



**Social Environmental and Scientific Ed. (SESE)
WHOLE SCHOOL PLAN
Review April 2023**

Signed: Conan Daye Claire Russell
Conan Daye (Principal), Sue Earls, Claire Russell (Co-ordinators)

Signed: _____ (Chairperson B.O.M.)

Due for review: April 2025

Introductory Statement:

This SESE plan was created by the principal and staff of Scoil Na Coróine Mhuire, Ashford Co. Wicklow.

Rationale:

SESE provides opportunities for the child to explore and investigate and develop an understanding of the natural, human, scientific, historical, social and cultural environment in which they live and it was decided to focus on this in our school in order to benefit teaching and learning of SESE in our school and to conform to principles outlined in the primary curriculum.

This plan will form the basis of individual teacher's long and short term planning and will be made available to all new and existing members of staff.

Vision:

It is our vision that history in our school will enable children to understand the present by exploring the past before they look towards the future. We view history as having a distinct but complementary role with geography and science within SESE and as a contributor to the wider child centered curriculum.

It is our vision that geography in our school will encourage all children to respect their environment both immediate and global and to nurture and foster it for future generations.

The vision of science in our school is concerned with the development of knowledge and understanding of the biological and physical aspects of the world. We aspire to help pupils reflect critically to make sense of their experiences. We promote learning experiences that foster the pupils' curiosity and enjoyment so that they will develop a lasting interest in science. Practical activities, focusing on the scientific process, are included as an important part of science lessons.

Overall SESE in our school aims to foster the children's respect for the past, responsibility for our living world, and inspires them for the scientific future.

Aims: To endorse the aims of the SESE curriculum.

For History:

- To develop an interest in and curiosity about the past.
- To make the child aware of the lives of women, men and children in the past and how people and events had an impact on each other.
- To develop an understanding of the concepts of change and continuity.
- To provide for the acquisition of concepts and skills associated with sequence, time and chronology, appropriate to the developmental stages of the child.
- To allow the child to encounter and use a range of historical evidence systematically and critically.
- To provide opportunities for the child to communicate historical findings and interpretations in a variety of ways.
- To foster sensitivity to the impact of conservation and change within local and wider environments.
- To help the child recognise and examine the influences of the past on the attitudes and behavior of people today.
- To encourage children to recognise how past and present actions, events and materials may become historically significant.

For Geography:

- To develop knowledge and understanding of local, regional and wider environments and their interrelationships.

- To encourage an understanding and appreciation of the variety of natural and human conditions on the Earth.
- To develop empathy with people from diverse environments and an understanding of human interdependence.
- To develop the ability to use a range of communicative methods, especially those concerned with the development of graphicacy.
- To encourage the development of a sense of place and spatial awareness
- To encourage the development of caring attitudes and responsible behaviour towards the environment, and involvement in the identification, discussion, resolution and avoidance of environmental problems.
- To develop and understanding of appropriate geographical concepts.

For Science:

- To develop knowledge and understanding of scientific and technological concepts through the exploration of human, natural and physical aspects of the environment.
- To develop a scientific approach to problem-solving which emphasises understanding and constructive thinking.
- To encourage the child to explore, develop and apply scientific ideas and concepts through designing and making activities.
- To foster the child's natural curiosity, so encouraging independent enquiry and creative action.
- To help the child to appreciate the contribution of science and technology to the social, economic, cultural and other dimensions of society.
- To cultivate an appreciation and respect for the diversity of living and non-living things, their interdependence and interactions.
- To encourage the child to behave responsibly to protect, improve and cherish the environment and to become involved in the identification, discussion, resolution and avoidance of environmental problems and so promote sustainable development.
- To enable the child to communicate ideas, present work and report findings using a variety of media.

1. Curriculum Planning

Strands and Strand Units: Outlined below are the strands in the SESE Curriculum and the skills that we hope to develop. Each strand is subdivided into Strand Units which focus on particular concepts.

Geography	History	Science
• Human Environments • Natural Environments • Environmental Awareness and Care	• Myself and my Family • Story • Early People and Ancient Societies • Life, society, work and culture in the past • Era's of change and conflict • Politics, conflict and society • Continuity and change over time	• Living things • Energy and Forces • Materials • Environmental awareness and care

Skills Development		
Geography • A sense of place and space • Maps, globes and graphical skills • Geographical Investigation Skills	History • Time and Chronology • Change and Continuity • Cause and Effect • Using Evidence • Synthesis and communication • Empathy	Science • Working Scientifically • Designing and Making

2. Approaches and Methodologies

We note that there are common approaches and methodologies underpinning all curricular subjects these include:

- Active Learning
- Teacher-directed approach (Whole class work)
- Collaborative/Co-operative Learning (group and pair work)
- Talk and Discussion
- Problem Solving
- Use of the Environment
- Skills through content
- Use of ICT
- Drama and Roleplay
- Aistear and play

Teachers may also choose from more specific SESE approaches and methodologies such as:

- Individual work on chosen topics or projects
- Story
- Personal and family history
- Using Artefacts
- Oral evidence
- Documentary Evidence
- Using pictures and photographs
- Fieldwork: The school is committed to making full use of its grounds and the habitats of the locality. The immediate environment will be the starting point for environmental and scientific exploration and as the pupils' knowledge and understanding grow they will learn about other environments in the Irish, European and global context.
- Trails in the locality
- Investigative approach
- Open investigations
- Exemplars.

