



Making the Case for Place

A toolkit for using place-based learning

Curriculum Analysis



THE ARTS Drama

Strand Drama to explore feelings, knowledge and ideas, leading to understanding

Strand Unit Exploring and making drama

Stage Infants

Relevant Activities Develop the instinct for make-believe play into drama.
Develop the ability to play in role as an integral part of the action.
Experience how the fictional past and the desired fictional future influence the present dramatic action.

Stage 1st and 2nd

Relevant Activities Use the ability to play at make-believe to enter fully into participation in drama.
Experience how the fictional past and the desired fictional future influence the present dramatic action.

Stage 3rd and 4th

Relevant Activities Enter into the fictional dramatic context with the same spontaneity and freedom that he/she has earlier applied to make-believe play.
Begin the process of using script as a pre-text.

Stage 5th and 6th

Relevant Activities Enter appropriately and with facility, whether watched or unwatched, into the fictional dramatic context.
Distinguish between various genres, such as comedy, tragedy, fantasy.

Strand Unit Reflecting on drama

Stage Infants

Relevant Activity Experience the relationship between story, theme and life experience.

Stage 1st and 2nd

Relevant Activity Experience, through drama, the relationship between story, theme and life experience.

Stage 3rd and 4th

Relevant Activity Use the sharing of insights arising out of dramatic action to develop the ability to draw conclusions and to hypothesise about life and people.

THE ARTS Drama

Strand Unit Co-operating and communicating in making drama

Stage Infants

Relevant Activity Develop the ability, out of role, to co-operate and communicate with others in helping to shape the drama.

Stage 1st and 2nd

Relevant Activity Develop fictional relationships through interaction with the other characters in small-group or whole-class scenes as the drama text is being made.

Stage 3rd and 4th

Relevant Activity Enact spontaneously for others in the group a scene from the drama, or share with the rest of the class a scene that has already been made in simultaneous small-group work.

THE ARTS Music

Strand Listening and Responding

Strand Unit Exploring sounds

Stage Infants

Relevant Activities Listen to, identify and imitate familiar sounds in the immediate environment from varying sources.
Describe sounds and classify them into sound families.

Stage 1st and 2nd

Relevant Activity Listen to, identify and describe sounds in the environment with increasing awareness.

THE ARTS Music

Stage 3rd and 4th

Relevant Activity Classify and describe sounds within a narrow range.

Stage 5th and 6th

Relevant Activity Listen to sounds in the environment with an increased understanding of how sounds are produced and organised.

Strand Unit Listening to and Responding to Music

Stage Infants

Relevant Activity Listen to a range of short pieces of music or excerpts.

Stage 1st and 2nd

Relevant Activity Listen to a range of short, familiar and unfamiliar pieces of music or excerpts.

Stage 3rd and 4th

Relevant Activities Listen to and describe music in various styles and genres, including familiar excerpts, recognising its function and historical context where appropriate. Respond imaginatively to longer pieces of music in a variety of ways.

Stage 5th and 6th

Relevant Activity Listen to and describe a broad range of musical styles and traditions, including familiar excerpts, recognising where appropriate its function and historical context.

Strand Performing

Strand Unit Song singing

Stage Infants

Relevant Activity Recognise and sing familiar songs and melodies from other sources.

Stage 1st and 2nd

Relevant Activity Recognise and sing with increasing vocal control and confidence a growing range of songs and melodies.

THE ARTS Music

Stage 3rd and 4th

Relevant Activity Sing from memory a widening repertoire of songs with increasing vocal control, confidence and expression.

Stage 5th and 6th

Relevant Activity Recognise and sing from memory a more demanding repertoire of songs with an awareness of the music's social, historical and cultural contexts.

Strand Composing

Strand Unit Improvising and creating

Stage Infants

Relevant Activity Select sounds from a variety of sources to create simple sound ideas, individually and in groups.

Stage 1st and 2nd

Relevant Activity Recall, answer and invent simple melodic and rhythmic patterns, using voices, body percussion and instruments.

THE ARTS Visual Arts

Strand Drawing

Strand Unit Making Drawings

Stage Infants

Relevant Activities Discover and draw line and shape as seen in natural and manufactured objects and discover that lines can make shapes.
Make drawings based on vividly recalled feelings, real and imaginative experiences and stories.
Explore the relationship between how things feel and how they look.

THE ARTS Visual Arts

Stage 1st and 2nd

Relevant Activities Explore shape as seen in natural and manufactured objects and become aware of the shape of shadows cast by objects.
Draw from observation.

Stage 3rd and 4th

Relevant Activities Make drawings from recalled experiences, emphasising pattern, detail, context and location.
Draw from observation.
Express his/her imaginative life and interpret imaginative themes using inventive pattern and detail.

Stage 5th and 6th

Relevant Activities Discover how line could convey movement and rhythm.
Draw imaginative themes using inventive pattern and detail.

Strand Unit Looking and Responding

Stage Infants

Relevant Activity Look at and talk about his/her work, the work of other children and the work of artists.

Strand Paint and colour

Strand Unit Painting

Stage Infants

Relevant Activities Discover colour in the visual environment to help develop sensitivity to colour.
Discover colour, pattern and rhythm in colourful objects.
Discover the relationship between how things feel and how they look.

Stage 1st and 2nd

Relevant Activities Use colour expressively to interpret themes based on his/her personal or imaginative life.
Discover harmony and contrast in natural and manufactured objects and through themes chosen for their colour possibilities.
Discover colour, pattern and rhythm in natural and manufactured objects and interpret them in his/her work.
Discover colour in the visual environment and become sensitive to tonal variations between light and dark, and to variations in pure colour (hue).

THE ARTS Visual Arts

Stage 3rd and 4th

Relevant Activity Make paintings based on recalled feelings and experiences, exploring the spatial effects of colour and tone, using overlapping, and with some consideration of scale.

Stage 5th and 6th

Relevant Activity Discover pattern and rhythm in natural and manufactured objects and use them purposefully in his/her work.

Strand Unit Looking and Responding

Stage Infants

Relevant Activity Look at and talk about his/her work, the work of other children and the work of artists.

Stage 3rd and 4th

Relevant Activity Look at, handle and talk about natural and manufactured objects for experience of texture, shape, pattern.

