Communication and Literacy

Elements:

* Speak appropriately for a variety of purposes and demonstrating attentiveness as a listener
* Using non-verbal behaviour to get the message across
* Reading to obtain basic information
* Using a range of writing forms to express opinions
* Using expressive arts to communicate
* Using suitable technologies for a range of purposes

**Element: Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener**

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| A.1 | Listen to obtain information relating to more than one option, e.g. *listen to school related announcements, using a speaking timetable to get a train arrival and departure time* |  |
| A.2 | Ask questions to obtain information, e.g. *to check dates/prices (face to face and by telephone), booking a meal over the telephone* |  |
| A.3 | Follow a series of spoken instructions under supervision*,* e.g. *go to teacher’s room, local shop, or post office, top up a mobile telephone* |  |
| A.4 | Express personal opinions, facts and feelings appropriately , e.g. *expressing an opinion on a television programme, relate news from their weekend* |  |
| A.5 | Participate in practical formal and informal communications, e.g. *an interview or a parent teacher meeting, an interview with peers on interest related topics, chatting while out with friends, making announcements on the school intercom* |  |
| A.6 | Listen to and respond to a range of stories |  |

## Element: Using non-verbal behaviour to get the message across

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| B.1 | Identify a range of non-verbal communications methods, e.g. *facial expression, tones of voice, symbols, clothing, colours to signal mood/appropriate action* |  |
| B.2 | Use appropriate non-verbal behaviour in communicating a simple idea, e.g. *disappointment or joy, tone of voice to seek assistance/complain* |  |
| B.3 | Relay a response or request non-verbally, e.g.  *signalling a phone call* |  |
| B.4 | Respond to non-verbal signals and signs encountered in daily life, e.g. *road signs, traffic signs, hazardous materials* |  |
| B.5 | Follow the sequence of non-verbal instructions or directions for a frequent activity, e.g. *using household equipment with three or more operations, putting a battery in a toy, finding safety exits/following fire-drill* |  |

**Element: Reading to obtain basic information**

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| C.1 | Read familiar words that are commonly used and personally relevant, e.g. *read a list of items relating to a personal interest/sport/hobby- names of family members* |  |
| C.2 | Use simple rules and text conventions that support meaning, e.g. *pause at a full stop* |  |
| C.3 | Interpret different forms of writing and text, including social sight signs and symbols, e.g. *common formats of bills, menus, forms, timetables, road and other signs, simple road preparation instructions (boil an egg, make a sandwich, make a cup of tea), short piece of personally relevant writing* |  |
| C.4 | Find key information from different forms of writing,  e.g. *locate factual information in forms/bills times and dates of appointments, menus, timetables, newspapers* |  |
| C.5 | Use a range of reading strategies, e.g. *clues, context, sound, prediction and decoding* |  |

**Element: Using a range of writing forms to express opinions**

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| D.1 | Write/type notes and messages needed for simple tasks, *e.g. address an envelope*  e.g. *address an envelope* |  |
| D.2 | Write/type at least five sentences so that they convey meaning or information, e.g. *arrange a meeting with a friend, give directions* |  |
| D.3 | Use the main rules of writing appropriately, e.g. *use capitals and full stops* |  |
| D.4 | Use a range of spelling patterns, e.g. *add ‘ing’ to a word- drop, double or nothing* |  |
| D.5 | Use a range of different forms of writing to suit purpose and audience, *e.g. write a cheque, fill a simple form, complete a diary entry* |  |

**Element: Using Expressive Arts to Communicate**

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| E.1 | Participate in a performance or a presentation, e.g.  *presentation of a short drama piece to members of the class, performance of dance or music to parents* |  |
| E.2 | Create a range of images using a variety of materials |  |
| E.3 | Produce a piece of work for display |  |
| E.4 | Listen to a range of music and respond by discussing thoughts and feelings, e.g. *favourite singer and*  *say why they like their music* |  |
| E.5 | Use drama or dance to explore real and imaginary situations |  |

