NIPT

An Clár Náisiúnta Ionduchtaithe do Mhúinteoirí
The National Induction Programme for Teachers

Long-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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Table of contents

Page

General introduction

In order to ensure the success of your work as a teacher, preparation is crucial in clarifying the learning pupils will achieve. This document aims to support you in this process and to complement the *Rules for National Schools* (Rule 126A), the *Primary School Curriculum (DES, 1999)* and *Guidelines for Probationary Teachers in Primary Schools (DES, 2005).*

A long-term plan mediates the teacher's implementation of the curriculum for a term or a year. It should be developed in accordance with:

- the particular needs, aptitudes and interests of the children
- the *Primary School Curriculum* (DES, 1999)
- the School Plan

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. 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. *Long-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 **you**, the teacher

2. **Why is planning needed?**

   - Gives you **clarity** about…
     - what the pupils will learn
     - how the pupils will learn
     - how you will know what the pupils have learned

A teacher's long-term plan should help him/her provide for a broad and balanced curriculum where **continuity and progression** are promoted. It should provide a summary of the **aims** to be achieved in each subject area, based on the curriculum and his/her judgement of pupil needs.

3. How is planning done?

- Your long-term plan can be recorded and presented in a variety of ways – in a grid format or continuous text. The **format** selected can be based on individual preference and may vary depending on the subject of the plan.

- The **length** of a plan 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. *Remember that the **length of your long-term plan is not necessarily an indication of its quality.** What is important is that you have clarity about what you want to achieve, that you have knowledge of the curriculum for the class you are teaching, and that all your planning documents provide continuous support for your teaching and are meaningful, useful, and applicable to your own class situation.*
  Guidelines for Probationary Teachers in Primary Schools (DES, 2005)

- More experienced teachers may choose to prepare a long-term plan in September for a complete school year as they become familiar with the needs and abilities of the pupils in the class. However, newly qualified teachers may find it difficult to judge accurately the amount of time needed for each aspect of the curriculum. Therefore, it is recommended for newly qualified teachers to set out a plan for each term **or** for the periods September-December and January-June.

- Your plans should be **practical** and **purposeful** in a **user-friendly** format. In other words, it's about what works for **you**. The format used for long-term planning may vary from school to school.

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 term/year? How will they learn it? How will I know that they have learned it?* What emerges in the plan is a **practical overview** of the teacher's decisions about the learning and teaching over a specified time period.

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 long-term plan?

In summary, for each subject area the long-term plan should contain:
1. Term, Class level, Subject
2. Aims
3. Content
4. Approaches and methodologies
5. Resources
6. Differentiation
7. Assessment
8. Linkage and integration

These headings - explained on the next page in the overview - reflect those presented in the *Curriculum Statement* and the *Teacher Guidelines* for each subject in the *Primary School Curriculum (DES, 1999)*, the School Plan and short-term plans.

A template for Long-term planning is available in **Appendix H**.

1. Aims

"It is not necessary to transcribe directly from curriculum documents; rather you should ensure that the aims are presented in a way that is meaningful and relevant to your pupils' learning and to the setting in which you are teaching".

Guidelines for Probationary Teachers in Primary Schools (DES, 2005)

The aims for the class/es should be aligned with the relevant curriculum statement and the School Plan. They should be contextualised with reference to the class level and pupils learning strengths and needs.

Example: Aims for English - Sixth class:

Please note this example is intended as a guide - experienced teachers should use their professional judgement to determine the level of detail necessary to inform their teaching and learning.

In line with our school plan for English, the sixth class programme will continue to expand and enrich the children's oral, reading and writing experiences and foster a love and appreciation of literature, poetry and drama. In particular, I aim to enable the children to:

- develop a rich and varied **vocabulary** to enhance oral communication, personal writing and the experience of reading;
- **communicate** ideas, experiences, feelings and opinions clearly and fluently both orally and in writing;
- **read** a wide range of reading material for pleasure and for information and engage in and enjoy sustained silent reading;
- **write** in a wide variety of genres and for a variety of audiences and continue to edit and refine personal writing.