Strand Print

Strand Unit Making prints

Stage Infants

Relevant Activities Experiment with the effects that can be achieved with simple print-making. Use a variety of print-making techniques.

Strand Clay

Strand Unit Developing form in clay

Stage Infants

Relevant Activity Make a clay form and manipulate it with fingers to suggest a subject.

THE ARTS Visual Arts

Stage 1st and 2nd

Relevant Activity Change the form of a small ball of clay, using the medium expressively.

Stage 3rd and 4th

Relevant Activity Make sturdy figures in clay using the medium expressively and with imaginative detail.

Strand Unit Looking and Responding

Stage Infants

Relevant Activity Look at, handle and talk about objects with free-flowing forms.

Stage 1st and 2nd

Relevant Activity Look at, handle and talk about natural and manufactured objects for experience of three-dimensional form.

Stage 5th and 6th

Relevant Activity Look at and talk about ritual masks, street theatre masks and figures, and functional and decorative pottery from different cultures and different times.

Strand Constructions

Strand Unit Making constructions

Stage Infants

Relevant Activity Make imaginative structures.

Stage 1st and 2nd

Relevant Activity Make imaginative structures.

Stage 3rd and 4th

Relevant Activity Make drawings from observation to analyse the structures of buildings and the natural structures of plants.

THE ARTS Visual Arts

Strand Unit Looking and Responding

Stage 1st and 2nd

Relevant Activities Look at collections or photographs of natural and built structures and investigate spatial arrangements, balance and outline and how the spaces created relate to the whole.
Look at and talk about a local building complex, at a famous building and at visually stimulating artefacts (or slides or prints).

Stage 3rd and 4th

Relevant Activity Look at and talk about interesting examples of contemporary architecture and the work of great architects and builders of history.

Stage 5th and 6th

Relevant Activity Look at and talk about impressive examples of buildings created in the past in different parts of the world and at contemporary architecture, sculpture, engineering and design.

Strand Fabric and Fibre

Strand Unit Creating in fabric and fibre

Stage 3rd and 4th

Relevant Activity Invent a costume for a character from a story or use fabric as a stimulus for an exotic costume design.

Strand Unit Looking and Responding

Stage 1st and 2nd

Relevant Activity Look at and talk about fabrics crafts and artefacts and visit a craftsperson at work if possible.

Stage 3rd and 4th

Relevant Activity Look at and talk about woven, embroidered, knitted and other fabrics, including interesting items of clothing from different times and cultures.

Stage 5th and 6th

Relevant Activity Look at and talk about woven, embroidered, knitted and other fabrics, including interesting items of clothing from different times and cultures, and explore the role of textiles in culture.

LANGUAGE English

Strand Receptiveness to language

Strand Unit Oral language: developing receptiveness to oral language

Stage Infants

Relevant Activity Listen to a story or description and respond to it.

Stage 1st and 2nd

Relevant Activity Listen to stories, descriptions, instructions and directions and respond to them.

Stage 5th and 6th

Relevant Activity Listen to authors reading and discussing their own work.

Strand Unit Writing: creating and fostering the impulse to write

Stage 1st and 2nd

Relevant Activity Choose topics to write about.

Strand Unit Reading: developing concepts of language and print

Stage Infants

Relevant Activities Listen to, enjoy and respond to stories, nursery rhymes, poems and songs.
Become an active listener through the development of a range of listening activities based on stories read or told.

Strand Unit Reading: developing reading skills and strategies

Stage Infants

Relevant Activities Encounter early reading through collaborative reading of large-format books and language-experience material.
Engage in shared reading activities.

Stage 3rd and 4th

Relevant Activity Refine his/her listening skills through hearing the teacher read aloud..

LANGUAGE English

Strand Competence and confidence in using language

Strand Unit Reading: reading for pleasure and information

Stage 1st and 2nd

Relevant Activity Read from a range of children's literature, choosing material for reading during silent reading periods.

Strand Unit Oral language: developing competence and confidence in using oral language

Stage 3rd and 4th

Relevant Activities Make lists of local expressions and words.
Hear, discuss and react to local storytellers.

Stage 5th and 6th

Relevant Activities Discuss the meaning, effect and diversity of local words and expressions.
Use improvisational drama to learn how local idiom, accent and dialect can influence the effect of language in particular situations.
Discuss the positive and negative effects of jargon, slang and cliché, and express examples of them in his/her own language.

Strand Unit Reading: reading for pleasure and information

Stage 5th and 6th

Relevant Activity Read widely as an independent reader from a more challenging range of reading material, including stories, poems, myths, legends, novels and non-fiction texts appropriate to his/her age and reading ability.

Strand Developing cognitive abilities through language

Strand Unit Reading: Oral language: developing cognitive abilities through oral language

Stage Infants

Relevant Activity Listen to a story or a narrative and ask questions about it.

LANGUAGE English

Stage 1st and 2nd

Relevant Activity Listen to a story or narrative and ask questions about it.

Stage 3rd and 4th

Relevant Activities Discuss issues that directly affect his/her life.
Explore historical events through improvisational drama.

Stage 5th and 6th

Relevant Activities Use a discussion of the familiar as the basis of a more formal or objective grasp of a topic or concept.
Explore historical contexts through improvisational drama.

Strand Unit Reading: developing interests, attitudes and the ability to think

Stage Infants

Relevant Activity Re-read, retell and act out familiar stories, poems or parts of stories.

Strand Unit Writing: clarifying thought through writing

Stage 1st and 2nd

Relevant Activity Listen to a story and write down questions to ask about it.

Strand Emotional and imaginative development through language

Strand Unit Oral language: developing emotional and imaginative life through oral language

Stage Infants

Relevant Activities Listen to, learn and retell a rich variety of stories, rhymes and songs.
Respond through discussion, mime and role-playing to stories, rhymes and songs heard and learnt.

LANGUAGE English

Stage 1st and 2nd

Relevant Activities Listen to, read, learn and recite a varied and appropriate repertoire of rhymes and poems.
Re-create stories and poems in improvisational drama.

Stage 5th and 6th

Relevant Activity Discuss with others his/her reactions to everyday experiences and to local, national and world events.

