Short-Term Recorded Preparation

Pleanáil

Ullmhúchán Gearrthéarmach don Teagasc agus don Fhoghlaim

School *(Scoil)*	Scoil Samplach (19999A)	**Teacher** *(Múinteoir)*	Seán Ó Briain
Class Level *(Rang)*	3rd Class	**Fortnight** *(Coicís)*	**1 December – 12 December 2025** Term 1
Academic Year *(Bliain Acadúil)*	2025-2026		
Theme *(Téama)*	An Nollaig / Christmas		

AT A GLANCE / SRACFHÉACHAINT

Subject	Strands covered	Outcomes
English	Oral Language · Reading · Writing	6
Gaeilge	Teanga ó Bhéal · Léitheoireacht · Scríbhneoireacht	5
Mathematics	Algebra · Data and Chance · Measures · Number · Shape and Space	5
STE Education	Nature of STEM · Living things · Energy and forces · Technology	5
Visual Arts (Arts Education)	Exploring and creating · Performing and presenting · Responding and connecting	5
SPHE (Wellbeing)	Movement competence · Emotional and relational education · Health education · Community and belonging	5

Planning Notes / Nótaí Pleanála

Second fortnight of December is the show week; this plan front-loads new learning into week one. Persuasive writing block follows the English long-term plan for December.

Key / Eochair: 1. Engagement = learning outcome number and name from the curriculum specification • **↔ TF2, C3+4** = transfer of skills link between English and Gaeilge in the Primary Language Curriculum (TF = transferable skill number, C = class band) • music = subject lens of an Arts or Wellbeing outcome (Music, Visual Arts, Drama, PE) • **Key competencies** (Primary Curriculum Framework): AL Being an Active Learner · AC Being an Active Citizen · C Being Creative · CL Communicating and Using Language · DL Being a Digital Learner · M Being Mathematical · W Being Well

English *(Béarla)*

Oral Language: Communicating, Understanding, Exploring and using · **Reading:** Understanding · **Writing:** Communicating, Understanding

Focus of Learning *(Fócas na Foghlama)*	Persuasive writing: letters with a clear point of view (linked to English LTP December block). Finish our class novel Fantastic Mr Fox and complete a character study of Mr Fox. Oral language: Christmas around the world presentations. Spelling: Spellbound 3 weeks 13-14, revision block. Grammar: adjectives for persuasive effect.

Learning Outcomes / Content Objectives Torthaí Foghlama / Cuspóirí Ábhair

Strand	Element	Learning Outcome
Oral Language	Communicating	**1. Engagement, listening and attention** recognise themselves as listeners and speakers, engaging purposefully and empathetically with others. ↔ TF1, C3+4
	Understanding	**5. Vocabulary** select and apply a variety of strategies to acquire a wide range of words and phrases from different sources such as literature, subject-specific texts and other languages. ↔ TF5, C3+4
	Exploring and using	**11. Information giving, explanation and justification** analyse and select information to communicate ideas and opinions for a variety of purposes, such as informing, debating, explaining, justifying and persuading. ↔ TF11, C3+4
Reading	Understanding	**6. Vocabulary** draw on an increasing knowledge of word structure and word parts, including prefixes, suffixes and root words, to independently uncover the meaning of words encountered in texts. ↔ TF6, C3+4
Writing	Communicating	**1. Engagement** use writing as a tool to clarify and structure thought and to express individuality.
	Understanding	**5. Vocabulary** examine, select and justify appropriate vocabulary to create text across a range of genres and other languages where appropriate for a variety of purposes and audiences.