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2. Content

This section of the long-term plan may outline:

- strands and strand units
- an overview of the content objectives, and/or examples of the learning activities
- the skills and concepts to be developed

Appendix A provides clarification of the terms "*content objective"* and *"curriculum objective".*

The importance of using the School Plan as the starting point for planning is identified in **Appendix B**. 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 such as this example in SPHE:

Overview of Content for SPHE

Strands	Strand Units (Year 1)	Strand Units (Year 2)
Myself	*Self-identity (Sept.–Oct.)*	
	Taking care of my body (Jan.-Feb.)	
	Growing and Changing (March-April)	
		Safety and Protection (Jan-Feb)
		Making Decisions (March-April) *This strand unit is for third to sixth only.*
Myself and others	*Myself and My Family (Nov.-Dec.)*	
		My friends and other people (May-June)
		Relating to others (Sept.-Oct.)
Myself and the wider world	*Developing Citizenship (May-June)*	
		Media Education (Nov-Dec)

- the content objectives to be covered by each class level if this has been included in the School Plan
- agreed whole school approaches and decisions – for example the Geography content selected for the particular class group, the spelling and phonics programme decided on by the school, the class novel agreed for the class level, the agreed approach to teaching addition and subtraction etc.

It is not necessary to transcribe the content objectives for each class level into the long-term plan. It is essential however, that teachers refer, as appropriate, to:

- the strands/strand units/content objectives

- the learning experiences and the activities that enable the pupils to acquire and develop knowledge, understanding, skills and concepts

Refer to **Appendix C** for detailed examples of content for Third/Fourth Class for Maths, English, SPHE and PE.

Please note these examples are intended as guide - experienced teachers should use their professional judgment to determine the level of detail necessary to inform their teaching and learning.

Alternatively when devising your long-term plan, a *general statement*, as outlined in the following example, may suffice:

Example: Oral language – infant classes

Please note this example is intended as a guide - experienced teachers should use their professional judgement to determine the level of detail necessary to inform their teaching and learning.

The pupils will be enabled to develop their capabilities in oral language through discussion and opportunities to work in pairs, groups and whole class settings. Teachers will provide pupils with occasions and supports to:
- listen to a story/description, respond to it and ask questions about it
- learn to adopt appropriate verbal and non-verbal behaviours and use these when creating and telling stories and when sharing their reactions to a wide range of everyday experience and feelings

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- respond to story through discussion, mime and role-playing to stories, rhymes and songs heard and learnt in an enjoyable way
- use language to perform common social functions, ask questions, retell stories/events with increasing detail and accuracy, and create and sustain imaginary experiences/situations in discussion and in play
- listen to, learn and recite rhymes and riddles, including nonsense rhymes
- create real and imaginary sound worlds and recognise and re-create sounds in the immediate environment.

As stated earlier, the teacher **may** include examples of learning activities that will be used to support the objectives**.** An example of this approach is presented below.

Example: Poetry – First to third class

Please note this example is intended as a guide - experienced teachers should use their professional judgement to determine the level of detail necessary to inform their teaching and learning.

Throughout the year, the pupils will listen to, read, recite, learn and respond to an appropriate and varied range of poetry. The teacher will take the pupil's interests and various stimuli into account and introduce more sophisticated nonsense verse and rhyme. The pupils will recreate poems in improvisational drama, using that as a stimulus to draw and write poems. The pupils will be supported in writing about their likes and dislikes about events and characters in story through poetry.

3. Approaches and methodologies

The long-term plan should briefly outline the range of methodologies a teacher will use over the course of the year including specific methodologies that will be used in relation to certain subjects. Over the year, the teacher should employ a **variety of methodologies** to motivate and engage pupils and cater for different learning styles. In his/her short-term planning, this can be developed in **greater detail** and should be informed by on-going reflection on the quality of pupil learning.

Such methodologies are outlined in **Appendix D** and described in greater detail in Section 5 of the *Teacher Guidelines* for every subject. **Appendix E** also includes a detailed description of methodologies that could be employed over the course of the year in Geography and Gaeilge. Reference as to how the pupils will be organised and the activities they will engage in to ensure that learning takes place should be included.

4. Resources

For some subjects, this will include a list of key reading material or music resource material the staff has agreed on a whole-school basis. For others it will refer to a variety of other significant resources such as concrete materials, buildings, habitats, places of interest in the locality and Mathematics/History trails the school has established. The resource section could also outline the support that could be provided by the learning support/resource teacher, language teacher, special needs assistant, visitors etc.

Please note these examples are intended as a guide - experienced teachers should use their professional judgement to determine the level of detail necessary to inform their teaching and learning.