Strand Unit Reading: responding to text

Stage 1st and 2nd

Relevant Activity Re-read, retell and act out familiar stories, poems or parts of stories.

Strand Unit Writing: clarifying thought through writing

Stage 1st and 2nd

Relevant Activities Continue to listen to and enjoy stories and poems being read aloud.
Engage in spare-moment reading and browsing by having ready access to reading material.
Engage with a wide variety of text.

Stage 5th and 6th

Relevant Activity Hear the teacher model a response to poems, fiction, plays and parts of plays.

Strand Unit Writing: developing emotional and imaginative life through writing

Stage 1st and 2nd

Relevant Activity Draw and write stories and poems.

Stage 3rd and 4th

Relevant Activity Use his/her own artwork and that of others as a stimulus to writing.

Strand Labhairt

Strand Unit Ag cothú spéise

Stage 3rd and 4th

Relevant Activities Dánta a aithris agus iad a phlé.
Amhráin a chanadh.
Gnéithe den chultúr a phlé.

Stage 5th and 6th

Relevant Activities Dánta a aithris.
Amhráin a chanadh.
An Ghaeilge a labhairt i gcomhthéacsanna cultúrtha.

Strand Léitheoireacht

Strand Unit Ag úsáid teanga

Stage 3rd and 4th

Relevant Activity Léamh i gcomhthéacsanna cultúrtha scéalta gearra béaloidis, rainn, dánta dúchasacha.

Strand Scríbhneoireacht

Strand Unit Ag úsáid teanga

Stage 3rd and 4th

Relevant Activity Scríobh i gcomhthéacsanna cultúrtha.

Stage 5th and 6th

Relevant Activity Scríobh i gcomhthéacsanna cultúrtha.

LANGUAGE Gaeilge

Strand Éisteacht

Strand Unit Ag cothú spéise

Stage 5th and 6th

Relevant Activity Eisteacht leis an nGaeilge i gcomhthéacsanna cultúrtha.

MATHEMATICS

Strand Early mathematical activities

Strand Unit Classifying

Stage Infants

Relevant Activities Classify objects on the basis of one attribute, such as colour, shape, texture or size.
Identify the complement of a set (i.e. elements not in a set).

Strand Unit Matching

Stage Infants

Relevant Activity Match equivalent and non-equivalent sets using one-to-one correspondence.

Strand Unit Comparing

Stage Infants

Relevant Activities Compare objects according to length, width, height, weight, quantity, thickness or size.
Compare sets without counting.

Strand Unit Ordering

Stage Infants

Relevant Activities Order objects according to length or height.
Order sets without counting.

Strand Number

Strand Unit Counting

Stage Infants

Relevant Activity Count the number of objects in a set, 0–20.

MATHEMATICS

Stage 1st and 2nd

Relevant Activity Count the number of objects in a set.

Strand Unit Comparing and ordering

Stage Infants

Relevant Activities Compare equivalent and non-equivalent sets 0–10 by matching.
Order sets of objects by number, 0–10.
Use the language of ordinal number: first, second, third, last.

Stage 1st and 2nd

Relevant Activity Compare equivalent and non-equivalent sets.

Strand Unit Operations

Stage 1st and 2nd

Relevant Activities Develop an understanding of addition by combining or partitioning sets.
Develop an understanding of subtraction as deducting, as complementing and as difference.

Stage 3rd and 4th

Relevant Activity Solve word problems involving addition and subtraction.

Strand Unit Analysis of number

Stage Infants

Relevant Activities Explore the components of number, 1–10.
Combine sets of objects, totals to 10.

MATHEMATICS

Strand Unit Partitioning

Stage Infants

Relevant Activities Partition sets of objects, 0–10.
Use the symbols + and = to construct word sentences involving addition.

Strand Shape and Space

Strand Unit Spatial Awareness

Stage Infants

Relevant Activity Explore, discuss, develop and use the vocabulary of spatial relations.

Suggested Integration Outdoor and adventure activities.

Stage 1st and 2nd

Relevant Activities Explore, discuss, develop and use the vocabulary of spatial relations.
Give and follow simple directions within classroom and school settings, including turning directions using half and quarter turns.

Suggested Integration Outdoor and adventure activities.

Strand Unit 3-D Shapes

Stage Infants

Relevant Activities Sort, describe and name 3-D shapes: regular, irregular, cube, cuboid, sphere and cylinder.
Combine 3-D shapes to make other shapes.
Solve tasks and problems involving shape.

Stage 1st and 2nd

Relevant Activity Discuss the use of 3-D shapes in the environment.

MATHEMATICS

Stage 3rd and 4th

Relevant Activity Solve and complete practical tasks and problems involving 2-D and 3-D shapes.

Suggested Integration Geography: Human environments.

Strand Unit 2-D Shapes

Stage Infants

Relevant Activities Sort, describe and name 2-D shapes: square, circle, triangle, rectangle.
Combine and divide 2-D shapes to make larger or smaller shapes.
Solve problems involving shape and space.
Give simple moving and turning directions.

Suggested Integration Outdoor and adventure activities.

Stage 1st and 2nd

Relevant Activity Identify and discuss the use of 2-D shapes in the environment.

Stage 3rd and 4th

Relevant Activity Identify the use of 2-D shapes in the environment.

Strand Unit Symmetry

Stage 1st and 2nd

Relevant Activity Identify line symmetry in shapes and in the environment.

Stage 3rd and 4th

Relevant Activity Identify line symmetry in the environment.

MATHEMATICS

Strand Unit **Angles**

Stage 1st and 2nd

Relevant Activity Explore and recognise angles in the environment.

Stage 5th and 6th

Relevant Activity Recognise, classify and describe angles and relate angles to shape.

Strand **Measures**

Strand Unit **Length**

Stage Infants

Relevant Activities Develop an understanding of the concept of length through exploration, discussion, and use of appropriate vocabulary.
Compare and order objects according to length or height.
Estimate and measure length in non-standard units.
Select and use appropriate non-standard units to measure length, width or height. Discuss reasons for choice.

Stage 1st and 2nd

Relevant Activities Estimate, measure and record length using metre and centimetre.
Solve and complete practical tasks and problems involving length.