3. Linkage and Integration

We are always looking to explore possibilities to integrate the SESE subjects at all levels. We agree with the statement made on page 9 of the history curriculum that while history makes an important and distinctive contribution to the development of the child, historical education complements the growth of the child's geographical and scientific learning. With this in mind, we will ensure to explore possibilities to integrate the SESE subjects. Using integrated themes or topics e.g. Our Changing Community will be one way we would hope to achieve this in the senior classes while

Aistear seeks to integrate the SESE subjects through a thematic approach in the Junior classes. Teachers may also create their own integrated topics by referring to the Teacher Guidelines in Geography, History and Science.

STEAM Education: STEAM Education is a new area of focus for our school. STEAM education not only involves the teaching of the five disciplines and subjects in isolation but also involves a cross-disciplinary approach. It builds on the content knowledge and understanding developed in and across the five disciplines, while acknowledging that all STEAM learning activities are underpinned by Mathematics. It also recognises the strong linkage between STEM and Arts education which fosters design, creativity and innovation. We will use the STEAM Education Implementation Plan 2022-2026 as a guiding framework, while also preparing for the introduction of the new Primary Mathematics Curriculum in 2023 and the updated Primary Curriculum Framework. (See Appendix 3)

4. Multi-Grade Teaching

Our school has a mixture of multi-grade and single-grade classes. All classes follow a two-year cycle so that all curriculum areas are covered within the two years according to the plan of the relevant teachers.

5. Assessment and Record Keeping

Assessment in SESE seeks to assess the child's ability to explore, investigate and understand the natural, human, social and cultural dimensions of local and wider environments and to assess their knowledge and use of historical, geographical and scientific skills. Participation levels are also monitored and recorded.

Teachers select from the following range of assessment approaches:

- teacher observation
- teacher-designed tasks and tests
- concept-mapping
- work samples, portfolios and projects
- Self Assessment
- Peer Assessment

Records of progress will be kept by the teacher and discussed with parents during parent-teacher meetings and as part of the end of year report.

6. Differentiation

Teachers will differentiate within their class for all children to ensure that objectives are attainable for every child. All teachers are familiar with the NCCA guidelines for Teachers of Students with General Learning Disabilities and the guidelines for Exceptionally Able Students. We endeavour to provide for individual difference and we believe in equality of participation and access.

In order to do this we will consider:

- Using a mixture of whole class teaching, focused group work or paired work, grouping children across the classes.
- Choosing more accessible/more demanding activities/tasks for different children
- Using a range of questions spanning from simple recall to the more complex and analytical
- Planning for the use of a wide range of communication skills

- The exceptional child will be encouraged to undertake additional research and record their findings in a variety of ways.
- Content, methods of recording and desired learning outcomes will be differentiated for children with general learning difficulties.
- We endorse the emphasis the history curriculum places on the exploration of personal and family history at all levels and are very conscious of the sensitivities some aspects of these topics may require. In instances where it would be insensitive to explore a child's own personal and family history we will consider the substitution of the personal and family history of another person, the curriculum allows for this within the strand unit My family or a family of a person known to me.

7. Equality of Participation and Access

Equal opportunity will be given to all children to experience all strands and strand units of the SESE curriculum and participate in all class activities. No child is excluded from trips or exhibitions. Provision for children with physical disabilities will be made so that they can access the SESE curriculum.

Children whose first language is not English will be supported in accessing the SESE curriculum through support from learning support/resource/language teachers. Our studies will range from local, national and international. Children who were born or have lived in other countries contribute to the geography programme by telling the class/school about their homeland through our special International Day in June each year.

History in our school will place equal emphasis on the lives of ordinary people of the past.

At all class levels we aim to include the lives of men, women and children from different social, cultural, ethnic and religious backgrounds.

8. Organisational Planning

Timetable:

Our teachers work in keeping with the recommendations in the Primary School Curriculum (page 70) for SESE, i.e. a minimum of two and a quarter hours in Infant years, with three hours for classes 1st – 6th per week. On occasion, time will be blocked as appropriate. This might occur when: working on a project; exploring the local environment; devising and undertaking a local trail. Teachers will consider the use of discretionary curriculum time for SESE when appropriate. Teachers should ensure that pupils attending supplementary teaching are included for as much of the SESE programme as possible.

9. Resources used within Classrooms

An inventory of resources is available for science and geography (See Appendix 2). Teachers have reference and resources material appropriate to their class in their classrooms.