Example: Sample resources for Maths

- Mathematics Curriculum Books
- School Plan
- selection of books, extra activities, Busy Bee Folder
- class library – selection of maths books
- clocks
- calculator
- laptop
- projector
- computer programs
- trundle Wheel
- balances
- 3-D shapes
- plastic money
- measuring jugs - apparatus for capacity
- multiplication/division game
- playing cards and dice
- 1 metre measuring stick
- lollipop sticks - counters
- maths trails - in and around the school grounds
- learning support/resource teacher - team teaching in Mathematics
- posters/pictures

Example: Sample resources for Physical Education - second class

- Physical Education Curriculum Books
- School Plan
- beanbags
- quoits
- multi markers
- skipping ropes
- selection of balls
- selection of racquets
- assorted dance music
- diving sticks for aquatics
- gym equipment
- straws
- marble
- balance beam
- balance stones
- wobble boards
- orienteering control cards
- maps
- balloons
- batons
- dance scarf
- parachute
- hurleys
- helmets
- bibs
- carpet squares
- target mats
- elastic bands
- first aid kit
- books and teaching aids
- Primary Schools' Sports Initiative available www.pdst.ie

5. Differentiation

Differentiation strategies across the curriculum

Differentiation involves recognising that children differ from one another in how they learn, in what they can learn and in the pace and progress of their learning. Differentiation is concerned with matching teaching and learning approaches to the child, so that the learning objectives and completion targets are realistic and attainable. A teacher plans for differentiation to cater for the diversity of pupils' learning needs. Differentiation incorporates:

- looking at the individual pupil's interests

- previous knowledge and experiences in the area of learning

- level of motivation

- the pace of learning

The capacity to plan for differentiation will increase as the teacher becomes more familiar with the pupils. The teacher will regularly collaborate with the learning support/resource teacher in order to identify appropriate strategies for pupils with special educational needs.

The illustrated table in Appendix F consists of 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 strategies are grouped in the table under learning content, process and outcome to promote greater clarity. The table relates to fifth class and is for illustrative purposes only.

A teacher may wish to include a similar table of strategies in his/her long-term plan.

In the short-term plan, the differentiation strategies will be developed in greater detail and should be informed by on-going reflection on the quality of pupil learning.

The use of a pupil's initials rather than his/her full name is recommended if a specific strategy is being assigned in the plan to an individual pupil.
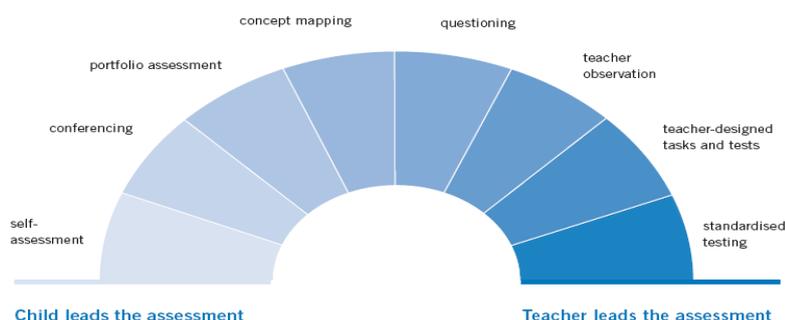
6. Assessment

"Assessment enables the teacher to build a picture over time of the child's progress and achievement in learning. This on-going process of how the child learns as well as what the child learns shapes this picture and informs subsequent stages of the teaching and learning process." Assessment in the Primary School Curriculum: Guidelines for Schools, (NCCA, 2007, p. 7)

School-wide procedures for assessment, as set out in the School Plan and/or Assessment Policy, should be referred to when devising long-term plans.

Assessment in the Primary School Curriculum: Guidelines for Schools, (NCCA, 2007, p. 7) is a particularly useful reference for the teacher when planning for assessment. It details two main approaches to assessment, assessment *for* learning and assessment *of* learning, together with some suggested methods that may be used.

The assessment methods, eight in total, are presented on the continuum below:

concept mapping   questioning

portfolio assessment   teacher observation

conferencing   teacher-designed tasks and tests

self-assessment   standardised testing

Child leads the assessment   **Teacher leads the assessment**

The illustrated table in **Appendix G** consists of 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 table relates to fifth class and is for illustrative purposes only.

A teacher may wish to include a similar table of assessment methods in support of the long-term plan. The table will inform more detailed planning for assessment in the short-term plan.

View multi-media support for Assessment for Learning at www.action.ncca.ie. The materials include classroom video footage and samples of children's work with teacher commentary.

7. Linkage and integration

"In your long-term plan you should briefly note the opportunities for integration with other curricular areas and linkage within subjects".
Guidelines for Probationary Teachers in the Primary School (DES, 2005)

The long-term plan might identify how various areas in any subject can be linked. It should also identify suitable topics and themes that can be explored and developed across the curriculum. Again, the *Teacher Guidelines* provide several suggestions for this type of work. More detailed planning for topics will form part of the teacher's short-term planning. The table below presents an example of how linkage and integration might be illustrated.