Stage 3rd and 4th

Relevant Activity Estimate, compare, measure and record lengths of a wide variety of objects, using appropriate metric units, and selecting suitable instruments of measurement.

Stage 5th and 6th

Relevant Activity Use and interpret scales on maps and plans.

Suggested Integration Outdoor and adventure activities.

MATHEMATICS

Strand Unit Weight

Stage Infants

Relevant Activities Develop an understanding of the concept of weight through exploration, handling of objects and use of appropriate vocabulary.
Compare and order objects according to weight.
Estimate and weigh in non-standard units.
Select and use appropriate non-standard units to weigh objects.

Suggested Integration Geography: Human Environments.

Strand Unit Area

Stage 1st and 2nd

Relevant Activity Estimate and measure area using non-standard units.

Stage 5th and 6th

Relevant Activity Calculate area using acres and hectares.

Strand Unit Time

Stage Infants

Relevant Activities Develop an understanding of the concept of time through the use of appropriate vocabulary.
Sequence daily events or stages in a story.

Suggested Integration History: Myself and my family, Geography: The physical world.

Stage 3rd and 4th

Relevant Activity Consolidate and develop further a sense of time passing.

Suggested Integration Geography: The physical world

MATHEMATICS

Strand Data

Strand Unit Recognising and interpreting data

Stage Infants

Relevant Activities Sort and classify sets of objects by one and two criteria.
Represent and interpret data in two rows or columns using real objects, models and pictures.

Stage 1st and 2nd

Relevant Activities Represent, read and interpret simple tables and charts.

Suggested Integration Geography: Natural environments.

Stage 5th and 6th

Relevant Activity Collect, organise and represent data using pie charts and trend graphs.

Strand Unit Chance

Stage 3rd and 4th

Relevant Activities Order events in terms of likelihood of occurrence.
Identify and record outcomes of simple random processes.

Strand Algebra

Strand Unit Number Sentences

Stage 3rd and 4th

Relevant Activity Translate an addition, subtraction, multiplication or division number sentence with a frame into a word problem.

PHYSICAL EDUCATION

Strand Athletics

Strand Unit Running

Stage Infants

Relevant Activity Walk or jog in a non-competitive setting for periods extending from 30 seconds to 90 seconds.

Stage 1st and 2nd

Relevant Activity Walk or jog in a non-competitive setting for periods extending from 30 seconds to two minutes.

Stage 3rd and 4th

Relevant Activity Walk, jog or run in a non-competitive setting for periods extending from 30 seconds to 3 minutes.

Strand Unit Jumping

Stage Infants

Relevant Activity Experiment with various ways of jumping.

Strand Unit Understanding and appreciation of athletics

Stage 5th and 6th

Relevant Activity Become aware of athletic events and athletes locally, nationally and internationally.

Strand Dance

Strand Unit Exploration, creation and performance of dance

Stage Infants

Relevant Activities Respond imaginatively through movement to stimuli such as words, stories, poems, pictures, music.
Perform simple singing games and folk dances.
Create and perform simple dances with teacher's guidance.

PHYSICAL EDUCATION

Stage 1st and 2nd

Relevant Activities Create, practise and perform dances showing a clear beginning, middle and end.
Continue to respond imaginatively through movement to stimuli such as words, stories, poems, pictures, songs and music.

Stage 3rd and 4th

Relevant Activities Develop work with a partner and begin to work in small groups.
Perform a variety of selected Irish dances and folk dances that use frequent changes of formation.

Stage 5th and 6th

Relevant Activities Create, practise and perform longer and more complex dances with clear dance forms.
Explore and experiment with the use of costume and props (e.g. masks) to enhance creation and performance of dance.
Perform a variety of selected Irish and folk dances that use frequent changes of formation.

Strand Unit Understanding and appreciation of dance

Stage 3rd and 4th

Relevant Activity Observe, describe and discuss own dance and dance of others.

Stage 5th and 6th

Relevant Activity Become aware of local organisations and community groups involved in dance and opportunities in the community to participate in dance.

Strand Games

Strand Unit Creating and playing games

Stage Infants

Relevant Activities Create and develop games in pairs.
Play simple playground games.

Stage 1st and 2nd

Relevant Activity Play playground games.

PHYSICAL EDUCATION

Strand Unit Understanding and appreciation of games

Stage Infants

Relevant Activity Apply simple rules to games.

Stage 5th and 6th

Relevant Activity Become aware of games events and players locally, nationally and internationally.

Strand Outdoor and adventure activities

Strand Unit Walking

Stage Infants

Relevant Activities Undertake short walks within or adjacent to the school grounds.
Find an object in a confined area of the school site, given simple clues.

Stage 1st and 2nd

Relevant Activities Undertake short walks, outside the school site where possible.
Find an object on the school site, given simple clues.

Stage 3rd and 4th

Relevant Activity Undertake forest walks.

Strand Unit Walking, cycling and camping activities

Stage 5th and 6th

Relevant Activities Undertake forest walks.
Develop a range of cycling skills.
Prepare for camping or bivouacking.

PHYSICAL EDUCATION

Strand Unit Orienteering

Stage Infants

Relevant Activity Identify areas of the hall, playing-field or school site.

Stage 1st and 2nd

Relevant Activities Identify areas of the hall, playing-field or school site.
Find objects or areas by following a simple plan (set of drawings).

Stage 3rd and 4th

Relevant Activities Identify symbols for familiar features on a map of a familiar area.
Undertake a star orienteering activity.

Stage 5th and 6th

Relevant Activities Find controls on the school site, using a map or plan.
Undertake a memory star orienteering course.
Undertake point-to-point orienteering.
Undertake score orienteering.

Strand Unit Outdoor challenges

Stage Infants

Relevant Activities Undertake adventure trails.
Undertake simple co-operative (trust) activities.

Stage 1st and 2nd

Relevant Activities Undertake adventure trails.
Undertake simple co-operative (trust) activities.

PHYSICAL EDUCATION

Stage 3rd and 4th

Relevant Activities Undertake an adventure trail.
Undertake simple co-operative (trust) activities.

Stage 5th and 6th

Relevant Activities Undertake an adventure trail.
Undertake co-operative (trust) activities.
Undertake physical challenges.