Resources are purchased both centrally and by individual teachers as material is needed and requested.

Junior Infants and Senior Infants
1st Class – 6th Class

Small World C.J. Fallon and Let's Discover C.J. Fallon
Small World C.J. Fallon

These are the main schemes used in all classes under the Year A/B plan (see Appendices)

Other books/resources available in the school include:

What a Wonderful World
Look Around
Window on the World
Earthlink
History, Geography, Science Quest
Primary Science Handbook
Google Images
Internet sites – variety according to topic
Twinkl.com – PowerPoints, worksheets

10. ICT Resources used within classrooms

ICT is used throughout the SESE programme, e.g use of digital camera, internet, interactive whiteboards, iPads, programmes for word processing or data handling. Useful websites used by teachers include.

- www.cjfallons.ie
- www.scoilnet.ie
- www.google.ie (also Google images)
- www.twinkl.com
- National Geographic Kids

11. Health and safety

Procedures for Health and Safety issues pertain to activities i.e. field-trips, handling equipment etc are in line with the school's Health and Safety Policy.

The teacher should be aware of the safety implications of any exploratory or investigative work to be undertaken. Children will be encouraged to follow safety procedures as outlined by the teacher during all tasks.

There are many safety issues to consider including:

Plants and animals: Disposable gloves to be worn when investigating hedgerows. Children should never handle unknown or unfamiliar plants, especially fungi. Gloves to be worn also when handling birds or animals. Hand-washing should be encouraged after handling plants and animals.

Electricity: Children should only use low-voltage battery-powered devices. Mains electricity should never be used for electricity and magnetism experiments. If mains-powered equipment is used then it should be connected and operated by the teacher only. Children should be repeatedly warned about the danger of mains electricity.

Equipment: The use of glass apparatus and sharp-edged tool should be avoided except under the direct supervision of the teacher. Use plastic where possible. Thermometers should be handled carefully. If a thermometer breaks and mercury is spilt it should be carefully gathered up by the teacher and buried in a place where the ground will not be disturbed. Spirit thermometers should be used where possible.

Eyes: Children should never use lenses, binoculars or other lenses devices to look directly at the sun or other intense source of light. This includes dark glass and plastic.

Chemicals: Household chemicals should be purchased to meet the requirements of the experiment and any surplus disposed of on completion of experiment. Try to avoid any chemical containing bleach. Use safety goggles where possible. These chemicals will not be stored in the science resource

boxes.

Polythene bags: Children should be warned of the dangers of using these bags as they may cause suffocation.

Heat: Under no circumstances should the children themselves handle matches or lighters. If using candles during an experiment, teachers will ensure that they are securely fastened. Lighted candles should never be moved. Care should be taken to avoid situations where children may be tempted to lean across a lighted candle. Long hair should be tied back and loose sleeves secured. Any heating may be done with hot water from a tap or from a kettle held by an adult. Flammable liquids should never be used.

Cleanliness and hygiene: Random sniffing and tasting should be discouraged. The teacher should explain that anything the children are asked to smell or taste has been carefully chosen for that activity. The sharing of spoons or other utensils should not be permitted. Hand-washing should be encouraged before food activities.

12. Individual Teachers' Planning and Reporting

This whole school plan and the curriculum documents for history, geography and science will provide information and guidance to individual teachers for their long and short term planning. Teachers will plan using the strands and strand units across our multi-grade Year A/B plan. A thematic approach will be used when possible particularly in the junior classes.

Teachers write long term plans for each SESE subject. We also produce a monthly plan for each subject, which combine to form a Cuntas Míosúil which will serve in reviewing and developing the whole school plan/individual preparation for following years.

13. Staff Development:

Teachers are made aware of any opportunities for further professional development through participation in courses available in Education Centres or other venues. Skills and expertise within the school are shared and developed through inputs at staff meetings.

14. Parental involvement

Parents are encouraged to be involved in supporting the SESE plan by helping with homework, projects and sharing their expertise with a class. Parents with particular expertise may be invited to address classes. They are kept informed of developments through the school newsletter.

We will encourage parents to talk with their children about their personal and family history, this will also involve sourcing family photographs, lending artefacts for display and encouraging children to have an interest in local historic places. Parents and grandparents will be invited to the school to share their historical experiences with the children.

Parents can support the child in fostering an interest in local, regional, national, European and global geography by bringing them to sites of interest, reading literature with them and watching special interest programmes on TV.

Special events are held to focus on the school's SESE curriculum

15. Community Links/People

Local people with expertise in SESE topics may be invited in to talk to the kids on relevant areas of interest. Other people include local Garda, Fire Brigade, doctor/nurse, dentist etc.

Grandparents Day in which the games, stories, pastimes and lives of the grandparents are gathered has become a popular school community event; it is linked with Brigid's Day Crossmaking along with Mass and a cup of tea in the School Hall. The Grandparents' also visit the junior classrooms and join in Aistear activities. This takes place annually on or around February 1st. Local and national experts are also invited to contribute to the school's science programme throughout the year.