March/April		May		June	
Theme: Recording and communicating	Transfer of data recording using bar graphs – Maths, Science, Geography, SPHE	**Theme: Planet Earth**	Integration of Science, History, Geography	**Flooding in Kenmare**	Integration of Science, History, Geography, English, Visual Arts, Maths

Appendices

Appendix A: Curriculum objective and content objective – clarification of terminology

The terms *curriculum objective* and *content objective* are sometimes used interchangeably. While this is understandable, it may give rise to some confusion. The following explanation is designed to offer clarification of the terms.

Curriculum objectives

The term curriculum objective does not occur in the *Primary School Curriculum* (DES, 1999) documentation. However, specific reference is made to the *Curriculum aims* and *General objectives* that underpin the curriculum. These are detailed separately in the Introduction book to the *Primary School Curriculum* (DES, 1999 p. 34).

Broad objectives

The curriculum statement documents identify the *Aims* and *Broad objectives* for each subject*.* The following extract is taken from the *Curriculum Statement* for Scienceto illustrate broad objectives.

When due account is taken of intrinsic abilities and varying circumstances, the Science curriculum should enable the child to:

• develop an interest in and curiosity about the world through the exploration and study of living and non-living things

• develop a knowledge and understanding of scientific ideas through the study of living things and the environments in which they live, energy and forces, materials and processes of change.

Curriculum Statement for Science, p. 12

Content objectives

In the *Primary School Curriculum* (DES, 1999) each subject strand/strand unit incorporates detailed content objectives. The content objectives *encompass the learning experiences and the activities that enable the child to acquire and develop the knowledge, understanding and skills that the strand/strand units address.* Introduction book to the *Primary School Curriculum* (DES, 1999 p. 41).

The content objectives are detailed in the *Curriculum Statement* document of every subject.

Appendix B: The School Plan - providing starting points for planning

The School Plan explicitly outlines whole school approaches and decisions in relation to the subject areas. These approaches are informed by the Primary School Curriculum and collaborative agreements by the whole staff in relation to how the Primary School Curriculum is implemented in practice in the school.

The School Plan provides a context for the teacher's individual planning. Both long term and short term plans should reflect agreed whole-school approaches and decisions with regard to each subject.

Key issues that may be included:

- 'Points of transfer' for subjects and responsibility for content at each stage
- Content for each class level from the two year curriculum block (single stream)
- Selections for class levels where the 'menu' curriculum applies such as History, Geography etc.
- Agreed milestones for pupil's attainment, for example in Literacy and Numeracy
- Agreed themes for integration across similar class levels
- Subject specific events/ projects that may span all classes; Active Schools Flag, Tree Week, Write a book.
- Agreed organisation aspects for the subject e.g. assessment, key methodologies, developmental stages within a topic, key resources etc.

Ongoing review of school plans is critical to maintaining their relevance in the planning process. School Self-Evaluation and review of subject areas may result in changes in practices and plans.

Appendix C: Examples of an overview of content for some curricular areas: Third and fourth classes

It is not necessary to transcribe the content objectives for each class level into the long-term plan. It is essential however, that teachers refer, as appropriate, to:

- the strands/strand units/content objectives

- the learning experiences and the activities that enable the pupils to acquire and develop knowledge, understanding, skills and concepts.

In these examples a number of curricular areas have been selected for illustrative purposes.

Mathematics

Month	September	October	November	December
Strand and Strand Unit	**Revision** **Strand 1 Number:** Place Value (Estimating) , Addition (using bigger numbers), Subtraction 2digit and 3 digit **Strand 2 Algebra:** Word sentences **Strand 3 Shape and Space:** Lines and angles. (Maths Trail)	**Strand 1 Number:** Multiplication-repeated addition Groups of 2's4's 8's- 3's 6's 9's- 5's 10's multiplying by 0 **Strand 4 Measures –**Time sense of time 5 minute interludes analogue/digital clock	**Revision** **Strand 1 Number** Division Equal sharing, repeated subtraction diagrams **Strand 2 Algebra** Word sentences (as above) Link with multiplication **Strand 5 Data** Graphs pictogram block bar	**Strand 1 Number** Fractions ½'s ¼ 's 1/8's 1/10's folding fraction wall equivalent ordering (Maths Trail) **Strand 4 Measures** Money name and record, one step problems

Month	January	February		March
Strand and Strand Unit	**Revision** **Strand 1 Number** Decimals: tenths, compare and order, problem solve. **Strand 3 Shape and Space** 2D Shapes, 3D Shapes. Tessellate. Patterns. Practical tasks and problems (Maths Trail)	**Strand 4 Measures** Length: metre centimetre estimate/compare/measure/record/rename practical tasks and problems. (Maths Trail) **Strand 1 Number** Multiplication. Multiply by 10, 2digit/ 3 digit X 1 digit = answer < 1000 Simple problems **Strand 2 Algebra Pattern**. Environment Number patterns 100- Square sequences rules. Number facts		**Revision** **Strand 3 Shape and Space** Symmetry. Identify and draw (Maths Trail) **Strand 2 Algebra** Number Sentences Word sentence to number sentence and vice versa. One step number sentences – problem solving strategy

