

Social Environmental and Scientific Education (SESE) Plan

In our school, 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. This plan forms the basis of individual teacher's long and short term planning.

Vision: SESE fosters 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.

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.

<p>Geography</p> <ul style="list-style-type: none"> ● Human Environments ● Natural Environments ● Environmental Awareness and Care 	<p>History</p> <ul style="list-style-type: none"> ● 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 	<p>Science</p> <ul style="list-style-type: none"> ● Living things ● Energy and Forces ● Materials ● Environmental awareness and care
<p>Skills Development</p>		
<p>Geography</p> <ul style="list-style-type: none"> ● A sense of place and space ● Maps, globes and graphical skills ● Geographical Investigation Skills <ol style="list-style-type: none"> 1. Observing 2. Predicting 3. Questioning 4. Investigating and experimenting 	<p>History</p> <ul style="list-style-type: none"> ● Time and Chronology ● Change and Continuity ● Cause and Effect ● Using Evidence ● Synthesis and communication ● Empathy 	<p>Science</p> <ul style="list-style-type: none"> ● Working Scientifically <ul style="list-style-type: none"> ● Observing ● Questioning ● Predicting ● Hypothesising ● Investigating and experimenting ● Interpreting results ● Recording and communicating results

5. Estimating and measuring 6. Analyzing 7. Recoding and communicating 8. Evaluating		<ul style="list-style-type: none"> ● Designing and Making ● Exploring ● Planning ● Making ● Evaluating
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2. Approaches and Methodologies

Teachers can choose from the following:

- Whole class work
- Small group work
- Individual work on chosen topics or projects
- Guided and discovery learning
- Teacher directed approach
- Active learning
- Problem solving
- Aistear
- Use of the environment
- Co-operative learning
- Collaborative learning
- Talk and discussion
- Investigative approach
- Closed activities
- Open investigations
- Developing skills through content
- Teacher-directed approach
- Exemplars.

3. Linkage and Integration

We will explore possibilities to integrate the SESE subjects at all levels. Teachers create their own integrated topics by referring to the Teacher Guidelines in Geography, History and Science.

4. Multi-Grade Teaching

Our school has multi-grade classes. We follow a two-year cycle so that all curriculum areas are covered within the two years according to the plan of the relevant teachers. Some teachers will use a thematic approach in the implementation of the SESE curriculum, giving careful consideration to integrate the 3 areas of SESE and when possible other curricular areas.

5. Assessment and Record Keeping

The following may be used:

- teacher observation
- teacher-designed tasks and tests
- concept-mapping
- children's copies
- work samples, portfolios and projects.

6. Differentiation

This SESE programme aims to meet the needs of all the children in the school. This will be achieved by teachers varying the pace, content and methodologies to insure learning for all pupils. This will be recorded in the teacher's yearly notes and cuntais míosúil. The requirements of children with special needs will be taken into account when planning class lessons and related activities. We believe in equality of participation and access.

7. 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 hour in Infant years, with three hours for classes 1st – 6th per week. On occasion, time will be blocked as appropriate.

8. Resources used within Classrooms

Junior Infants

Senior Infants Aistear Themes, Unlocking SESE Junior and Senior Infant programme, Big Books, Stories, Posters/Photos/Pictures, Pots/Compost/Seeds, IWB and websites, school and Local Environment, Maps, Recycle Bins, Green Schools

1st & 2nd

Atlases, Wonderful world, All around me, Look around me, Map Of Ireland, Map of the World, Teacher designed booklets/worksheets, Classroom books, Twinkl resources, Myths & legends, Interactive whiteboard, Children's copies, Internet, Science quest, Science Kits/ equipment, The school grounds, The community, Interactive whiteboard, PowerPoint's, Posters/Pictures, Use of environment, Household items.

- 3rd & 4th** Science Fusion online programme
 Science Fusion Text book (Alternate years)
 Unlocking SESE (Alternate years)
 Just Maps & Atlas
 Google Images
 Internet sites – variety according to topic
 Library books
- 5th & 6th** Unlocking SESE 5th & 6th class
 Unlocking Science 5th & 6th and Science fusion online
 Just Maps & Atlas
 Internet sites
 National Geographic Magazines, other publications as necessary.

9. ICT Resources used within classrooms

- SESE Interactive games on Ipads within school
- www.sciencefusion.ie
- Youtube
- www.worldbookonline.com
- www.folensonline.ie
- www.twinkl.ie
- www.scoilnet.ie
- www.google.ie (also Google images)
- www.prometheanplanet.com
- www.teachingpacks.co.uk

10. Individual Teachers' Planning and Reporting

Teachers write long term plans for each SESE subject. We also produce a weekly and monthly plan for each subject, which combine to form a Cuntas Míosúil.

11. Community Links/People

Local people with expertise in SESE topics include:

- Heritage in schools experts E.g. Gordon Darcy, Michael Jacobs, Dave Mc Grath,
- Parents- Marie Louise Heffernan (Ecologist), Leo Morahan (Archaeologist), Anja Gohkle (Botanist/Gardener), Bowen Ormsby (Science/IT),
- Community-Michael Gibbons (archaeologist), Declan Holmes (Science), Verena Roe (Historian)

12. Local Places of SESE Interest

- Library
- Strand/Beach
- River/Lakes
- Bog
- Ellis Wood

- Local Churches and graveyards
- Granuaile Castle, Renvyle
- Connemara National Park
- Kylemore Abbey/Gardens
- Derrygimlagh – Marconi historical site
- G. M. I. T Letterfrack
- V. T. O. S Letterfrack
- Old Lime Kiln – Kylemore
- Killary Sheep Farm
- Galway Atlantic Aquarium
- St. Bridget's Garden
- Museum of Country Life, Castlebar
- Dan O'Hara's, Clifden
- Glass-bottom boat & Aquatics Museum, Letterfrack

13. Health & Safety

When planning for SESE, consideration is given to the following

- During practical work, teachers should be aware of the safety implications of any exploratory or investigative work to be undertaken
- Hidden dangers if children are moving about the classroom or on outdoor investigations.
- Amount of space for children to move about when doing role play on a particular lesson

Outdoor Exploration and Investigation

Outdoor work will be based in areas that are available and accessible to the children. Due consideration will be given to children with specific difficulties. Adequate supervision will be provided. Care will be given to investigate historical environments e.g. ruins, graveyards etc. Hand washing will be carried out following any outdoor pursuits.

14. 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.

Ratification:

Padraic Lyden
17/06/19