



## Explorers Sample Theme Plan: 2nd Class

### 03. Homes

Explore the story of Oisín and his home in Tír na nÓg. Study homes around the world and floor plans. Then take a look at where the electricity we use in our homes comes from and the need for safety around it.

#### Notes

Locate the meter box in the school.

From coverage of electricity in Infant classes, children should already be aware of the uses of electricity, be able to identify some appliances that use electricity and be aware that electricity is dangerous.

Materials	Books	Useful Links
<ul style="list-style-type: none"> <li>• Sample floor plans, e.g. a floor plan of the school</li> <li>• Sample electrical items: battery- and mains-operated</li> </ul>	<ul style="list-style-type: none"> <li>• <i>How Does My Home Work?</i> by Chris Butterworth</li> <li>• <i>If You Lived Here</i> by Giles Laroche</li> <li>• <i>The One Day House</i> by Julia Durango</li> </ul>	<a href="http://www.switchedonkids.org.uk">www.switchedonkids.org.uk</a> <a href="http://www.esb.ie/tns/education-hub">www.esb.ie/tns/education-hub</a>

#### Key Vocabulary

History	Geography	Science
Tír na nÓg Na Fianna Oisín Fionn Mac Cumhaill Niamh High King	Thailand stilt Cambodia thatched Tanzania chalet Switzerland riad Morocco courtyard Japan nomad Mongolia yurt Amsterdam canal blocks floor plan bricks	electricity battery energy mains power meter wire wind farms switch solar panels plug socket

Integration	Home/Parental Involvement
<p><b>Maths:</b> Compile data on electrical items in the school/at home and represent findings.</p> <p><b>Visual Arts:</b> Construct models of homes from around the world.</p> <p><b>Drama:</b> Use the story of Oisín and Tír na nÓg as a stimulus in drama development.</p> <p><b>SPHE:</b> Use the story of Oisín and Tír na nÓg to explore feelings and emotions.</p>	<p>Study own home – location, layout, materials used.</p> <p>Observe and sort electrical items at home, find plug sockets and locate the meter box.</p>

## Theme Overview

**P** indicates an *Explorers* Print Resource in the *Explorers* Student Book.

**D** indicates an *Explorers* Digital Resource on FolensOnline.

	LESSON 1	LESSON 2	LESSON 3
HISTORY	<p><b>Focus: Oisín Goes to Tír na nÓg</b></p> <p>Play Two Truths and a Lie. Lead in to a discussion about things that are hard to believe.</p> <p><b>P Oisín Goes to Tír na nÓg p. 20</b></p> <p>Read the story. Complete the diary entry. Challenge: Include a drawing of life in Tír na nÓg.</p>	<p><b>Focus: Oisín Returns to Ireland</b></p> <p>Predict what will happen next.</p> <p><b>P Oisín Returns to Ireland p. 21</b></p> <p>Read the story. Answer the questions. Act out or mime the main scenes in the story. Hot-seat Oisín, Niamh and/or Fionn Mac Cumhaill. Create a comic strip or storyboard depicting the beginning, middle and end of the story.</p>	<p><b>Focus: Respond to the story</b></p> <p><b>D Tír na nÓg: True or False?</b></p> <p>Categorise the statements. Expand on this, with children offering their own true or false statements about the story. Rewrite the story from Niamh's point of view.</p>
	<p><b>Focus: Homes around the world</b></p> <p><b>D Homes Around the World: Flashcards</b></p> <p>Introduce homes around the world. Focus on location, climate, design and building materials. Imagine what it would be like to live in each of the homes. Find the countries mentioned on the globe/Google maps.</p>	<p><b>Focus: Comparing homes</b></p> <p><b>P What is your home like? p. 22</b></p> <p>Read more about homes around the world. Think-Pair-Share to compare children's Irish homes with the homes in the book – focus on location, climate, design and building materials. Have children draw their own homes or a home in their local area and write a comparison.</p>	<p><b>Focus: Floor plans</b></p> <p><b>P What is a floor plan? p. 23</b></p> <p>Study the floor plan and complete the questions. Have children create a floor plan of their home or the school. Play a barrier game in pairs with one child describing their floor plan for another child to draw. Focus on positional language, e.g. 'the bathroom is <i>to the left of</i> the bedroom', 'the kitchen is <i>across</i> the hall from the sitting room'.</p>
SCIENCE	<p><b>Focus: Where electricity comes from</b></p> <p>Record what the children know and want to know about electricity on a KWL chart.</p> <p><b>P Where does electricity come from? p. 24</b></p> <p>Complete the cloze activity, discussing each point and explaining further where required. Show children the meter box in the school, if visible. Demonstrate plugging an item into a plug socket. Summarise and sequence the steps in the journey of electricity. Add to the L section of the KWL.</p>	<p><b>Focus: Electrical items</b></p> <p>Find and list electrical items in school. Categorise them into battery or mains electricity. Are there some that can be both? Create a Venn diagram of results.</p> <p><b>P Where does electricity come from? p. 24</b></p> <p>Complete the list with electrical items found at home (could be completed as homework). Add to the L section of the KWL.</p>	<p><b>Focus: Electrical safety</b></p> <p><b>P What are the dangers of electricity?</b></p> <p>Find and discuss the electrical dangers in the picture. Why are they dangerous? List electrical safety rules. Survey the school for electrical dangers and make recommendations for any found. Create an electrical safety poster. Add to the L section of the KWL.</p> <p><b>D Electricity: Fill in the Blanks</b></p> <p>Use the activity to assess understanding.</p>