Strand Unit Water-based activities

Stage 5th and 6th

Relevant Activity Experience an introductory session in basic canoeing or sailing.

Strand Unit Understanding and appreciation of outdoor and adventure activities

Stage Infants

Relevant Activity Begin to develop an appreciation of and respect for the environment.

Stage 1st and 2nd

Relevant Activity Develop an appreciation of and respect for the environment explored.

Stage 3rd and 4th

Relevant Activities Develop positive attitudes towards caring for the environment.
Plan, observe, describe and discuss activities outdoors.

Stage 5th and 6th

Relevant Activities Develop positive attitudes towards caring for the environment.
Plan, observe, describe and discuss activities outdoors.
Discuss the safety aspects of activities undertaken.

Strand Human environments

Strand Unit Living in the local community

Stage Infants

Relevant Activities Explore and discuss his/her membership of the family, school and local community.
Become aware of, discuss and appreciate the people in the school community.
Make simple drawings of school, immediate surroundings and journeys to and from school.
Discuss the work of people in the home, at school, in the local community, in towns or countryside nearby and in wider environments.
Become aware of some buildings and places where people work, especially those in the locality.

Stage 1st and 2nd

Relevant Activities Become aware of and learn to value the diversity of people who live in the local community and the contribution they make.
Begin to recognise the interdependence of individuals and groups in the local community.
investigate the work of people in a range of locations in the locality.

Strand Unit People living & working in the local area and People living & working in a contrasting part of Ireland

Stage 3rd and 4th

Relevant Activities Learn about and come to appreciate and respect the people and communities who live and work in the locality and in a contrasting part of Ireland.
Become aware of the natural features in the locality and in a contrasting part of Ireland and their relationship to the lives of people living in these places.
Explore, investigate and come to appreciate the major features of the built environment in the locality and in a contrasting part of Ireland.
Explore and investigate, especially through practical studies, a small number of the common economic activities of people in the locality and in a contrasting part of Ireland.
Become aware of forms of transport and transport routes in the locality and in a contrasting part of Ireland.

Stage 5th and 6th

Relevant Activities Learn about and come to appreciate the peoples and communities who live and work in the locality and in a contrasting part of Ireland.
Explore, investigate and come to appreciate the major features of the built environment in the locality and in a contrasting part of Ireland.
Become aware of the natural features in the locality and in a contrasting part of Ireland and their interrelationship with the lives of people living in these places.
Explore and investigate, especially through practical studies, one or more of the important economic activities of people in the locality and in a contrasting part of Ireland.
Learn about the methods of transport and transport routes in the locality and in a contrasting part of Ireland.

Strand Unit People and other lands

Stage 3rd and 4th

Relevant Activity Begin to develop a sense of belonging to local, county, national, European and global communities.

Stage 5th and 6th

Relevant Activity Develop a sense of belonging to local, county, national, European and international communities.

Strand Unit County, regional and national centres

Stage 3rd and 4th

Relevant Activity Become familiar with the location and names of urban areas in the county, some of their important buildings, factories and other features.

Strand Unit Trade and development issues

Stage 5th and 6th

Relevant Activity Become aware of the causes and effects of famine.

Strand Natural environments

Strand Unit The local natural environment

Stage Infants

Relevant Activities Become aware of, explore and discuss some aspects of natural environments in the immediate locality of the school.
Observe, collect and investigate a variety of natural materials in the local environment.
Observe, discuss and investigate water in the local environment.

Stage 1st and 2nd

Relevant Activities Identify, explore and discuss aspects of some major natural features in the local environment.
Observe, discuss and investigate water in the locality.
Observe, collect and investigate a variety of natural materials in the local environment.

Stage 3rd and 4th

Relevant Activities Investigate and become familiar with some natural features in the local environment.
Observe and explore ways in which these features have affected the lives of plants, animals and humans.
Investigate the ways in which these features have been used by humans and the changes which have occurred as a result.

Stage 5th and 6th

Relevant Activities Investigate and learn about the main natural features in the locality and county
Become aware of the ways in which people, animals and plants have exploited and/or altered these features.

Strand Unit Land, rivers and seas of my county

Stage 3rd and 4th

Relevant Activity Become familiar with the names and locations of some major natural features in the county.

Strand Unit Rocks and Soils

Stage 3rd and 4th

Relevant Activities Observe, collect and examine different soil samples in the immediate and other environments.
Begin to explore influence of soils and rocks on animal and plant life.

Stage 5th and 6th

Relevant Activities Collect and identify some common rocks in the locality.
Identify and explore the use of stone in building and other human activities, especially in the locality.
Compare soil samples from different parts of the locality.

Strand Unit Weather

Stage Infants

Relevant Activities Record weather observations using a weather chart or diary.
Become aware of some of the effects of different weather conditions on human, animal and plant life in the local environment.

Stage 3rd and 4th

Relevant Activities Use simple equipment to observe and record weather phenomena.
Study weather variations during the year and their influence on plants, animals and human.
Collect and record weather lore from the locality.

Stage 5th and 6th

Relevant Activities Collect weather lore, especially local traditions and knowledge.
Explore weather patterns over the year in the locality using a variety of graphical and analytical skills.
Develop some awareness of weather patterns in other parts of Ireland and factors influencing climate in the locality and in Ireland.

Strand Environmental awareness and care

Strand Unit Caring for my environment

Stage Infants

Relevant Activities Observe, discuss and appreciate the attributes of the local environment.
Appreciate that people share the environment with plant and animal life.
Develop a sense of responsibility for taking care of and enhancing the environment.
Identify, discuss and implement simple strategies for improving and caring for the environment.

Stage 1st and 2nd

Relevant Activities Identify, discuss and appreciate the natural and human features of the local environment.
Observe and develop an awareness of living things in a range of habitats in local and wider environments.
Observe similarities and differences among plants and animals in different local habitats.
Realise that there is both an individual and a community responsibility for taking care of the environment.
Identify, discuss and implement simple strategies for improving and caring for the environment.
Identify and help to implement simple strategies for protecting, conserving and enhancing the environment.
Become aware of ways in which the environment can be polluted or harmed.