16. Local Places of SESE Interest

- Library
- Strand/Beach
- Local Waterworks Plant
- Water Pump
- Woods e.g. Devil's Glen
- Old school building
- Church
- Mount Usher Gardens

17. Implementation

Each teacher has responsibility for implementing this school plan within their classroom. The principal is responsible for ensuring all teachers are aware of the plan and use it within their classrooms.

18. Success Criteria

The success of this plan will be measured using the following criteria:
Implementation of revisions in the SESE curriculum will be evident in teachers' work.
Continuity of content and methodology will be evident in teachers' preparation and monthly reports. Ongoing assessment, formal and informal, will show that pupils are acquiring an understanding of concepts and a proficiency in historical, geographical and scientific skills appropriate to their age and ability.

19. Ratification and Review

This SESE policy was formulated by staff in the school year 2018/2019. It was reviewed in March/April 2023 as part of an overall SESE Policy review and the next review will be due in 2025.

Appraised and ratified by Scoil na Coróine Mhuire Board of Management

Signed _____ Dated _____
Chairperson (Niall Nolan)

Appendices

Appendix 1: Year A/B Plan for each class level.

1. Yearly Plans Junior and Senior Infant Classes

SUBJECT	Strand	Strand Unit	Junior Infants	Senior Infants
History	Myself & my Family	Myself	SEPTEMBER My First Day at School (A&B) Birthday Cake cut out (A&B) Growing Up/Timeline (B) Now and Then (B)	SEPTEMBER (Geog: Back to School A&B) My Birthday (A&B) Growing Up/Timeline (B) Now and Then (B)
	Story	Stories	OCTOBER An Autumn Story (A) Winnie the Witch (A) No worksheet Room on the Broom (B) No worksheet Owl Babies (B) No worksheet A Farmer's Life in Autumn (A Option) Fire and Light (B Option)	OCTOBER An Autumn Story (A) Winnie the Witch (A) No w/sheet Room on the Broom (B) No w/sheet Owl Babies (B) No w/sheet A Farmer's Life in Autumn (A Option) Fire and Light (B Option)
	Story	Stories	NOVEMBER We're going on a Bear Hunt (A) No w/sheet The Gruffalo (B) No w/sheet The Gardaí (A) The Postwoman at work (B)	NOVEMBER We're going on a Bear Hunt (A) No w/s The Gruffalo (B) No w/sheet The Gardaí (A) The Postwoman at work (B)
	Myself & my Family	Myself	DECEMBER My Favourite Toys (A)	DECEMBER My Favourite Toys (A)
		My Family	Games in the Past (B) Toys I have played with (B)	Games in the Past (B) Toys I have played with (B)
	Story	Stories	JANUARY The Story of Winter (A) A Candle in the Window (B) The Inuit (B)	JANUARY The Story of Winter (A) A Candle in the Window (B) The Inuit (B)
	Myself and my family	Family	My Family (A&B) Members of my Family (A) My family cares for me (A&B) A Family Celebration (B)	My Family Tree (A&B) Members of my Family (A) My Family Cares (A&B) (science below) A Family Celebration (B)

	Story	Stories	FEBRUARY Which comes Last? (A) The Story of Milk (B) The Hungry Caterpillar (B) The Tiger who came to Tea(A)	FEBRUARY Which comes Last? (A) The Story of Milk (B) The Hungry Caterpillar (B) The Tiger who came to Tea (A)
	Story	Stories	MARCH The Little Red Hen (A) The Story of a Seed (B) Our President (B)	MARCH The Little Red Hen (A) The Story of a Seed (B) Our President (B)
	Myself and my family	Family	Past and Present – Farm (A)	Past and Present – Farm (A)
	Myself and my family	Myself	APRIL Old and Modern (A) Old and Modern - transport (A)	APRIL Old and Modern (A) Old and Modern - transport (A)
	Story	Stories	MAY Hansel and Gretel (A) The Witches Home (A) What if I Lived Somewhere Else (B) Goldilocks and 3 Bears (A or B) no w/s The 3 Little Pigs (A or B) no w/s A Squash and a Squeeze (A or B) no w/s	MAY Hansel and Gretel (A) The Witches Home (A) What if I Lived Somewhere Else (B) Goldilocks and 3 Bears (A or B) no w/s The 3 Little Pigs (A or B) no w/s A Squash and a Squeeze (A or B) no w/s
	Story	Stories	JUNE The Story of the Sandcastle (B) The Rainbow Fish (A) no w/s The Ugly 5 (B) no w/s	JUNE The Story of the Sandcastle (B) The Rainbow Fish (A) no w/s The Ugly 5 (B) no w/s
Geography	Human Environments	Living in Local Community	SEPTEMBER Off to School/My First Day at School (A&B) Our School (A&B) Life at School (A&B)	SEPTEMBER Back to School (A&B) A School Map (A&B) Life at School (A&B)
	Natural Environments	The Local Natural Env.	OCTOBER A Long Sleep – Hedgehog (A) Autumn Journey (B) Owl Babies worksheet (B)	OCTOBER A Long Sleep – Hedgehog (A) Autumn Journey (B) Owl Babies worksheet (B)
		Weather	Look at All the Leaves (A) Day and Night (A)	Look at All the Leaves (A) Day and Night (A)