Curriculum Information	
<b>History</b>	
Stand and Strand Unit	Skills
<p><b>Story: Stories</b></p> <ul style="list-style-type: none"> <li>• Listen to, discuss, retell and record a range of myths and legends from different cultural, ethnic and religious backgrounds in Ireland and other countries</li> <li>• Distinguish between fictional accounts in stories, myths and legends and real people and events in the past</li> <li>• Discuss chronology of events (beginning, middle, end) in a story</li> <li>• Discuss the actions and feelings of characters</li> <li>• Express or record stories through simple writing, art work, drama, music, mime and movement and using information and communication technologies</li> <li>• Display storyline pictures showing episodes in sequence</li> </ul>	<p><b>Working as a historian</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Time and chronology</li> <li><input type="checkbox"/> Change and continuity</li> <li><input checked="" type="checkbox"/> Cause and effect</li> <li><input checked="" type="checkbox"/> Using evidence</li> <li><input checked="" type="checkbox"/> Synthesis and communication</li> <li><input checked="" type="checkbox"/> Empathy</li> </ul>
<b>Geography</b>	
Stand and Strand Unit	Skills
<p><b>Human environments: People and places in other areas</b></p> <ul style="list-style-type: none"> <li>• Become familiar with some aspects of the lives of people and especially of children in Ireland, Europe and other areas</li> </ul> <p><b>Human environments: Living in the local community</b></p> <p><b>Homes and shelter</b></p> <ul style="list-style-type: none"> <li>• Recognise that people live in a variety of homes</li> <li>• Describe his/her home, its location and surroundings</li> <li>• Record some of these features using simple drawings, plans, displays, models and sketches</li> <li>• Investigate materials used to construct homes and identify materials of local origin</li> <li>• Develop an awareness and appreciation of different types of homes in the locality and in other areas</li> </ul>	<p><b>A sense of place and space</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> A sense of place</li> <li><input checked="" type="checkbox"/> A sense of space</li> </ul> <p><b>Maps, globes and graphical skills</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Picturing places</li> </ul> <p><b>Geographical investigation skills</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Questioning</li> <li><input checked="" type="checkbox"/> Observing</li> <li><input type="checkbox"/> Predicting</li> <li><input type="checkbox"/> Investigating and experimenting</li> <li><input type="checkbox"/> Estimating and measuring</li> <li><input checked="" type="checkbox"/> Analysing</li> <li><input checked="" type="checkbox"/> Recording and communicating</li> </ul>
<b>Science</b>	
Stand and Strand Unit	Skills
<p><b>Energy and forces: Magnetism and electricity</b></p> <ul style="list-style-type: none"> <li>• Become aware of the uses of electricity in school and at home</li> <li>• Identify some household appliances that use electricity</li> <li>• Become aware of the dangers of electricity</li> </ul>	<p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Questioning</li> <li><input checked="" type="checkbox"/> Observing</li> <li><input type="checkbox"/> Predicting</li> <li><input type="checkbox"/> Investigating and experimenting</li> <li><input type="checkbox"/> Estimating and measuring</li> <li><input checked="" type="checkbox"/> Analysing</li> <li><input checked="" type="checkbox"/> Recording and communicating</li> </ul> <p><b>Designing and making</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Exploring</li> <li><input type="checkbox"/> Planning</li> <li><input type="checkbox"/> Making</li> <li><input type="checkbox"/> Evaluating</li> </ul>