## Element: Using suitable technologies for a range of purposes

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| F.1 | Identify three everyday uses of technology, e.g. *for learning, working, and for fun* |  |
| F.2 | Use technology requiring not more than three functions, for personal, home and educational/ workplace use, e.g. *assistive technologies, mobile phone (pre-programmed numbers), photocopier, computer, camera, DVD/video player, household appliances* |  |
| F.3 | Use technology to communicate in an activity with others |  |
| F.4 | Use a new piece of ICT equipment |  |
| F.5 | Turn a personal computer on and off safely, e.g. *following the steps to shut down a computer* |  |
| F.6 | Identify the information symbols on a desktop, e.g. *internet explorer symbol* |  |
| F.7 | Use frequently used keys appropriately |  |
| F.8 | Use a software package, involving opening a package, entering and manipulating text/image/data, save to file, print and exit safely, e.g. *clipart, word document, electronic presentation* |  |
| F.9 | Access a range of websites on the internet e.g. *Scoilnet, websites of personal interest to the student* |  |
| F.10 | Find information for a project on the web |  |
| F.11 | Send and open an email |  |

Numeracy

Elements:

* Managing money
* Developing an awareness of numbers
* Developing an awareness of temperature
* Developing an awareness of weight and capacity
* Using a calculator
* Developing spatial awareness
* Using data for a range of different purposes
* Using shapes
* Developing an awareness of time

**Element: Managing money**

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| A.1 | Recognise frequently used Euro notes and coins |  |
| A.2 | Pay for an item correctly and count the change in a mock-up or real life shopping transaction |  |
| A.3 | Explain a shopping receipt, in relation to what was bought, money tendered and correct change given |  |
| A.4 | Understand a common household bill in relation to the service provided, how much being charged  and how it can be paid for |  |
| A.5 | Recognise the difference between using money to buy essential items and luxury items |  |
| A.6 | Plan a personal budget for a week |  |
| A.7 | Save a small amount of money each week to buy an item |  |

**Element: Developing an awareness of numbers**

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| B.1 | Recognise numbers up to 100 in N, e.g. *knowing how many zeros for tens, hundreds* |  |
| B.2 | Recognise place value in relation to units, tens and hundreds, e.g. *knowing how many zeros for tens, hundreds* |  |
| B.3 | Add two digit whole numbers that total less than 100 in the context of an everyday situation |  |
| B.4 | Subtract two digit whole numbers in the context of an everyday situation |  |
| B.5 | Estimate quantities to the nearest value in broad terms, e.g. *to the nearest quantity in 10s or 100s as appropriate* |  |

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| C.1 | Use appropriate words to describe temperature, e.g. *hot and cold* |  |
| C.2 | Identify instruments used for indicating and adjusting temperature, e.g. *thermometer, marked oven dials* |  |
| C.3 | Relate temperatures to everyday situations, e.g. *heating in a classroom* |  |
| C.4 | Locate appropriate temperatures on a cooker dial, e.g.  *gas mark 4, 200 degrees Celsius* |  |
| C.5 | Compare temperatures for the different times of the year, e.g. *hot in summer and cold in winter, keep*  *a simple weather log* |  |

**Element: Developing an awareness of temperature**

**Element: Developing an awareness of weight and capacity**

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| D.1 | Use appropriate vocabulary to describe the units of weight and capacity, e.g. *litres, 500ml, kilograms, grams (pictorial or concrete)* |  |
| D.2 | Identify the marks for the units of weight and capacity,  e.g. *using a measuring jug, using a weighing scale* |  |
| D.3 | List some examples of weight and capacity from daily life, e.g. knowing own weight, a litre of milk List some examples of weight and capacity from daily life, e.g. *knowing own weight, a litre of milk* |  |  |  |  |
| D.4 | Use a graduated vessel to work out the capacity of liquids, e.g. *using a jug to measure litre of milk* |  |
| D.5 | Use a weighing scales to work out the weight of powders and solids, e.g. *weighing the ingredients for a cake* |  |

