequently</li> </ul>		
<b>■ Skills:</b> <ul style="list-style-type: none"> <li>• <b>Questioning</b>            To discuss the characters in the story            To predict what happened first/next/last            To elicit retell and response</li> </ul>		
<b>■ Learning objectives:</b> <i>(Informed by strand, strand unit, content objectives, the skills and concepts to be developed)</i>  <b>The pupils will be enabled to:</b> <ul style="list-style-type: none"> <li>• listen to and respond to the story <i>Farmer Duck</i> by M. Waddell.</li> <li>• retell the story <i>Farmer Duck</i>.</li> <li>• write captions for Wall Story based on <i>Farmer Duck</i> retell.</li> </ul>	<b>■ Learning activities:</b> <i>(Informed by Approaches and Methodologies in Long-Term Plan)</i>  <b>Talk and discussion</b> <ul style="list-style-type: none"> <li>• class listen to <i>Farmer Duck</i> and respond to it - by discussing characters, predicting, questioning to elicit retell and response.  <i>what happened first/next/after?</i>  <i>how do you think the duck felt when her friends helped her?</i>  <i>if you could be one character in the story which one would you be? Tell me your reasons.</i></li> </ul> <b>Pair Work</b> <ul style="list-style-type: none"> <li>• <i>Class retell stories in pairs to develop comprehension.</i></li> </ul> <b>Shared reading</b> <ul style="list-style-type: none"> <li>• using the interactive whiteboard the pupils will engage in shared reading of <i>Farmer Duck</i> with the teacher.</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>• pupils write captions for <i>Farmer Duck</i> wall story.</li> <li>• class practice writing capital letter (<i>F</i>) from memory.</li> </ul>	
<b>■ Resources:</b> <ul style="list-style-type: none"> <li>• Sequencing cards for retell of <i>Farmer Duck</i> by Martin Waddell.</li> <li>• <i>Farmer Duck</i> – Read and Respond Interactive</li> <li>• letter fans</li> <li>• A3 paper for wall story</li> </ul>		

■ **Differentiation by:**

- **Pace** - extra time will be allowed for CR, YL and RP to complete written tasks.
- **Support** - provide CR with sequencing cards to support her during her retell and give YL *Farmer Duck* in French to take home.
- **Response** - CL will present the finished task in pictorial form using single worded labels. TO'M will be encouraged to extend her work by writing two additional sentences.

■ **Assessment:**

- **Self-assessment** – Pupils are encouraged to comment on their penmanship practice by making reference to the displayed sample.
- **Conferencing** - time is set aside on Friday to talk separately to CR and HP about their writing, highlighting achievements, suggesting where and how learning can be improved.
- **Teacher observation** – use of Story Recall checklist (Figure D5) in the *Drumcondra English Profiles* to evaluate pupils understanding of story elements as they recall a story.

■ **Linkage and Integration:**

*Linkage within subject*

- use of *Farmer Duck* as context for phonological awareness, phonics and creative writing and penmanship.

*Linkage and integration across the curriculum*

- **History:** chronology through story with particular emphasis on the language of time.
- **Geography:** Early mapping activities tracing *Farmer Duck's* journey in the story.
- **SPHE:** My Friends and Other People.
- **Music:** Composing – farmyard symphony using vocal and percussion sounds.

- **Reflection:** *Refer to Teacher Reflection Document to support your short-term planning.*

## Appendix P: History – Senior Infants (Short-term plan)

■ <b>Date:</b>	<b>Class level: Senior Infants</b>	<b>Subject: History</b>
■ <b>Strand: Story</b>		■ <b>Strand Unit: Stories</b>
<b>Content objective/s:</b> <ul style="list-style-type: none"> <li>Discuss the chronology of events (beginning, middle and end) in a story.</li> <li>Display storyline pictures showing episodes in sequence.</li> </ul>		
<b>Skills:</b> <ul style="list-style-type: none"> <li>Working as a historian: time and chronology</li> </ul>		
<b>Learning objectives:</b> <i>(Informed by strand, strand unit, content objectives, the skills and concepts to be developed)</i>  <b>The pupils will be enabled to:</b> <ul style="list-style-type: none"> <li>listen to, retell and respond to the story of <i>The Ugly Duckling</i>.</li> <li>put a series of six pictures from the story into the correct sequence.</li> </ul>		<b>Learning activities:</b> <i>(Informed by Approaches and Methodologies in Long-Term Plan)</i>  <b>Story:</b> <ul style="list-style-type: none"> <li>Teacher will read the story of <i>The Ugly Duckling aloud</i>.</li> </ul> <b>Talk and discussion:</b> <ul style="list-style-type: none"> <li>Questioning based on the story; pair work - recalling what came first/ next/ at the end.</li> </ul> <b>Concept maps and brainstorming:</b> <ul style="list-style-type: none"> <li>Recalling the events in the story.</li> </ul> <b>Use of pictures/Active learning:</b> <ul style="list-style-type: none"> <li>Pupils will help the teacher put the pictures from the story in order (large format cards).</li> </ul> <b>Collaborative learning:</b> <ul style="list-style-type: none"> <li>Group work - pupils holding images from story, put themselves into the correct order.</li> </ul>
		<b>Resources:</b> <ul style="list-style-type: none"> <li>Interactive whiteboard</li> <li><i>The Ugly Duckling</i></li> <li>sequencing cards (large format)</li> <li>six small sets of sequencing cards for groups</li> <li>S.E.S.E booklets</li> </ul>
<b>Differentiation by:</b> <ul style="list-style-type: none"> <li><b>Level:</b> Questions to match children's ability levels specifically for A. O'D and R.P. e.g. <i>Can you tell me something about the Ugly Duckling that changed during the story?</i> <i>Can you think of another animal that changes a lot as it grows?</i></li> <li><b>Support:</b> Additional support to enhance confidence and participation will be given to X O'D and Y McU during group activities.</li> </ul>		
<b>Assessment:</b> <ul style="list-style-type: none"> <li><b>Teacher observation:</b> Does the pupil participate in the discussion?</li> <li><b>Questioning:</b> Lower order - <i>Where did the duckling live?</i> Higher order - <i>How do you think that the little duckling was feeling?</i> <i>Do you think that pupils ever feel this way?</i></li> <li><b>Self-assessment:</b> Thumbs technique following the sequencing activity - Did I put the pictures in the correct order? Was I always sure where each picture went? What was tricky about it?</li> </ul>		
<b>Linkage and Integration:</b>		
<i>Linkage within subject</i>	<ul style="list-style-type: none"> <li>Sequencing of events in other stories</li> </ul>	
<i>Linkage and integration across the curriculum</i>	<ul style="list-style-type: none"> <li><b>English:</b> This week's large-format book is <i>The Ugly Duckling</i> - development of oral language skills while retelling the story, lower order and higher order comprehension questions.</li> <li><b>Maths:</b> Ordinal numbers – first, second, third etc.</li> </ul>	
<b>Reflection:</b> Refer to Teacher Reflection Document to support your short-term planning.		