		Planet Earth in Space	Turn on your Lights (A) Day and Night (B) Shining Bright (B Option)	Turn on your Lights (A) Day and Night (B) Shining Bright (B Option)
Human Environments	Living in Local Community		NOVEMBER Can I Help You (A) At Work (A) Workplaces (A) Who do I Tell? (B) People who Help us (B) Visiting the Doctor (B) Buildings all Around (B)	NOVEMBER Can I Help You (A) At Work (A) Workplaces (A) Who do I Tell? (B) People who Help us (B) Visiting the Doctor (B) Buildings all Around (B)
Environmental Awareness And Care	Caring for my locality		DECEMBER Tidy Up! (A)	DECEMBER Tidy Up! (A)
Natural Environments	Weather		Weather Watching (A&B) Weather (extra)	Weather Watch (A&B) Weather (extra)
Natural Environments	Weather		JANUARY Furry Friends (A) My Clothes Through the Seasons (A) Winter Woollies (A) Keep Warm (B)	JANUARY Furry Friends (A) My Clothes Through the Seasons (A) Winter Woollies (A) Keep Warm (B)
Human Environments	Living in the local community		FEBRUARY Let's Get Active! (A) Going to the Recycling Centre (A) Playing Safe (B)	FEBRUARY Let's Get Active! (A) Going to the Recycling Centre (A) Playing Safe (B)
Natural Environments	The Local natural environment		Let's Get Active! (A)	Let's Get Active! (A)
Environmental Awareness And Care	Caring for my locality		Can We Reuse?(A) Recycle!(A) Let's Take Care!(B) Watch Out! (B)	Can We Reuse?(A) Recycle!(A) Let's Take Care!(B) Watch Out! (B)
Environmental Awareness And Care	Caring for my locality		MARCH Spring Walk Checklist (A&B)	MARCH March Walkabout (A&B)
Human Environments	Living in local community		The Farm (B)	The Farm (B)

	Human Environments	Living in loc. C	APRIL Travelling (A)	APRIL Travelling (A)
	Human Environments	Living in local comm.	MAY Homes (A&B) Rooms in the House (A&B) The House (A)	MAY Upstairs and Downstairs(A&B) Rooms (A&B) The House (A)
	Natural Environments	The Local natural Env.	The Rocky Road (A)	The Rocky Road (A)
	Environmental Awareness And Care	Caring for my Locality	Where do I Sleep? (A&B)	Animals need a place to Live (A&B)
	Natural Environments	The Local natural Env.	JUNE Water (A&B) Water All Around (A) Summer Holidays (A) Holiday Time (A) Water (B) Building Sandcastles (B)	JUNE Wonderful Water (A&B) Water All Around (A) Summer Holidays (A) Holiday Time (A) Water (B) Building Sandcastles (B)
	Environmental Awareness And Care	Caring for my Locality	The Beach (A)	The Beach (A)
	Human Environments	People and places in other areas	Ireland or Far Away? (B) Serengeti Safari (B) Living in the Desert (B)	Ireland or Far Away? (B) Serengeti Safari (B) Living in the Desert (B)
Science	Energy and Forces Living Things	Light Myself	SEPTEMBER I can Colour (A&B) Mirror cut out (A&B) When I was Born (A) My Body (A)	SEPTEMBER Light and Dark (A&B) My Face (A&B) When I was Born (A) My Body (A)
	Env. Awareness & Care	Caring for my Locality	Our School Caretaker (option)	Our School Caretaker (option)
	Living Things	Plants and Animals	OCTOBER A Long Sleep – Hedgehog (A) Look at All the Leaves (A) The Fox (A) Nocturnal Animals (A) The Squirrel (B) The story of Oak Tree (B) Autumn Colours (B) Barn Owl (B)	OCTOBER A Long Sleep – Hedgehog (A) Look at All the Leaves (A) The Fox (A) Nocturnal Animals (A) The Squirrel (B) The story of Oak Tree (B) Autumn Colours (B) Barn Owl (B)