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| E.1 | Use appropriate vocabulary to describe the units in length and distance, e.g. *kilometres, metres, centimetres* |  |
| E.2 | Identify the units of length and distance on a ruler, metre stick and measuring tape |  |
| E.3 | Use a ruler to draw and measure different lengths of lines |  |
| E.4 | Estimate the length of common objects, e.g. *the length of a book* |  |
| E.5 | Measure the length of common places, e.g. *bedroom, kitchen, classroom using a measuring tape* |  |

**Element: Developing an awareness of length and distance**

**Element: Using a calculator**

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| F.1 | Find digits 0-9 and the decimal point and necessary operations buttons (+, -, ÷, =) on a calculator |  |
| F.2 | Use a calculator to solve simple problems, e.g. *add two items* |  |
| F.3 | Use a calculator to correct work which has been completed without the use of a calculator |  |
| F.4 | Find and use a calculator on a mobile phone to work out how much several items will cost in a  shopping trip |  |

**Element: Developing spatial awareness**

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| G.1 | Use appropriate vocabulary to describe direction, e.g. *clockwise, anti-clockwise, horizontal, vertical* |  |
| G.2 | Use a simple map to find a given location |  |
| G.3 | Draw a simple map to give directions |  |
| G.4 | Calculate the distance between two places on a map |  |
| G.5 | Use the body or body parts to move in a given direction |  |
| G.6 | Move a range of objects in given directions |  |

**Element: Using data for a range of different purposes**

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| H.1 | Identify uses of data in everyday life, e.g. *class survey on the most popular movie for teenagers* |  |
| H.2 | Identify basic approaches to data collection, e.g. *record sheets, tally system* |  |
| H.3 | Collect a range of data using one of the following: a survey, record sheet, tally system or audio-visual records |  |
| H.4 | Interpret basic data of two criteria, e.g. *more/less of one class than another, bigger/smaller* |  |
| H.5 | Construct basic representations to communicate data with two criteria, e.g. *drawing a pictogram /bar chart* |  |
| H.6 | Talk about /discuss information from basic data e.g. *a pictogram, bar chart or trend graph* |  |

**Element: Using Shapes**

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| I.1 | Name common 2D and 3D shapes in everyday life, e.g.  *circles, rectangles, cubes, cylinders and spheres* |  |
| I.2 | Divide a line into two equal segments without measuring, e.g. *by folding* |  |
| I.3 | Find axes of symmetry of familiar 2D shapes and figures by folding, and mark them |  |
| I.4 | List the properties of common 2D shapes and 3D forms, e.g. *number of faces, edges* |  |
| I.5 | Sort 2D and 3D shapes and forms in relation to size |  |

**Element: Developing an awareness of time**

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| J.1 | Tell the time from an analogue clock for the hour, half hour and quarter hour |  |
| J.2 | Tell the time from a digital clock for the hour, half hour and quarter hour |  |
| J.3 | Identify key times during the day, on the hour, half hour and quarter hour, *e.g. lunch breaks, use of visual schedule* |  |
| J.4 | Solve problems to work out the passage of time, e.g.  *use the start and finish time to calculate duration of journey or programme, calculate the duration of a specific programme* |  |
| J.5 | Find a specified day or date on a calendar or timetable,  e.g. *my birthday* |  |
| J.6 | Match months or activities with their seasons, e.g. *matching pictures of the seasons to the relevant months* |  |

Personal Care

Elements:

* Developing good daily personal care
* Developing healthy eating habits
* Developing a healthy lifestyle
* Being able to manage stress
* Knowing how to stay safe
* Becoming aware of my sexuality
* Recognising emotions
* Making personal decisions

## Element: Developing good daily personal care

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| A.1 | Identify essential daily personal care practices, e.g. *brushing my teeth* |  |
| A.2 | Describe the most important ways of keeping the body clean, e.g. *taking a shower or a bath* |  |
| A.3 | Identify some benefits of good personal care, e.g. *brushing my teeth will make them last longer* |  |
| A.4 | Explain the benefits of a range of daily personal care products, e.g. *dental care products, antiperspirants, hair care, foot care* |  |
| A.5 | Maintain an agreed personal care plan, e.g. *every day I will brush my teeth twice (morning and*  *evening)* |  |
| A.6 | Give two or three reasons to care for personal belongings, e.g. *if I wash my clothes, they will last longer* |  |
| A.7 | Identify appropriate clothing for a range of routine activities at home, at work and in the community, e.g. *highlight times during the school week where specific clothing is required, matching pictures of outfits to a list of activities* |  |