Stage 3rd and 4th

Relevant Activities Examine a number of ways in which local and other environments could be improved or enhanced.
Identify and discuss a local, national or global environmental issue.
Realise that there is a personal and community responsibility for taking care of and conserving environments.

SOCIAL, ENVIRONMENTAL AND SCIENTIFIC EDUCATION Geography

Stage 5th and 6th

Relevant Activities Examine a number of ways in which local and other environments could be improved or enhanced.
Identify and discuss a local, national or global environmental issue.
Come to appreciate individual, community and national responsibility for environmental care.

Strand Unit Environmental Awareness

Stage 3rd and 4th

Relevant Activities Identify, discuss and record aspects of local natural and human environments which are considered attractive or unattractive.
Identify the interrelationships of living and non-living elements of local and other environments.
Recognise how the actions of people may have an impact on environments.
Recognise and investigate human activities which may have positive or adverse effects on local and wider environments.

Stage 5th and 6th

Relevant Activities Identify, discuss and appreciate attractive and unattractive elements of natural and human environments.
Explore some examples of the interrelationship of climate, natural features, flora, fauna and human life in different environments in Ireland and in some of the main climatic regions of the world.
Recognise and investigate aspects of human activities which may have positive or adverse effects on environments.

SOCIAL, ENVIRONMENTAL AND SCIENTIFIC EDUCATION History

Myself and my family

Strand Unit My family or The family of a person known to me

Stage 1st and 2nd

Relevant Activities Explore and record significant features, events and dates in the past of the child's family and extended family.
Collect, explore and discuss a range of simple evidence, noting changes and developments and items which have stayed the same.

SOCIAL, ENVIRONMENTAL AND SCIENTIFIC EDUCATION History

Stage 3rd and 4th

Relevant Activities Examine changes and examples of continuity in the lives of parents and grandparents.
Collect and use a range of simple historical evidence.

Strand Unit Homes

Stage 3rd and 4th

Relevant Activities Explore changes which have taken place in the home and other homes in the area.
Discuss with older people items which have changed and those which have remained the same.
Collect and/or examine old artefacts.

Stage 5th and 6th

Relevant Activity Investigate local and/or regional variations or similarities in building styles and materials.

Strand Unit My School

Stage 3rd and 4th

Relevant Activities Investigate the development of present buildings and the history of earlier school buildings.
Attempt to reconstruct a school day in the past using a range of simple evidence.
Compare school furniture and equipment of the past and the appearance of the classroom with those of today.
Examine old roll books or other records; if possible old handwriting copybooks.

Stage 5th and 6th

Relevant Activity Relate the history of the school to the history of education in the parish or local area.

Strand Unit When my grandparents were young

Stage 1st and 2nd

Relevant Activities Explore and record aspects of the lives of people when his/her grandparents were young.
Collect and/or examine simple evidence in school or in a local museum.
Listen to adults talking about their own past.
Compare lives of people in the past with the lives of people today, noting differences and similarities.
Learn songs and dances, or play games from the past.
Record material on appropriate timeline.

Strand Unit Games in the past

Stage 1st and 2nd

Relevant Activity Explore and record traditional non-formal games, especially those common in the locality and those known to parents or grandparents.

Stage 3rd and 4th

Relevant Activities Explore and discuss games and pastimes enjoyed by parents and grandparents in the past.
Have some knowledge of games and pastimes enjoyed by children in ancient societies and in other lands.

Stage 5th and 6th

Relevant Activities Become familiar with aspects of the history of games in the locality.
Explore aspects of the leisure interests and games of local people in the past.

Strand Unit Feasts and Festivals in the past

Stage 1st and 2nd

Relevant Activities Explore and discuss the origins and traditions of some common festivals.
Listen to, discuss, explore and record associated stories, legends, games and songs.

Stage 3rd and 4th

Relevant Activity Become familiar with the origins and traditions associated with some common festivals in Ireland and other countries.

SOCIAL, ENVIRONMENTAL AND SCIENTIFIC EDUCATION History

Strand Unit Buildings, sites or ruins in my locality

Stage 3rd and 4th

Relevant Activities Actively explore some features of the local environment.
Investigate various aspects of these sites.

Stage 5th and 6th

Relevant Activities Actively explore some features of the local environment.
Identify opportunities to become involved in enhancing and protecting the environmental features.

Strand Unit My locality through the ages

Stage 3rd and 4th

Relevant Activities Study a period or periods in the history of the local village, town, city area, townland, parish or county.
Become familiar with important events in the history of the locality, referring to the wider national context where relevant.
Collect related local ballads, stories and traditions.

Stage 5th and 6th

Relevant Activities Study a period or periods in the history of the local village, town, city area, townland, parish or county.
Become familiar with important events in the history of the locality, setting local figures or events in the national and international context where relevant.

Strand Story

Strand Unit Stories

Stage Infants

Relevant Activities Listen to, discuss, retell and record through pictures and other simple writing activities some stories from the lives of people who have made a contribution to local and/or national life and to the lives of people in other countries in a variety of ways.
Express or record stories through art work, drama, music, mime and movement and using information and communication technologies.
Listen to local people telling stories about their past.

SOCIAL, ENVIRONMENTAL AND SCIENTIFIC EDUCATION History

Stage 1st and 2nd

Relevant Activities Listen to, discuss, retell and record some simply told stories from the lives of people who have made a contribution to local and/or national life and to the lives of people in other countries through technological, scientific, cultural and artistic activities as well as those who have contributed to social and political developments.
Listen to local people telling stories about their past.
Listen to, discuss, retell and record a range of myths and legends from different cultural, ethnic and religious backgrounds in Ireland and other countries.
Distinguish between fictional accounts in stories, myths and legends and real people and events in the past.

Strand Unit Stories from the lives of people in the past

Stage 3rd and 4th

Relevant Activities Listen to local people telling stories about their past.
Express or record stories through oral and written forms, art work, music, drama, mime, movement and information and communication technologies.

Stage 5th and 6th

Relevant Activities Listen to, discuss, retell and record a wide range of stories from the lives of people who have made a contribution to local and/or national life and to the lives of people in other countries through technological, scientific, cultural and artistic activities as well as those who have contributed to social and political developments.
Listen to local people telling stories about their past.