Energy and Forces	Light	Day and Night (A) Turn on your Lights (A) Fun with Shadows (B)	Day and Night (A) Turn on your Lights (A) Fun with Shadows (B)
Living Things	Myself	NOVEMBER Learning about the world around me (A) My Senses (A) Hearing (A) My Senses (B) Which taste do you like? (A) Taste (A) Touch (B) Hands (B) Smell (B) Sight (B)	NOVEMBER Learning about the world around me (A) My Senses (A) Hearing (A) My Senses (B) Which taste do you like? (A) Taste (A) Touch (B) Hands (B) Smell (B) Sight (B)
Energy and Forces	Sound	Loud and Soft Sounds (A) Sounds Around (A)	Loud and Soft Sounds (A) Sounds Around (A)
Materials	Prop & Char.	Hard and Soft (B)	Hard and Soft (B)
Materials	Prop & Char.	DECEMBER What Can I Feel? (B)	DECEMBER What Can I Feel? (B)
Energy and Forces	Forces	Fun with Toys (A) What makes it Move? (B)	Fun with Toys (A) What makes it Move? (B)
	Magnetism & Electricity	Moving Magnets (A) Magnets (B) What do Magnets Attract (A)	Moving Magnets (A) Magnets (B) What do Magnets Attract (A)
Living Things	Plants & Animals	JANUARY Living in the Cold, Brrr! (A) The Penguin (A) Fly Birds Fly! (B) Polar Bears (B) (See history above A&B)	JANUARY Living in the Cold, Brrr! (A) The Penguin (A) Fly Birds Fly! (B) Polar Bears (B) My Family Cares (A&B)
	Myself	Winter (B)	Winter (B)
Materials	Prop & Char.	Clothes through the seasons (A) Winter Woolies (A)	Clothes through the seasons (A) Winter Woolies (A)
	Materials & Change	Staying warm in Winter (A)	Staying warm in Winter (A)
Living Things	Myself	FEBRUARY Growing Taller (A&B) Healthy Habits (A)	FEBRUARY Healthy Food (A&B) Healthy Habits (A)

		Fruit and Veg (B)	Fruit and Veg (B)
Living Things	Plants and Animals	Is it Living? (A&B) Living and Non-living Things (B)	Living and non-living (A&B) Living and Non-living Things (B)
Living Things	Plants and Animals	MARCH Outside My Window (A) Farm Animals (A) Adults and Their Babies (A) Flowers (A&B) Growing a Plant (B) How Plants Drink (B) From a Bud to an Apple (B)	MARCH Outside My Window (A) Farm Animals (A) Adults and Their Babies (A) Parts of a Plant (A&B) Growing a Plant (B) How Plants Drink (B) From a Bud to an Apple (B)
Energy and Forces	Sound	Nature Sounds (A)	Nature Sounds (A)
Energy and Forces	Magnetism and Elect.	APRIL Electricity (A) p.24 Electricity (A) p.42	APRIL Electricity (A) p.24 Electricity (A) p.42
	M&E; Heat	Protecting Myself (A) Clean Clothes (extra option)	Protecting Myself (A) Clean Clothes (extra option)
Living Things	Plants and animals	Marvellous Minibeasts (B) Earthworm (B) The Spider (B) Ladybird life cycle (B) Lovely Ladybirds (B) Pat the Puppy (B)	Marvellous Minibeasts (B) Earthworm (B) The Spider (B) Ladybird life cycle (B) Lovely Ladybirds (B) Pat the Puppy (B)
Materials	Characteristics and Properties of materials	MAY What is my Home Made of? (B) Materials at Home (B)	MAY What is my Home Made of? (B) Materials at Home (B)
Energy and Forces	Forces	JUNE Does it Float? (A)	JUNE Does it Float? (A)
Living Things	Plants and Animals	The Dolphin (A) Fish (A) Serengeti Safari (B) Living in the Desert (B)	The Dolphin (A) Fish (A) Serengeti Safari (B) Living in the Desert (B)
Materials	Materials and Change	Is it Waterproof (B) Building Sandcastles (B)	Is it Waterproof (B) Building Sandcastles (B)
	Properties & Characteristics	The Story of the Sandcastle (B)	The Story of the Sandcastle (B)

2. SESE Yearly Plans 1st and 2nd Classes

1 st and 2 nd class	Year A	Year B
Themes	1. Ireland/where I live etc 2. Space 3. Transport and communication 4. Shops 5. Grandparents - specifically the interview/memorabilia and card games 6. Inspirational people 7. China 8. Nurses/doctors/ dentist/hospital etc 9. Flora and fauna theme - trees, birds, wildflowers, animal habitats, soil and compost (although could probably do soil and compost with farm if needed) 10. Bealtaine 11. Africa 12. The senses 13. Lifecycle of a butterfly 14. Light 15. Sounds 16. Natural materials	Sept - Myself and My School (birthdays, how I change, when my sibling was born, schools in the past and long ago, Ashford NS, people who work in schools etc) October - Mexico (Factfile on Mexico, look at their traditions, story, Halloween will also be done) November - Housing and Homes (so many topics in both Small worlds, builders, electricity) December - Toys (Christmas, push and pull) January - Grandparents (family trees, games and pastimes, the life of my grandparents etc) February - Farming (theme in the 1st class small world and then some great bits in small world 2nd too, lifecycle of a frog, growing veg - plant veg seeds) St Brigid March – Weather, Rain gauge, St Patrick April - Europe and Mapping (mainly from the 2nd class small world, some mapping in 1st class book - cannot do anything on either Britain or France as these are in older classes, aerial views, physical features - lakes, rivers, mountains) May - Water (theme in second class book, float and sink) The Children of Lir, Fionn and the Giant's Causeway June - Australia (1st class small world theme) Magnets