Learning Activities / Experiences *(Gníomhaíochtaí Foghlama)*	• Shared reading of persuasive letter samples; modelled writing of a letter to Santa arguing for a class pet; independent letters to the principal (real audience: she will reply) • Final chapters of Fantastic Mr Fox with prediction stops; character study using role on the wall • Paired oral presentations: a Christmas tradition from another country • Poetry: 'Twas the Night Before Christmas, choral reading
Assessment *(Measúnú (AfL / AoL))*	Assessed persuasive letter for writing portfolio (success criteria co-created); Friday spelling check wks 13-14; teacher conferencing notes during independent writing; self-assessment: two stars and a wish on published letter.
Differentiation / Including All Learners *(Difreáil / Gach Foghlaimeoir)*	Writing frame with sentence starters for supported group; challenge group writes counter-argument paragraph; spelling lists differentiated (core and challenge); SET in-class support Tuesday and Thursday during writing block.
Approaches & Methodologies *(Modheolaíochtaí Teagaisc)*	• Talk and discussion • Modelled and shared writing • Direct teaching • Collaborative learning
Linkage & Integration *(Nascacht & Comhtháthú)*	Visual Arts: printed Christmas cards carry the persuasive slogans. SPHE: kindness calendar vocabulary. Gaeilge: Nollaig vocabulary displayed bilingually.
Programme *(Clár Scoile)*	Starlight 3rd Class (Folens); Spellbound 3; Building Bridges of Understanding
Teacher's Notes *(Nótaí an Mhúinteora)*	*Taken from my English Long-Term Plan, December: persuasive block and novel completion. Post letters to the principal on Dec 10; she replies before holidays.*

Notes after teaching *(Nótaí tar éis teagaisc)*	Write here by hand as you teach. To bring these into your record: open this month's Cúntas Míosúil (from Plans) and type them into Work Covered for this subject. It already pre-fills from this plan, so you are just adding what actually happened.

Gaeilge

Teanga ó Bhéal: Cumarsáid, Tuiscint · **Léitheoireacht:** Cumarsáid, Tuiscint · **Scríbhneoireacht:** Tuiscint

Focus of Learning *(Fócas na Foghlama)*	Téama: An Nollaig. Foclóir: crann Nollag, bronntanas, Daidí na Nollag, maisiúcháin. Comhrá: Cad a ba mhaith leat don Nollaig? Amhrán: Oíche Chiúin. Scéal: Daidí na Nollag agus an lá gnóthach.

Learning Outcomes / Content Objectives Torthaí Foghlama / Cuspóirí Ábhair

Strand	Element	Learning Outcome
Teanga ó Bhéal	Cumarsáid	**1. Rannpháirtíocht, éisteacht agus aird** éisteacht go gníomhach le comhráite agus le téacsanna i réimse seánraí agus i dteangacha éagsúla, nuair is cuí. Brí agus taitneamh a bhaint as na comhráite agus na téacsanna sin.
	Tuiscint	**6. Léiriú tuisceana** tuiscint a léiriú trí threoracha a leanúint agus a thabhairt.
Léitheoireacht	Cumarsáid	**1. Rannpháirtíocht** páirt a ghlacadh i léitheoireacht agus taitneamh a bhaint as éisteacht léi. Iad féin a aithint mar léitheoirí.
	Tuiscint	**5. Fónaic, aithint focal agus staidéar ar fhocail** foghraíocht na Gaeilge a úsáid le linn léitheoireachta.
Scríbhneoireacht	Tuiscint	**4. Litriú agus staidéar ar fhocail** litreacha ó aibítir na Gaeilge a aithint, a ainmniú, agus a fhuaimniú.

Learning Activities / Experiences *(Gníomhaíochtaí Foghlama)*	• Bua na Cainte 3, ceacht An Nollaig 1-4 • Ról-imirt: ag siopadóireacht don Nollaig (siopa sa chúinne) • Cluichí Kim agus biongó leis an bhfoclóir nua • Amhrán Oíche Chiúin a chleachtadh don seó Nollag • Scríbhneoireacht: cárta Nollag a scríobh chuig cara
Assessment *(Measúnú (AfL / AoL))*	Dianéisteacht: an múinteoir ag éisteacht le beirteanna sa ról-imirt; foclóir a mheas le cluiche biongó ag deireadh na coicíse; féinmheasúnú: dathaigh na réaltaí ar an gcairt foclóra.
Differentiation / Including All Learners *(Difreáil / Gach Foghlaimeoir)*	Frásaí tacaíochta ar an gclár do ghrúpa amháin; dúshlán: abairtí iomlána sa chárta Nollag don ghrúpa láidir; pictiúrchártaí don bheirt dhalta EAL.
Approaches & Methodologies *(Modheolaíochtaí Teagaisc)*	• Talk and discussion • Active learning • Collaborative learning • Using the environment