Strand Unit Myths and Legends

Stage 3rd and 4th

Relevant Activity Listen to, discuss, retell and record a range of myths and legends from various cultural, ethnic and religious backgrounds in Ireland and other countries.

Strand Early peoples and ancient societies

Strand Unit

Stage 3rd and 4th

Relevant Activity Examine and become familiar with evidence we have which tells us about these people, especially evidence of these people which may be found locally.

SOCIAL, ENVIRONMENTAL AND SCIENTIFIC EDUCATION History

Stage 5th and 6th

Relevant Activity Examine critically, and become familiar with, evidence we have which tells us about these people, especially evidence of these people which may be found locally and in Ireland, where appropriate.

Strand Unit Life, society, work and culture in the past

Stage 3rd and 4th

Relevant Activity Examine and become familiar with evidence from the periods studied, especially evidence which may be found locally.

Stage 5th and 6th

Relevant Activity Examine and become familiar with evidence which informs us about the lives of people in the periods studied, their thoughts and concerns, especially evidence which may be found locally.

Strand Unit Continuity and change over time

Stage 3rd and 4th

Relevant Activity Study aspects of social, artistic, technological and scientific developments over long periods.

Strand Unit Eras of change and conflict

Stage 5th and 6th

Relevant Activity Examine and become familiar with evidence which informs us about the lives of people in the periods studied, their thoughts and concerns, especially evidence which may be found locally.

Strand Unit Politics, conflict and society

Stage 5th and 6th

Relevant Activity Engage in simple studies of some of the more important aspects of periods in which political changes or movements have had an important influence on the lives of people in Ireland.

SOCIAL, ENVIRONMENTAL AND SCIENTIFIC EDUCATION History

Strand Change and continuity

Strand Unit Continuity and change in the local environment

Stage 1st and 2nd

Relevant Activities Visit, explore and become aware of elements in the local environment which show continuity and change
Listen to and record memories of older people about such places
Compare photographs, drawings and simple accounts of the site in the past with the site now
Use simple work directives, work cards or trail leaflets
Record findings through drawing and other art work, modelling, photographs, information and communication technologies.

Stage 5th and 6th

Relevant Activity Study aspects of social, artistic, technological and scientific developments over long periods.

SOCIAL, ENVIRONMENTAL AND SCIENTIFIC EDUCATION Science

Strand Skills development for infant classes

Strand Unit Questioning

Stage Infants

Relevant Activities Ask questions about animals and plants, familiar objects and events in the immediate environment.

Stage 1st and 2nd

Relevant Activity Ask questions about animals, plants, objects and events in the immediate environment.

Stage 3rd and 4th

Relevant Activity Ask questions about animals, plants, objects and events in the immediate environment and their relationships.

SOCIAL, ENVIRONMENTAL AND SCIENTIFIC EDUCATION History

Stage 5th and 6th

Relevant Activity Ask questions about animals, plants, objects and events in the immediate environment and their relationships.

Strand Unit Observing

Stage Infants

Relevant Activities Use the senses to observe animals, plants, objects and events in the immediate environment.
Observe characteristics such as the shape, size, colour, pattern, texture, sound and smell of familiar things in the local environment.
Observe differences and similarities.

Stage 1st and 2nd

Relevant Activities Observe accurately both inside and outside the classroom.
Use all the senses, separately or in combination, to explore living things, objects and events in the immediate environment.
Observe differences and similarities in the environment.
Observe gradual changes in living things and familiar objects and events over a period.

Stage 3rd and 4th

Relevant Activities Observe and describe natural and human elements and processes in the immediate environment.
Observe and describe characteristics such as the shape, size, colour, pattern, texture and interrelationships of elements in the local environment.

Stage 5th and 6th

Relevant Activity Observe, describe and discuss physical, natural and human elements and processes in the immediate environment.

Strand Unit Investigating and experimenting

Stage Infants

Relevant Activity Carry out simple investigations set by the teacher, make observations and collect data.

Stage 3rd and 4th

Relevant Activity Collect information and data from a variety of sources, including observations in the environment, classroom observations and experiments, photographs, books, maps and information and communication technologies.

Strand Analysing

Strand Unit Recognising patterns

Stage 1st and 2nd

Relevant Activities Begin to look for and recognise patterns and relationships in observations.

Strand Unit Sorting and classifying

Stage 3rd and 4th

Relevant Activities Sort and group data on people, events and natural phenomena using a range of appropriate criteria.

Strand Designing and making

Strand Unit Exploring

Stage Infants

Relevant Activities Handle and manipulate a range of materials in structured and unstructured situations.

Strand Unit Planning

Stage Infants

Relevant Activities Imagine and suggest a possible object to be made.

Strand Living things

Strand Unit Myself

Stage Infants

Relevant Activities Use all the senses (touch, smell, sight, taste, hearing) to become aware of and explore environment.

SOCIAL, ENVIRONMENTAL AND SCIENTIFIC EDUCATION History

Stage 1st and 2nd

Relevant Activity Use all the senses to become aware of and explore environments.

Strand Unit Plants and animals

Stage Infants

Relevant Activities Observe, discuss and identify a variety of plants and animals in different habitats in the immediate environment.
Sort and group living things into sets.
Recognise and identify the external parts of living things.
Observe growth and change in some living things.
Explore conditions for growth of bulbs and seeds.
Become aware that animals and plants undergo seasonal change in appearance or behaviour.

Stage 1st and 2nd

Relevant Activities Observe, identify and explore a variety of living things in local habitats and environments.
Recognise and describe the parts of some living things.
Recognise that trees are plants.
Group and sort living things into sets according to certain characteristics.
Appreciate that living things have essential needs for growth.
Understand that seasonal changes occur in living things and examine the changes in plant and animal life during the different seasons.
Become familiar with the life cycles of common plants and animals.

Stage 3rd and 4th

Relevant Activities Observe, identify and investigate the animals and plants that live in local environments.
Observe and explore some ways in which plant and animal behaviour is influenced by, or adapted to, environmental condition.
Sort and group living things into sets according to observable features.
Use simple keys to identify common species of plants and animals.
Discuss simple food chains.
Become aware of some of the basic life processes in animals.
Investigate the factors that affect plant growth.