## Element: Developing healthy eating habits

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| B.1 | Sort familiar foods according to food group, e.g.  *fruit/vegetable, meat/fish, dairy* |  |
| B.2 | Describe typical foods and drinks associated with a well-balanced diet, e.g. *eating fruit and vegetables* |  |
| B.3 | Describe common consequences of good diet, e.g. *healthy heart, strong bones, clear skin, dental health* |  |
| B.4 | Participate in the preparation of healthy meals, e.g.  *breakfast and lunch/dinner* |  |
| B.5 | Identify common safe practices associated with food preparation and storage, e.g. *washing your*  *hands, separating raw/cooked meat in a domestic fridge* |  |
| B.6 | Demonstrate appropriate food hygiene and safety practices, e.g. *using a hair net, cleaning a worktop before using it again* |  |

**Element: Developing a healthy lifestyle**

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| C.1 | Identify three personal benefits of regular exercise, e.g.  *healthy weight, feeling good and having fun* |  |
| C.2 | Outline a personal weekly exercise plan, e.g. *walking to school daily, playing a sport, keeping a weekly exercise log of activities* |  |
| C.3 | Demonstrate the principles of safe exercise practice, e.g. *warming up, cooling down, wearing appropriate footwear and clothing* |  |
| C.4 | Maintain an exercise routine in a well-structured environment, e.g. *complete an exercise during a PE class* |  |
| C.5 | Explain how the food we eat contributes to our state of health |  |
| C.6 | Give two examples of lifestyle choices which affect our health, e.g. *eating too much fat will make you*  *gain weight* |  |
| C.7 | Identify a range of emotional and physical states, e.g. *using a range of images to identify a range of emotional and physical states* |  |

**Element: Being able to manage stress**

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| D.1 | Describe school/personal/community situations that are stressful |  |
| D.2 | Recognise some of the signs of stress |  |
| D.3 | Identify some ways to relax, e.g. *go for a walk, watch a movie* |  |
| D.4 | Demonstrate a relaxation technique, e.g. *taking a deep breath* |  |
| D.5 | Practise a range of relaxation techniques in real life circumstances, e.g. *taking time to actively enjoy*  *the immediate environment, breathing exercises when queuing* |  |
| D.6 | Identify a range of situations in which ability to relax has been helpful, e.g. *not knowing what is*  *happening next in class* |  |

**Element: Knowing how to stay safe**

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| E.1 | Identify key safety risks in the workplace/home/community, e.g. *trailing leads, plugs, TV and electrical equipment* |  |
| E.2 | Recognise when personal safety is threatened, e.g.  *bullying/harassment* |  |
| E.3 | Name daily practices that promote personal safety, e.g.  *using pedestrian crossings, disconnecting*  *electrical equipment at night, pouring hot liquids in after cold, wearing protective clothes/gloves, seeking advice* |  |
| E.4 | Describe appropriate response when a risk is identified,  e.g. *find a safe exit, contact person/*  *organisation, respond to a fire drill, talk about / list the steps that you should follow if you see a fire* |  |

**Element: Becoming aware of my sexuality**

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| F.1 | Identify the standard names of the sexual organs, e.g. *using the body board or other appropriate*  *visual aids* |  |
| F.2 | Describe the functions of the sexual parts of the body,  e.g. *using the body board or other appropriate visual aids* |  |
| F.3 | Recognise the physical and emotional changes which occur in girls and boys during adolescence |  |
| F.4 | Recognise the difference between appropriate and inappropriate ways of expressing feelings |  |
| F.5 | Recognise the difference between a friendship and a more intimate relationship |  |