Month	April	May	June
			Strand 4 Measures Area Regular/Irregular
Strand and Strand Unit	**Strand 1 Number** Division 1 digit/2 digit divided by 1 digit. Number facts. ½ = divide by 2 Problem solving –real life **Strand 4 Measures** Weight kg and g Estimate measure record add subtract problem solve **Strand 1 Number: Fractions**. Links to division. Calculate a fraction of a number and a number given its fraction. Problem solving.	**Strand 5 Data** Chance. Vocabulary. Likelihood of occurrence. Identify and record outcomes of random processes. **Strand 4 Measures** Capacity litres millilitres. Add and subtract amounts < 1000 (no borrowing from the litres) **Strand 3 Shape and Space** 3-D Naming and describing Using nets.	**All Strands**

English

Oral Language

Developing Receptiveness to Oral Language	Developing Competence and Confidence in Using Oral Language	Developing Cognitive Abilities Through Oral Language	Developing Emotional & Imaginative Life Through Oral Language
▪ Experience the teacher's use of challenging vocabulary and sentence structure. ▪ Give and follow instructions on how to perform a particular task or process. ▪ Become increasingly aware of the importance of gesture, facial	▪ Give and take turns in speaking, and experience a classroom environment in which tolerance for the views of others is fostered. ▪ Initiate conversations and respond to the initiatives of others in talking about experiences and activities. ▪ Summarise and prioritise ideas. ▪ Discuss the meanings and origins of words, phrases and expressions with the teacher.	▪ Discuss issues that directly affect his/her life. ▪ Discuss a story being read and predict future events and likely outcomes in it. ▪ Discuss different possible solutions to problems. ▪ Discuss what he/she knows of a particular topic or process as a basis for encountering new problems.	▪ Describe everyday experiences to the class or group and discuss them. ▪ Discuss favourite moments, important events and exciting characters in a story, play or poem. ▪ Express reactions to events and characters in stories. ▪ Discuss reactions to poems. ▪ Create and tell stories to the

expression, tone of voice, audibility and clarity of enunciation in communicating with others. • Use of mime to convey ideas, reactions, emotions, desires and attitudes. • Discuss the use and effect of music, sound effects and non-verbal clues in audio tapes, video tapes and film clips.	• Become aware of new words and new connotations of words through his/her reading and writing experience. • Play synonym and antonym games. • Become familiar with the functions of technical grammatical terms without necessarily using them. • Practise the common social functions in the everyday context of class and school and through improvisational drama. • Make lists of local expressions and words. • Use improvisational drama to re-create well-known characters.	• Discuss causes and effects in relation to processes and events and predict possible outcomes. • Listen to a presentation and discuss & decide which are the most important questions to ask. • Learn how to use the basic key questions. • Make presentations to the class about his/her own particular interests. • Justify personal likes and dislikes. • Argue a point of view and try to persuade others to support it. • Explore historical events through improvisational drama.	class or group and retell them after questioning. • Express feelings and attitudes through improvisational drama. • Dramatise stories. • Experience and enjoy playful aspects of language.

Reading:

Developing Strategies	Reading for Pleasure & Information	Developing Interests, Attitudes, Information Retrieval Skills & the Ability to Think	Responding to Text
• Use more than one strategy when reading unfamiliar text. • Identify unfamiliar words by reference to word parts. • Continue to self-correct reading errors. • Become an increasingly independent reader. • Understand the relationship between	• Have access to a plentiful supply of books in the classroom. • Pupils encouraged to use library facilities outside the school. • Select personal reading material and develop personal taste in reading for pleasure and information. • Experience different types of text. • Engage with a wide variety of poetry and verse on a	• Extend participation in listening and silent reading activities. • Read short books in one sitting to experience success in reading. • Explore new interests and perspectives through reading. • Read books independently. • Seek recommendations for books to read and recommend books to others. • Continue to use information technology to increase motivation to read and to enhance reading development. • Know the structure and terminology of books. • Develop skills in locating and handling books through using well-stocked classroom library.	• Extend and develop his/her response to increasingly challenging reading material. • Engage in talk about books. • Talk about choice of books and the reasons for choices. • Recognise and discuss differences in reading tastes. • Share responses with other children. • Experience a shared response to fiction through the use of a class novel. • Read aloud with expression.

| text and illustration. | regular basis. | ▪ Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material. | |
| ▪ Refine his/her listening skills through hearing the teacher read aloud. | ▪ Develop basic information retrieval skills. ▪ Use simple dictionaries effectively. | ▪ Use knowledge of printing conventions as an aid to expression and comprehension. | |

