

INFANT CLASSES – MYSELF

Teacher Guidelines:

- Pp. 117-122

Linkages:

- Living Things - Plants and animals, Myself
- Environmental awareness and care
- Sound: Environmental sounds. Identify animal or everyday sounds
- Materials: Properties & characteristics of food & clothing

Integration:

- Oral Language Development – English and Gaeilge
- SPHE: Food & Nutrition Exemplar 1 T.G. p.43 Exemplar 14 T.G.p.77
- SPHE: Aware of world - using senses Exemplar 26 T.G. p.95
- History: Myself Exemplar 5. T.G. p.58
- P.E. Health related fitness
- Music: Sounds in the environment
- PE: Dance ‘Body awareness’ Exemplar 9 T.G. p.68
- Visual Arts: Hand / foot prints

INFANTS – MYSELF

Content Objective:

- **IDENTIFY PARTS OF THE MALE AND FEMALE BODY**

Some suggested activities:

- *Human variety and characteristics* Exemplar 35 T.G. pg.118
- Children stick nose, eyes, eyebrows, eyelashes etc. on outline of a head
- Children stick cut-out arms, legs, etc. on an outline of a torso
- Using drawing/photo of themselves discuss similarities/differences
- Play guessing game teacher thinks of a child and gives clues e.g. My hair is black, I have a ponytail etc.

INFANTS – MYSELF

Content Objective:

- **RECOGNISE AND MEASURE PHYSICAL SIMILARITIES AND DIFFERENCES BETWEEN PEOPLE**

Seán is smaller than Jan

Both Robert and Sinéad have blue eyes

Some suggested activities:

- *Human variety and characteristics* Exemplar 35 T.G. pg.118
- Using drawing/photo of themselves discuss similarities/differences
- Play guessing game teacher thinks of a child and gives clues e.g. My hair is black, I have a ponytail etc.
- Measure hand spans etc.

INFANTS – MYSELF

Content Objective:

- **BECOME AWARE OF SOME CHANGES THAT OCCUR AS CHILDREN GROW AND MATURE**

Height, foot size

Design and make a slipper or shoe for self or an imaginary character

Some suggested activities:

- Draw, print hand spans etc. Repeat during the year. Measure and compare growth
- ‘A three-dimensional timeline recording a child’s own growth and history. Photographs, drawings, toys used at particular ages, items of clothing, birthday cards and any other evidence of the child’s development can be sequenced.’ History T.G. p. 8
- Children record things they have achieved by Christmas / Easter / Summer e.g. I can write my name, find a minibeast etc.

Some suggested designing and making:

- Design and make a slipper or shoe for self or an imaginary character

INFANTS – MYSELF

Content Objective:

- **BECOME AWARE THAT PEOPLE HAVE A VARIETY OF NEEDS FOR GROWTH (EXERCISE, FOOD, CLOTHING, SHELTER)**

Some suggested activities:

- Brainstorm what people need to live and grow
- *Human life processes*, Exemplar 37 T.G. pg.121
- Sort pictures into living and non-living
- Discuss what happens to living and non-living things.
- Discuss the needs of living things.

Some suggested investigations:

- Investigate various items in immediate environment. Are the items alive or not alive? How could we find out?

INFANTS – MYSELF

Content Objective:

- **DEVELOP AN AWARENESS OF HUMAN BIRTH**

That a baby grows and is nurtured in the mother's womb until ready to be born

Some suggested activities:

- A visit from an expectant mother on a regular basis

INFANTS – MYSELF

Content Objective:

- **USE ALL THE SENSES (TOUCH, SMELL, SIGHT, TASTE, HEARING) TO BECOME AWARE OF AND EXPLORE ENVIRONMENTS**

Examine a muesli, identify and taste the ingredients, what else could be in a cereal?

Design a tasty cereal from a base of oatflakes or/and wheatflakes

Some suggested activities:

- **TOUCH:** Examine items in a feely bag e.g. a ball of wool, piece of fruit, a toy. Describe properties of each item
- **SMELL:** Smell various substances e.g. chocolate, lemon, toothpaste, vinegar etc. Describe smells. Identify things with a similar smell? Do all flowers have a nice smell? Do all pink flowers have a sweet smell?
- **SIGHT:** Kim's Game (Cluiche Kim Gaeilge T.G. pg. 74/75) Lay 6 to 8 objects/pictures on the table. Give children 20 seconds to look at the objects. Then hide them with a cloth. Children name /draw objects. Remove cloth compare observations.
- Children work in pairs. Each child tells the other three ways in which he thinks they are similar. Each pair then works with another pair to find out whether they have chosen same/different similarities
- **TASTE:** First smell an onion. Then, eyes closed, try identifying various foods by taste e.g. apple. Describe food: sweet, sour, bitter, salty, sharp
- **HEARING:** sounds in the environment- inside and outside; natural and manmade sounds
- Examine and experiment with toys that make sounds

Some suggested investigations:

- Investigate senses in immediate environment. Trigger questions like these may help. Do all flowers have a nice smell? Do all big instruments make a loud sound? Can you see brightly coloured objects in the dark? Do all fruit/sweets have a sweet taste? Are soft items always made from fabric?

Some suggested designing and making:

- A tasty cereal