3. SESE Yearly Plans 3rd and 4th Classes

History	Year A	Year B
Local Studies	My Locality Grandparents*	My Family Games/Pastimes
Early People and Ancient Societies	Greeks Celts Vikings Tigris and Euphrates (Food and farming)	Stone Age Bronze Age Egyptians Christianity
Life, Society, Work and Culture in the Past	Life in the 18 th C Life in the 19 th C	Life in Medieval Times Life in Norman Ireland
Continuity and Change over Time	Schools and Education X 2 Food and Farming	Caring for the sick Transport Homes
Story	Leif Erikson (Vikings) Tom Crean Columbus Wooden Horse of Troy (Greece)	St. Colmcille St. Brendan Myths and Legends
Geography	Year A	Year B
Human Environments	Staying in Touch/communication Getting around/ transport People at work Arran Islands Italy Japan European Countries and Cities	Buildings all around us Living together Life in Blanch Egypt Britain Ireland Counties and Towns
Natural Environments	Rocks Weather Climate and Atmosphere Planet Earth in Space; The Sun (a)	Soils Local Natural Environment Land, Rivers and Seas of my County- unit 8 4th
Science	Year A	Year B
Living things	Trees Rivers/Seas Animals Living Body	Animals and Habitats Plants and Habitats Human Body Soils

Energy and Forces	Solar System/ The Sun (b) Heat Light	Magnetism Forces Electricity X 2 Sound
Materials	Materials and Change- Heating and Cooling (unit 18 4 th)	Materials
Environmental awareness and care	Energy- Technology: Renewable Energy Green Schools The Story of Firsts	Rainforests Green Schools Science and the World around Us Technology around us

Suggested 3rd 4th Termly Break down:

Year A

T1 : Animals, Trees, Rocks, Rivers and Seas, Italy, Japan, European Countries and Cities, Living Body

T2: Transport/ getting around, communication 'staying in touch', People at Work, Story of Firsts, A Visit to Arranmore

T3: Energy, Green Schools, The Sun 3rd + 4th, Weather, Weather and Climate, Heat, Materials and Change, Light

Year B

T1: My Locality, The Celts, The Vikings, Saga of Lief Erikson, Food and Farming, Tigris and Euphrates Rivers

T2: Greece, Wooden Horse of Troy, Schools and Education, My School, Life in Ireland in 18th Century, Life in Ireland in 19th Century

T3: Christopher Columbus, Tom Crean, Grandparents

4. SESE Yearly Plans 5th and 6th Classes

History	Year A	Year B
Local Studies	Buildings, Sites and Ruins in Ireland	Ashford Town
Early People and Ancient Societies	Ancient China (Project)	Mayans (Project)
Life, Society, Work and Culture in the Past	Normans Medieval Times World Revolutions	Ireland in the 18 th Century Fenians Home Rule crisis Nationalism and Unionism Irish Culture
Eras of Change and conflict	World War 2 (One Month) Traders and Explorers Industrial Revolution	Land War World War 1 The Great Famine (One Month)
Politics, Conflict and Society	Revolutions and Independence	1916 Easter Rising

	The Irish Free State The Troubles	Ireland in the 16 th and 17 th C. Land Ownership in the 16 th and 17 th
Continuity and Change over Time	Northern Ireland Modern Ireland Women in Science Energy and Power	Irish Language Irish Music Barter, Trade and Money
Story	Mahatma Gandhi (Civil Rights Project) Mary Robinson Stories from Titanic	Daniel O' Connell Granuaile Diarmuid & Gráinne
Human Environments	Life in Rural Tipperary People at Work Sligo Greece China Trade Transport	Buildings and settlements People and communities Communications France Mexico OuterSpace
Geography	Year A	Year B
Natural Environments	Irish Coast Physical geography: Africa Europe and Australasia People and the Natural Environment The Moon Bogland Rocks	Irish Mountains, Lake and Rivers Physical Features of Europe The Burren Soils Weather Climate and Atmosphere
Environmental awareness and care	Our Environment	Famine Environmental Awareness and Care
Science	Year A	Year B
Living things	Plants Animals Seeing is believing	Animals Human Body
Energy and Forces	Light Magnetism	Forces Electricity Sound Heat
Materials	Materials and Change	Properties of Materials
Environmental awareness and care	Caring for the Environment	Environmental Awareness and Care

Appendix 2: SESE Resources in school (Science/Geog Strands)