Writing:

Creating & Fostering the Impulse to Write	Developing Competence, Confidence & the Ability to Write Independently	Clarifying Thought Through Writing	Developing Emotional & Imaginative Life Through Writing
▪ Experience a classroom environment that encourages writing. ▪ Observe the teacher modelling different writing genres. ▪ Use personal reading as a stimulus for writing. ▪ Write stories that explore a variety of genres. ▪ Re-read his/her writing for pleasure. ▪ Choose the audience for which to write. ▪ Choose both the subject and form of his/her writing. ▪ Receive and give positive responses to writing. ▪ See his/her writing valued.	▪ Write regularly, and gradually extend the period over which a writing effort is sustained. ▪ Engage in the writing of one piece over a period. ▪ Experience varied and consistent oral language activity as a preparation for writing. ▪ Learn to use questions as a mechanism for expanding and developing a story. ▪ Give sequence to ideas and events in stories. ▪ Develop an awareness of the difference between written language and oral language. ▪ Learn to revise and re-draft writing. ▪ Develop a basic knowledge of noun, verbs, adjectives, pronouns, adverbs and prepositions.	▪ Write in a variety of genres with greater sophistication. ▪ Read a story and write it in his/her own terms. ▪ Read a narrative or expository piece and summarise it. ▪ Write about an idea to explain it to someone else. ▪ Write about why he/she finds an idea attractive. ▪ Write about ideas encountered in other areas of the curriculum. ▪ Write down directions on how to perform a particular process. ▪ Write a list of questions about a particular topic and prioritise them. ▪ Write a sentence and elaborate on it by adding one or more ideas to it. ▪ Expand and clarify his/her thoughts on a particular idea or topic through drafting and re-drafting.	▪ Express his/her reactions to particular experiences in writing. ▪ Write about experiences and feelings in diary form. ▪ Create stories and poems. ▪ Write extended stories in book form. ▪ Write about favourite moments, characters and events in stories. ▪ Express in writing his/her reactions to poems. ▪ Express in writing his/her reactions to personal reading. ▪ Use his/her own artwork and that of others as a stimulus for writing.

Social, Personal and Health Education

September-October	November-December	January-February	March-April	May-June
Myself: Self-identity	Myself and Others: Myself and My Family	Myself: Taking Care of My Body	Myself: Growing and Changing	Myself and the Wider World: Developing Citizenship

Physical Education

September-October	November-December	January-February	February-March-	April-June
Games (4 weeks) Athletics(4 weeks)	Gymnastics	Aquatics (6 weeks)	Dance Folk and Creative	Athletics Games Outdoor and Adventure Activities

APPENDIX D: 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

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 Díreach

Éisteacht/Labhairt,
- Aithris
- Athrá
- Labhairt agus plé
- Cluichí teanga
- Scéalaíocht
- Drámaíocht ar ala na huaire
- Úsáid filíochta agus ríme
- Foghlaim tascbhunaithe
- Múineadh na Gaeilge trí Ghaeilge

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

Scríbhneoireacht
- Taithíocht ó bhéal
- Scríbhneoireacht mhúnlaithe
- 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

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

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

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

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

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

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

Appendix E: In-depth overview of key methodologies for Geography and Gaeilge

Please note these examples are intended as a guide - experienced teachers should use their professional judgement to determine the level of detail necessary to inform their teaching and learning.

Example: Key methodologies for Geography

The following active learning approaches are particularly suited to geography and will be used throughout the year in the context of the three strand units. Pupils will experience working in pairs and co-operative groups depending upon the nature of the activity.

- **Fieldwork and trails** - trails in and around the immediate school environment will allow pupils to engage in age appropriate fieldwork activities when exploring the local natural and human environments. All trails undertaken by the pupils will include an element of environmental awareness and care. Activities will be varied to address each of the strand units.
    - o **Human environments** - a study of the local street furniture in relation to its **form** (making simple sketches), **fabric** (investigating material it is made from) and **function** (use or purpose).
    - o **Natural environments** - study of the local river upon which the town is built. This will include an in-depth scientific study of the living things in and around the river bank.
    - o **Environmental awareness and care** - exploring the litter problem on the river bank and conducting a survey of types of litter.

In the interest of meaningful integration across SESE, trails will consist of activities pertaining to geographic, scientific and historical investigation, where feasible and appropriate.

NB The school safety statement will always be consulted in advance of all fieldwork activities and potential hazards identified with a prior visit to the area.