Stage 5th and 6th

Relevant Activities Observe, identify and examine the animals and plants that live in local habitats and environments.
Identify the interrelationships and interdependence between plants and animals in local and other habitats.
Recognise that there is a great diversity of plants and animals in different regions and environments.
Construct and use simple keys to identify locally occurring species of plants and animals.
Become aware of some of the basic life processes in animals and plants.
Investigate the factors that affect plant growth.
Understand some ways in which plants reproduce.

Strand Energy and forces

Strand Unit Light

Stage Infants

Relevant Activity Observe colours in the local environment.

Strand Unit Sound

Stage Infants

Relevant Activity Recognise and identify a variety of sounds in the environment.

Strand Designing and making

Strand Unit Exploring

Stage Infants

Relevant Activity Handle and manipulate a range of materials in structured and unstructured situations.

Stage 1st and 2nd

Relevant Activity Recognise and identify a variety of sounds in the environment.

Stage 3rd and 4th

Relevant Activity Recognise and identify a variety of sounds in the environment.

Strand Materials

Strand Unit Properties and characteristics of materials

Stage Infants

Relevant Activity Observe and investigate a range of familiar materials in the immediate environment.

Stage 3rd and 4th

Relevant Activity Identify and investigate a range of common materials in the immediate environment.

Strand Environmental awareness and care

Strand Unit Caring for my locality

Stage Infants

Relevant Activities Observe, discuss and appreciate the attributes of the local environment.
Appreciate that people share the environment with plant and animal life.
Develop a sense of responsibility for taking care of and improving the environment.
Identify, discuss and implement simple strategies for improving and caring for the environment.

Stage 1st and 2nd

Relevant Activities Identify, discuss and appreciate the natural and human features of the local environment.
Observe and develop an awareness of living things in a range of habitats in local and wider environments.
Observe similarities and differences among plants and animals in different local habitats.
Develop an awareness that air, water, soil, living and non-living things are essential to the environment.
Begin to recognise that people, animals and plants depend on one another.
Realise that there is both an individual and a community responsibility for taking care of the environment.
Identify, discuss and implement simple strategies for improving and caring for the environment.
Identify and help to implement simple strategies for protecting, conserving and enhancing the environment.
Become aware of ways in which the environment can be polluted or harmed.

Stage 3rd and 4th

Relevant Activities Examine a number of ways in which the local environment could be improved or enhanced.
Identify and discuss a local, national or global environmental issue.
Realise that there is a personal and community responsibility for taking care of the environment.

Stage 5th and 6th

Relevant Activities Participate in activities that contribute to the enhancement of the environment.
Identify and discuss a local, national or global environmental issue.
Come to appreciate individual, community and national responsibility for environmental care.

Strand Unit Environmental awareness

Stage 3rd and 4th

Relevant Activities Identify positive aspects of natural and built environments through observation, discussion and recording.
Identify the interrelationship of the living and non-living elements of local and other environments.
Recognise how the actions of people may impact upon environments.
Come to appreciate the need to conserve resources.

Stage 5th and 6th

Relevant Activities Identify positive aspects of natural and built environments through observation, discussion and recording.
Explore some examples of the interrelationship of living and non-living aspects of local and other environments.
Come to appreciate the need to conserve resources.

Strand Unit Science and the Environment

Stage 3rd and 4th

Relevant Activity Recognise and investigate human activities which have positive or adverse effects on local and wider environments.

Stage 5th and 6th

Relevant Activity Recognise and investigate aspects of human activities that may have positive or adverse effects on environments.

Strand Myself

Strand Unit Taking care of my body

Stage Infants

Relevant Activity Discuss and explore some qualities and categories of food.

Stage 1st and 2nd

Relevant Activity Identify some of the foods that are derived from plant and animal sources.

Stage 3rd and 4th

Relevant Activity Explore some factors that influence the consumption of different food products.

Strand Myself and others

Strand Unit Myself and Family

Stage 3rd and 4th

Relevant Activity Compare and contrast life-styles of families in urban and rural areas, in different countries, and in different cultures within and outside Ireland.

Stage 5th and 6th

Relevant Activity Compare and contrast the life-styles of families in different cultures, both in Ireland and abroad.

Strand Myself and the wider world

Strand Unit Developing citizenship

Stage Infants

Relevant Activities Recognise that each person has an important contribution to make to the life of the community.
 Begin to become aware of local identity and to participate in and enjoy celebrating local events.
 Recognise and appreciate people or groups who serve the local community and how their contribution enhances the quality of life of others.
 Appreciate the environment and realise that each individual has a community and individual responsibility for protecting and caring for the environment.

Stage 1st and 2nd

Relevant Activities Begin to appreciate how people depend on each other in many aspects of life.
 Develop a sense of belonging to his/her own local community.
 Be aware of and appreciate the diversity of cultures and people in the local community, recognise their contributions and be aware of how differences can enrich his/her experiences.
 Appreciate the environment and realise that there is a community and individual responsibility in caring for and protecting the environment.

Stage 3rd and 4th

Relevant Activities Explore some of the issues and concerns in the local or national community.
 Become aware of his/her own culture and recognise traditions, festivals and celebrations that are unique to the locality, region or country.
 Appreciate and respect the environment and learn that there is an individual and community responsibility in caring for the environment and protecting it for future generations.

Stage 5th and 6th

Relevant Activities Explore the concept of the class or school as a community.
 Explore local traditions and folklore and develop a sense of pride in his/her local community.
 Recognise and explore the positive contributions made to the local community by various organisations, ethnic, social or community groups and individuals.
 Identify some local issues of concern and explore possible action that could be taken to address these issues.
 Become aware of elements of his/her own cultural heritage and traditions.
 Appreciate the environment and develop a sense of individual and community responsibility for caring for the environment and being custodians of the Earth for future generations.

Strand Unit Media Education

Stage Infants

Relevant Activity Explore popular stories, books and rhymes and discuss some of the characters and their appealing traits.

Stage 1st and 2nd

Relevant Activity Begin to distinguish between fact and fiction in stories or situations in different media forms.

Stage 3rd and 4th

Relevant Activity Explore and examine some issues that are frequently raised in the media, the way they are portrayed and the accuracy of these presentations.