**Element: Recognising emotions**

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| G.1 | Identify common emotions and associated words used to express them |  |
| G.2 | Recognise their own emotional responses to a range of situations, e.g. *happy, sad, impatient, angry, upset* |  |
| G.3 | Describe appropriate ways of expressing their emotions |  |
| G.4 | Recognise the emotions of others, e.g. *know what upsets him/her, be aware that if he/she is upset, others in the room may become upset* |  |
| G.5 | React in an emotionally appropriate way in a given situation, e.g. *a friend receives bad news* |  |

**Element: Making personal decisions**

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| H.1 | List the main values in the student’s life |  |
| H.2 | Describe how values are linked to making decisions in a range of scenarios, e.g. *consider peer pressure, possible consequences, having reliable information, physical/emotional state, social expectations* |  |
| H.3 | Make a list of what and who can influence decision- making |  |
| H.4 | Identify the choices and consequences involved in an imminent short term decision |  |
| H.5 | Explore the consequences of decisions made, both while implementing and on conclusion, e.g. *stopping smoking, losing weight, saving money* |  |

Living in a Community

Elements:

* Developing good relationships
* Resolving conflict
* Using local facilities
* Seeking help and advice
* Making consumer choices

**Element: Developing good relationships**

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| A.1 | Recognise different kinds of relationships, e.g.  *parent/child, student/teacher, student/student* |  |
| A.2 | Identify situations where people speak differently depending on audience, e.g. *peers, teachers, parents, other adults* |  |
| A.3 | List ways in which name calling and teasing can be hurtful to self and others |  |
| A.4 | Recognise/list ways in which they would like to be treated |  |
| A.5 | Describe ways of making and keeping friends, e.g. *identify traits which are/are not desirable in a friendship* |  |
| A.6 | Participate co-operatively in a group situation |  |
| A.7 | Recognise the importance of respect in relationships |  |

**Element: Resolving conflict**

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| B.1 | Describe what peer pressure is, give examples of peer pressure and suggest ways of handling it |  |
| B.2 | Describe ways of handling peer pressure, e.g. *role-play conflict situations between friends and how to*  *resolve them* |  |
| B.3 | Demonstrate an ability to negotiate with peers, e.g. *in the sharing of equipment* |  |
| B.4 | Describe the characteristics of bullying behaviour |  |
| B.5 | Identify the school’s approach to dealing with bullying behaviour, e.g. *being sent to the principal’s*  *office, use of behaviour chart* |  |
| B.6 | Identify the steps for dealing with conflict, e.g. *stop and do not react straight away, listen to advice from an adult* |  |

**Element: Using local facilities**

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| C.1 | List ways of spending leisure time |  |
| C.2 | Identify familiar places and organisations in the local community |  |
| C.3 | Distinguish between what is free and what has to be paid for in the local community |  |
| C.4 | Participate in a school-based community project and record their participation, e.g. *a litter campaign* |  |

**Element: Seeking help and advice**

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| D.1 | Name the relevant agencies that offer support and advice to the public, e.g. *Citizen Advice Centre, local information centre* |  |
| D.2 | Describe the school’s procedure for reporting an incident, e.g. *if someone is bullying you* |  |
| D.3 | Compile a short list of people or groups who can provide support, including personal contacts and groups/organisations |  |
| D.4 | Describe how to contact a range of people or organisations in their local area that can provide help and advice, e.g. *local Garda station* |  |
| D.5 | Visit a local community organisation and ask for advice |  |

**Element: Making consumer choices**

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| E.1 | List two organisations that work on behalf of consumers |  |
| E.2 | Describe situations when an item needs to be brought back to a shop |  |
| E.3 | Describe what a guarantee is |  |
| E.4 | Identify labels on packages, clothes etc. |  |
| E.5 | Recognise the most important signs and symbols on labels |  |
| E.6 | Write a complaint or make a verbal complaint in a mock situation |  |

Preparing for Work

Elements:

* Being able to set goals for learning
* Finding out about work
* Preparing for a work related activity
* Developing an awareness of health and safety in using equipment
* Taking part in a work related activity