- **Maps, globes and graphical skills -** the mapping skills of the geographer will feature wherever possible, in all geographical learning and investigation
    - o **Human environments** - the use of symbols to interpret and represent services on tourist maps.
    - o **Natural environments** - comparing physical maps with aerial photos of the same area.
    - o **Environmental awareness and care -** identifying areas of deforestation using the globe and a variety of atlases.

- **Use of ICT**
    - o **Human environments** - using route planner sites such as www.aaroadwatch.ie to compare various ways of travelling to the same place.
    - o **Natural environments** - downloading daily images from www.met.ie and comparing them with local weather.
    - o **Environmental awareness and care** - using *MS Excel* or other such programmes to record and represent data gathered during recycling week.

- **Use of story -** stories and texts with geographical themes will be used to enhance learning where appropriate
    - o **Human environments** - any story outlining the journey of a character will have possibilities for map work, e.g. *The Flight of the Doves* by Ralph Nelson.
    - o **Natural environments** - exploring folklore relating to weather predictions.
    - o **Environmental awareness and care** - *Ice man* by Michael Smith will accompany the study of the Antarctic.

- **Interviews and surveys –** these methodologies will be used where suitable in the teaching and learning of the three strands
    - o **Human environments** - an interview with the local traffic warden will be conducted alongside a survey of parking facilities in the area.
    - o **Natural environments** - a simple land use survey of the school grounds and plotting the various surface types on a map
    - o **Environmental awareness and care -** the pupils will interview local people and record some ideas for the best ways to improve the appearance of the river bank.

- **Use of photographs** - photographs will be widely used to enhance the teaching and learning of all areas of the Geography curriculum. Examples include
    - o **Human environments -** the use of aerial photos to explore settlement distribution in an area
    - o **Natural environments** - the use of photos to demonstrate extreme weather conditions across the globe.
    - o **Environmental awareness and care -** the use of photos to critically comment on man's intervention on the natural environment.

- **Simulations and models -** occasionally, the children will investigate processes in the human and natural environments using a range of these
    - o **Human environments** - making 3D representations of the classroom layout and reproducing it in map/plan form
    - o **Natural environments** - using various compositions of rocks and soils to demonstrate soil erosion
    - o **Environmental awareness and care** - investigating pollution in the environment using wax paper and Vaseline.

Sampla: Teagasc agus Foghlaim na Gaeilge - cur chuige, modhanna agus straitéisí – rang a haon-trí

Beidh an cur chuige cumarsáideach i dtaca le modhanna agus straitéisí ar leith in úsáid i rith na bliana ag brath ar chomhthéacs agus ar riachtanas an ranga. Cruthaíonn na téamaí comhthéacs do mhúineadh na bhfeidhmeanna teanga ag éirí as riachtanais nádúrtha chumarsáide laistigh. Is faoi scáth an chur chuige chumarsáidigh a mhúintear eiseamláirí de na feidhmeanna teanga don bhliain.

- **Cur chuige cumarsáideach**
  Tá cumarsáid i gceist sna ceithre snáithe, san ábhar teagaisc agus foghlama, sna modhanna múinte agus sna straitéisí. Féach thíos gnéithe ar leith den chontanam cumarsáide:
  - **an tréimhse réamhchumarsáide** - ionchur teanga, cleachtadh, athrá, cluichí struchtúrtha agus gníomhaíochtaí réamhchumarsáide chun ullmhú don chumarsáid, gníomhaíochtaí faoi threoir.
  - **an tréimhse chumarsáide** - tascanna agus idirghníomhú sóisialta, an fhoghlaim ghníomhach, an fhoghlaim chomhoibríoch, seiftiú, úsáid na teanga, mar shampla rólghlacadh i suímh dhifriúla, scéalta a aithris, a athinsint, a chumadh, a chríochnú, cluichí foghraíochta agus litrithe, drámaíocht, sceitsí, plé, díospóireacht, agallaimh.
  - **an tréimhse iarchumarsáide** - anailís ar an teanga, féachaint siar ar na gníomhaíochtaí, aschur teanga, traschur eolais go tascanna nó go cluichí eile, cleachtaí gramadaí.
- **Modhanna múinte**
  Úsáidtear modhanna múinte éagsúla chun cumas cumarsáide an pháiste a fhorbairt.
  - **an modh díreach**
    Pictiúir, póstaeir, ábhar dilis a úsáid chun sainfhoclóir na dteanaí don leibhéal a mhúineadh , mar shampla, na focail cháilitheacha mór, beag, fada, íseal. Aithris agus athrá i gceist.
  - **modh na sraithe**
    Sraith abairtí le chéile i bhfoirm scéil a léiriú le pictiúir nó le gníomhartha, mar shampla, dánta a athris, páirt a ghlacadh i sceitsí gearra.
  - **modh na lánfhreagartha gníomhaí**
    Gníomhartha fisiceacha a úsáid chun brí agus tuiscint na Gaeilge a léiriú, mar shampla, gníomhamhráin a chanadh, cluichí teanga, *Deir Ó Grádaigh, Éist agus tarraing.*
  - **an modh closlabhartha**
    Leas a bhaint as agallamh taifeadta, fiseán, cainteoir beo, mar shampla, éisteacht agus aimsiú/maeitseáil, éisteacht agus leanúint treoracha, gluaiseacht le ceol, meitithéarmaíocht na léitheoireachta a chloisteáil.
  - **an modh closamhairc**
    Leas a bhaint as pictiúir, ábhair dhílis mar straitéisí cúiteacha, mar shampla, focail a aithint ó leideanna a úsáid ó phictiúir, pictiúrleabhair, leabhair mhóra, cartúin, páipéir ghrinn, focalchártaí, frásachártaí, abairtchártaí, an múinteoir a fheiceáil ag scríobh (múnlú).
  - **modh na ráite**
    Frásaí, nathanna beaga nó 'ráite' úsáideacha a mhúineadh, mar shampla, focail a scríobh ó chuimhne, nath na seachtaine, seanfhocail.