Linkage & Integration *(Nascacht & Comhtháthú)*	Ceol: Oíche Chiúin don seó. OSIE/SESE: traidisiúin na Nollag in Éirinn fadó.
Programme *(Clár Scoile)*	Bua na Cainte 3 (Edco)
Teacher's Notes *(Nótaí an Mhúinteora)*	*Bua na Cainte 3 ar an gclár bán gach maidin. Seó Nollag: Déardaoin 11 Nollaig.*
Notes after teaching *(Nótaí tar éis teagaisc)*	Write here by hand as you teach. To bring these into your record: open this month's Cúntas Míosúil (from Plans) and type them into Work Covered for this subject. It already pre-fills from this plan, so you are just adding what actually happened.

Mathematics *(Matamaitic)*

≈ 60 min/week

Algebra: Patterns, rules and relationships · **Data and Chance:** Data · **Measures:** Time · **Number:** Sets and operations · **Shape and Space:** Spatial awareness and location

Focus of Learning *(Fócas na Foghlama)*	Money: euro and cent, making amounts, calculating change in shopping contexts (Christmas shop). 2-D shapes: symmetry in Christmas decorations. Daily mental maths: Master Your Maths 3 weeks 13-14.

Learning Outcomes / Content Objectives Torthaí Foghlama / Cuspóirí Ábhair

Strand	Strand Unit	Learning Outcome
Algebra	Patterns, rules and relationships	identify rules that describe the structure of a pattern and use these rules to make predictions.
Data and Chance	Data	pose questions of interest and collect, display and critically analyse data in a range of ways for a range of purposes and communicate the findings.
Measures	Time	compare, approximate and measure time using appropriate units of measurement.
Number	Sets and operations	understand and apply flexibly the four operations; and the relationships between operations.
Shape and Space	Spatial awareness and location	compare and classify angles, recognising them as a property of a shape and as a description of a turn.

Learning Activities / Experiences *(Gníomhaíochtaí Foghlama)*	• Class Christmas shop with priced items: pupils budget 10 euro, buy three presents and calculate change • Symmetry hunt: fold-and-cut snowflakes, testing lines of symmetry with mirrors • Busy at Maths 3 money chapter with concrete coins • Number talks each morning: money combinations
Assessment *(Measúnú (AfL / AoL))*	Busy at Maths end-of-chapter check-up (money); teacher-designed shop task observed with checklist; Master Your Maths Friday test wks 13-14; problem-solving copy: one budgeting problem assessed with RUCSAC steps.

Differentiation / Including All Learners *(Difreáil / Gach Foghlaimeoir)*	Supported group works within 5 euro with coin supports; challenge group prices include odd cents and multi-buy offers; SET station support Wednesday; maths language pre-taught to EAL pupils (change, total, cost).
Approaches & Methodologies *(Modheolaíochtaí Teagaisc)*	• Active learning • Guided discovery • Problem-solving • Direct teaching
Linkage & Integration *(Nascacht & Comhtháthú)*	SPHE: sensible spending talk. Visual Arts: symmetrical snowflake decorations for the hall.
Programme *(Clár Scoile)*	Busy at Maths 3 (CJ Fallon); Master Your Maths 3 (Edco)
Teacher's Notes *(Nótaí an Mhúinteora)*	*Shop runs the full second week; parents asked for empty packaging via note home.*
Notes after teaching *(Nótaí tar éis teagaisc)*	Write here by hand as you teach. To bring these into your record: open this month's Cúntas Míosúil (from Plans) and type them into Work Covered for this subject. It already pre-fills from this plan, so you are just adding what actually happened.

STE Education *(Eolaíocht, Teicneolaíocht agus Innealtóireacht)*

Nature of STEM · Living things · Energy and forces · Technology

Focus of Learning *(Fócas na Foghlama)*	Materials and change: which material keeps things warm? Fair testing with hot water and different wrappings. Light: shadows and how fairy lights work (simple circuit demonstration).