Energy and Forces

Magnetism

Existing Class Resource Box
Additional New Large and Small Bar Magnets
Magnetic Fishing Game
Magnet Movers Set x 1
Magnetic Materials Test Kit

Electricity

Existing Class Resource Box
Additional New Class Resource Box
Additional Bulbs, Battery Holders, Buzzers
Batteries

Light

Torch x 36
A4 Plastic Mirror x 30
A6 Plastic Mirror x 30
Prism x 5

Heat

Indoor / Outdoor Large Thermometer x 4
Boiling Point Thermometer x 10

Sound

Human Ear Model

Living Things

Anatomy Set (Skeleton, Heart, Brain Torso)
Half-Scale Skeleton
Human Ear Model
Human Eye Model
Magnetic Human Body, double-sided (for whiteboard)

Living Things + Environmental Awareness & Care

Bug Viewer x 15
Pond Net x 15
Hand Shovels Plastic x 10
Magnifier x 18
Large Handheld Magnifier x 6

Materials

Giant Pipette x 18
Petri Dish x 12
Jumbo Test Tube x 18
Eye Dropper x 60
Graduated Cylinders Various Sizes x 6
Graduated Beakers Various Sizes x 5
Indoor/Outdoor Thermometers x 4
Torch x 36
Plasticine

Appendix 3 - STEAM Education

Science, Technology, Engineering, Arts & Mathematics

Introduction

STEAM Education is a new area of focus for our school. We will use the STEAM Education Implementation Plan 2022-2026 as a guiding framework, while also preparing for the introduction of the new Primary Mathematics Curriculum in 2023 and the updated Primary Curriculum Framework.

STEAM education not only involves the teaching of the five disciplines and subjects in isolation but also involves a cross-disciplinary approach. It builds on the content knowledge and understanding developed in and across the five disciplines, while acknowledging that all STEAM learning activities are underpinned by Mathematics. It also recognises the strong linkage between STEM and Arts education which fosters design, creativity and innovation.

Background

STEAM Education is multi-faceted and goes well beyond the main disciplines that constitute the acronym STEAM. The foundations for STEAM education begin in early childhood. From the earliest years through their play experiences and family environment, children engage with the world in ways that can promote learning related to Science, Technology, Engineering, the Arts and Mathematics. Young children naturally engage in early STEAM exploration through hands-on multisensory and creative experiences. By engaging in these experiences, young children are developing curiosity, inquisitiveness, critical-thinking and problem-solving capacities which are built on through their primary and post-primary school experience.

Core competencies / 21st century skills:

- Creativity and innovation
- Critical thinking and problem-solving
- Communication and collaboration
- Digital literacy

Young people need to understand and be capable of using skills and concepts developed through STEAM education to be active citizens, to engage with modern communications and media in a critical way, to ensure personal well-being and to make informed choices about many aspects of their lives. A focus on STEAM education can help young learners develop these vital skills that they can use for the rest of their lives as well as preparing them for the 21st century workforce.

Gender Balance

The STEM Education Policy Statement 2017-2026 acknowledges that there is a need to increase the uptake of STEM subjects and to enhance STEM learning for learners of all backgrounds, abilities and gender, with a particular focus on uptake by females.

Actions

We will aim to introduce STEAM Education in Scoil na Coróine Mhuire by adapting our existing practice, up-skilling and sharing examples of good STEAM education.

Resources.

- Carry out an inventory of existing STEAM resources
- Invest in new resources where required
- Create a dedicated space for storing and managing these resources.

Technology.

- Continue to invest in our digital infrastructure.
- Ensure the maintenance and upgrading of hardware such as smart boards, class computers, laptops and ipads.
- Up-skilling of staff and pupils in how to make better use of technology in the classroom eg smart boards
- All pupils to be taught how to use ipads confidently and appropriately in class.
- Introduce a new student team of Digital Leaders, to show leadership in the area of using technology safely and effectively in the classroom.

CPD

- Explore the potential for whole-school CPD in the area of STEAM.
- Peer learning among staff for STEAM education, where staff can visit another class
- Circulate upcoming CPD courses throughout the year and potential summer courses to staff.

School Initiatives

- Staff to adapt their existing good practice by incorporating characteristics of STEAM education. Teachers will focus on creating opportunities for child-led learning, where children use STEAM principles to complete a task or project. Children may work individually, in pairs, in small groups. Examples of this may include the introduction of 'junk art' to all classes, a weekly or monthly STEAM challenge and an increased focus on the 'Design and Make' elements of the Science and Visual Arts curricula.
- Continue with existing school initiatives such as Science Blast, Junior Entrepreneur Programme, Aistear, Green Schools. Explore how STEAM can be incorporated into these projects.
- Engineers Week. Whole-school Design & Make challenges for special occasions eg Christmas, St. Patrick's Day.

Other

- Invite guest speakers to speak with pupils eg in classrooms or at monthly assemblies, with a particular focus on female entrepreneurs and careers relevant to STEAM.