- **Straitéisí**

  Seo a leanas roinnt do na straitéisí is coitianta a bheidh in úsáid ar mhaithe na cumarsáide a fhorbairt. Tá samplaí éagsúla léirithe thíos.

Agallaimh - *creathlacha réamhcheaptha a chóipeáil agus a iomlánú*	**Drámaíocht agus sceitsí** - *puipéid a úsáid, suímh shamhlaíocha a chruthú*
Rólghlacadh - *bolgáin chainte a lionadh i gcartúin*	**Fiseáin** - *Dóra ó TG4, caint faoi na rudaí a tharla, atá ar siúl agus a tharlóidh*
Cluichí teanga - *Feicim le mo shúilín*, cluiche cuimhne	**Filíocht, rannta, rabhlóga** - g*níomhamhráin, focail a aithint trí bhriseadh i siollaí, fuaimeanna na Gaeilge a thuiscint: gutaí, consain, séimhiú ar thúschonsain*
Druileanna - *scéalta gearra a insint ag úsáid sraith briathra*	**Díospóireacht agus plé** - *scéal béaloidis a phlé, gneithe d'fheasacht teanga: focail idirnáisiúnta sa Ghaeilge*
Tascanna agus fadhbanna - *tomhais, treoracha a thabhairt le cabhair léarscáile*	**Amhráin** - *amhráin a chumadh nó a iomlánú, fuaimeanna na Gaeilge a iniuchadh*
Teicneolaíocht an eolais - *cluichí léitheoireachta idirghníomhacha*	**An fhoghlaim tascdhírithe** - *ríomhphost a scríobh chuig páistí i scoil eile, tógáil ar fhréamhacha focal*
An fhoghlaim lánpháirtithe ábhair agus teanga - *Gaeilge a mhúineadh trí ábhair eile, scileanna trí ábhar*	

Appendix F: Differentiation strategies across the curriculum

This illustrated table 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 pupils.

In the short-term plan, the differentiation strategies will be developed in greater detail and should be informed by reflection on the needs and strengths of pupils. .

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 assessed by listening to a verbal presentation supported by his drawings/diagrams rather than a written report.

Appendix G: 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**
Self-assessment Assessment guidelines : page 14	The child reflects on his/her own work by asking *What did I do well? Where did I have a difficulty? What can I do better next time?*	I use a range of self –assessment tools including ▪ Rubrics ▪ **K**WL grids ▪ Questions ▪ **T**humbs up/thumbs down ▪ Evaluation sheets ▪ Talk partners
Conferencing 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: *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?*
Portfolio 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.
Concept mapping 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.
Questioning 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. What is the name of this 3D shape?* to more open questions that encourage higher order thinking *e.g. Can you identify any 2-D shapes with lines of symmetry in the classroom?*
Teacher observation 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.
Teacher designed tasks and tests 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 frequents 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.
Pupil profiles	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.

| Standardised testing

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: (*Insert test name*) is administered in the first week of October

English – (*Insert test name*) is administered in the second week of October. |
|---|---|---|

Appendix H: Long-term planning template

■ Term:	Class level:	Subject:

■ **Aims**
General or overall aims

■ **Content**
    (a) Strands and strand units

    (b) An overview of the content objectives to be taught and/or examples of learning activities

    (c) Skills and concepts to be developed

■ **Approaches and Methodologies**

■ **Resources**

■ **Differentiation**

■ **Assessment**

■ **Linkage and Integration**