Learning Outcomes / Content Objectives Torthaí Foghlama / Cuspóirí Ábhair

Strand	Strand Unit	Learning Outcome
Nature of STEM	Nature of STEM	explore, discuss and investigate the history of STEM, the evolving nature of STEM and how STEM is infused within our society. AL, DL, M
Living things	Living things	explore and investigate the interdependence of living things within ecosystems, how they adapt so they can survive and thrive and how basic food chains operate within them. AL, CL
Energy and forces	Energy and forces	identify and distinguish between renewable and non-renewable sources of energy and their sustainability. Explore common ways that energy can be stored and how forms of energy can be transformed. AC, AL, CL
Technology	Technology	explore how inputs, processes and outputs work together to make common digital and non-digital technologies function. Use and create with a range of technologies to assist and enhance their own learning and solve problems. Consider the advantages and disadvantages of these technologies in different contexts. AL, C, DL
		build on the process of using, modifying and/or creating algorithms to solve a problem or achieve a desired outcome. Use abstraction [focus on important characteristics and reduce unnecessary detail] and debugging [identify and correct errors] to increase effectiveness or make improvements. AC, DL, M

Learning Activities / Experiences *(Gníomhaíochtaí Foghlama)*	• Fair test in groups: wrap beakers of warm water in wool, foil, paper and nothing; measure and chart cooling • Predict-observe-explain with shadow puppets against the projector • Teacher demo: simple circuit lighting a bulb; pupils draw and label • Design task: design a warm coat for a penguin (materials selection)
Assessment *(Measúnú (AfL / AoL))*	Group fair-test recording sheets assessed against success criteria; questioning during predict-observe-explain; labelled circuit drawings collected; photo evidence of design task for Science folder.
Differentiation / Including All Learners *(Difreáil / Gach Foghlaimeoir)*	Mixed-ability trios with assigned roles (measurer, recorder, reporter); sentence stems for conclusions; extension: repeat test with two layers and explain the difference.
Approaches & Methodologies *(Modheolaíochtaí Teagaisc)*	• Guided discovery • Problem-solving • Collaborative learning • Skills through content
Linkage & Integration *(Nascacht & Comhtháthú)*	Maths: reading the thermometer and charting results. English: procedural language in method write-up.
Programme *(Clár Scoile)*	STE Education, Primary Curriculum Framework 2025
Teacher's Notes *(Nótaí an Mhúinteora)*	*Borrow the class set of thermometers from 5th Class. Results feed the January data lesson.*
Notes after teaching *(Nótaí tar éis teagaisc)*	Write here by hand as you teach. To bring these into your record: open this month's Cúntas Míosúil (from Plans) and type them into Work Covered for this subject. It already pre-fills from this plan, so you are just adding what actually happened.

Visual Arts *(Na hAmharcealaíona)*

Exploring and creating · Performing and presenting · Responding and connecting

Focus of Learning *(Fócas na Foghlama)*	Print: relief printing Christmas cards using polystyrene plates, exploring repeat pattern and two-colour printing. Looking and responding: symmetry and pattern in winter artwork.

Learning Outcomes / Content Objectives Torthaí Foghlama / Cuspóirí Ábhair

Strand	Strand Unit	Learning Outcome
Exploring and creating	Exploring and creating	explore, express and represent ideas and themes in a range of 2D and 3D art. art AL, CL, C
		plan and capture their drama work through storyboarding, journalling and/or using digital tools. drama AL, CL, C

Performing and presenting	Performing and presenting	show and explain how their choice and use of design principles, and space, line, shape, colour, form, texture, pattern and rhythm supports their art-making. art AL, CL, C
		structure, perform, present and share work in Art, Drama, Music and/or a combination of various artforms. CL, C, W
Responding and connecting	Responding and connecting	listen to, follow, interpret, respond, reflect on and analyse a variety of songs, musical pieces and excerpts in a range of active, sensory and embodied ways. music AL, CL, C

Learning Activities / Experiences *(Gníomhaíochtaí Foghlama)*	• Design a simple motif (robin, tree, star) on paper first; transfer to polystyrene plate • Print a test run, evaluate, adjust pressure and ink coverage; final two-colour edition of four cards • Gallery walk: respond to each other's editions, one thing you notice, one thing you like • Look at winter prints and pattern in wrapping paper design
Assessment *(Measúnú (AfL / AoL))*	Process observed: design, test, refine, edition; finished edition of four assessed for pattern and print quality; talk during gallery walk noted; photos of stages for Arts folder.
Differentiation / Including All Learners *(Difreáil / Gach Foghlaimeoir)*	Pre-cut plate shapes available for pupils with fine-motor difficulty; extension: overprinting a third colour; roles shared at the inking station so everyone prints independently.
Approaches & Methodologies *(Modheolaíochtaí Teagaisc)*	• Guided discovery • Active learning • Talk and discussion
Linkage & Integration *(Nascacht & Comhtháthú)*	English: persuasive slogans inside the cards. Maths: repeat pattern and symmetry.
Programme *(Clár Scoile)*	Arts Education, Primary Curriculum Framework 2025
Teacher's Notes *(Nótaí an Mhúinteora)*	*Cards home in the last week. Keep one from each pupil for the spring exhibition.*
Notes after teaching *(Nótaí tar éis teagaisc)*	Write here by hand as you teach. To bring these into your record: open this month's Cúntas Míosúil (from Plans) and type them into Work Covered for this subject. It already pre-fills from this plan, so you are just adding what actually happened.

SPHE *(Oideachas Sóisialta, Pearsanta agus Sláinte)*

Movement competence: Movement skills, Movement and me · **Emotional and relational education:** Relationships · **Health education:** Human development · **Community and belonging:** Sense of belonging

Focus of Learning *(Fócas na Foghlama)*	Myself and others: kindness and giving at Christmas. Class kindness calendar: one recorded act per day. Recognising and naming feelings around the busy Christmas period, including when plans change.

Learning Outcomes / Content Objectives Torthaí Foghlama / Cuspóirí Ábhair

Strand	Strand Unit	Learning Outcome
Movement competence	Movement skills	adjust and apply, with increasing confidence, a range of locomotor movement skills such as walking, dodging, mobility wheeling, hopping, running, skipping, jumping and side stepping through a range of the PE activity areas. pe W, AL, M
	Movement and me	reflect on how effort and development in skills, concepts and strategies can enhance their movement experiences. pe W, CL, AL
Emotional and relational education	Relationships	develop a growing ability to cope with changing relationships, practising strategies to navigate peer influence, disharmony and conflict. sphe W, AL, CL
Health education	Human development	identify the stages and sequence of development of the human baby from conception to birth and describe the changes that happen during pregnancy. sphe W, CL, AL
Community and belonging	Sense of belonging	engage in physical activities/sports from their own and other cultures and describe the significance of cultural activities to community and belonging. pe W, AC, CL

Learning Activities / Experiences *(Gníomhaíochtaí Foghlama)*	• Circle time: what does kindness look like and sound like in our room • Class kindness advent calendar: pupils nominate acts anonymously, read daily • Weaving Well-Being: character strengths lesson (kindness, gratitude) • Role-play: including everyone in yard games when someone is left out
Assessment *(Measúnú (AfL / AoL))*	Teacher observation during circle time and yard (yard book notes); kindness calendar completed daily as a class record; pupil reflection: one kind thing I did and how it felt, in SPHE copy.
Differentiation / Including All Learners *(Difreáil / Gach Foghlaimeoir)*	Talking object and visual prompts in circle time; sentence starters for the written reflection; check-ins with two pupils who find the season difficult, as agreed with home.
Approaches & Methodologies *(Modheolaíochtaí Teagaisc)*	• Talk and discussion • Active learning • Collaborative learning
Linkage & Integration *(Nascacht & Comhtháthú)*	English: persuasive letters mention giving. Gaeilge: foclóir na Nollag in the kindness calendar. Religion/ethics programme: giving theme.
Programme *(Clár Scoile)*	Weaving Well-Being (Outside the Box); Wellbeing, Primary Curriculum Framework 2025
Teacher's Notes *(Nótaí an Mhúinteora)*	*Kindness calendar idea shared at staff meeting; infants adopting it in January.*

Notes after teaching *(Nótaí tar éis teagaisc)*	Write here by hand as you teach. To bring these into your record: open this month's Cúntas Míosúil (from Plans) and type them into Work Covered for this subject. It already pre-fills from this plan, so you are just adding what actually happened.