**Element: Being able to set goals for learning**

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| A.1 | Set learning goals, e.g. *by the end of this week I will finish my book* |  |
| A.2 | Create a learning plan which includes the necessary steps and timeframe to complete it. Link the plan  to an IEP, e.g. *each night I am going to read a page of my book* |  |
| A.3 | Implement the plan, e.g. *for a week* |  |
| A.4 | Express opinions on how performance could be improved, e.g. *next time I will give myself more time to reach the target* |  |

**Element: Finding out about work**

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| B.1 | Identify different jobs that people do in their school,  e.g. *the role of the teacher, caretaker and the school secretary* |  |
| B.2 | List three local employment opportunities |  |
| B.3 | Describe one way in which people get a job or course of their choice, e.g. *from a newspaper,*  *information from a college* |  |
| B.4 | List possible jobs that they are interested in and find information on the requirements for the jobs |  |
| B.5 | Visit a local employer and review the visit, e.g. *name two new things learned* |  |
| B.6 | Use a variety of ways to check for the advertisement of jobs, e.g. *local newspapers, websites, TV ad* |  |

**Element: Preparing for a work related activity**

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| C.1 | Identify and list their own talents |  |
| C.2 | Create a curriculum vitae including personal profile, education and work experience details |  |
| C.3 | Participate in a short interview, e.g. *mock job interview*  *with a teacher* |  |
| C.4 | Keep a punctuality and attendance record for a month,  e.g. *using a scale 1-10, students can record if they are on time for school, class and if they attend school regularly* |  |
| C.5 | Carry out specific tasks in a range of roles in school,  e.g. *bringing attendance registers to the office, arrange classroom materials appropriately* |  |
| C.6 | Keep a record of tasks completed in a journal, e.g. *start and finish times for a task, describe what the steps are in the task* |  |

## Element: Developing an awareness of health and safety in using equipment

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| D.1 | Give examples of safe practices in three distinct workplaces, e.g. *wearing protective eyewear in metalwork class* |  |
| D.2 | Use all tools and equipment correctly and safely in a range of practical classes, e.g. *replace the lid on any liquids* |  |
| D.3 | Describe and use electrical equipment correctly and safely in a range of practical classes, e.g. *use a mixer in home economics* |  |
| D.4 | Store all tools, materials and equipment safely |  |
| D.5 | List the different procedures for self-protection at work, e.g. *wearing protective clothing or a hair net* |  |
| D.6 | Identify the fire exits in a school, e.g. *draw a map of the school, locating the fire exits* |  |
| D.7 | Follow the instructions for a fire drill, e.g. *participate in a fire drill* |  |

**Element: Taking part in a work related activity**

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| E.1 | Gather background information to help plan and participate in the activity |  |
| E.2 | Sequence a number of steps to be taken to successfully complete the activity |  |
| E.3 | Assume a role in the activity and identify tasks linked with the role |  |
| E.4 | Use key words associated with the activity correctly |  |
| E.5 | Identify safety procedures and/or permissions required for the activity |  |
| E.6 | Learn how to use tools or equipment associated with the activity safely and correctly |  |
| E.7 | Participate in the activity |  |
| E.8 | Review the activity to evaluate its success |  |
| E.9 | Assess effectiveness of own role in the activity |  |

**Examples of other Work-Related Activities: Horticulture**

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| F.1 | Identify some common trees and shrubs |  |
| F.2 | Use a range of common gardening tools and equipment |  |
| F.3 | Keep a gardening diary, logging the tasks |  |
| F.4 | Name the conditions that help plants grow and flourish |  |
| F.5 | Describe the four main stages of the life cycle of a plant |  |
| F.6 | Describe some functions of a plant leaf |  |
| F.7 | Demonstrate safe working practice in the garden |  |

## Examples of other Work-Related Activities: Plan a School Function

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| G.1 | Identify the various tasks involved in planning the function |  |
| G.2 | Design invitations and posters advertising the function |  |
| G.3 | Establish a budget and work within it |  |
| G.4 | Plan and prepare the refreshments |  |

## Examples of other Work-Related Activities: Take part in a mini- enterprise

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| H.1 | Decide on a product or service |  |
| H.2 | Identify the tasks and assign roles |  |
| H.3 | Raise funds for real materials by selling shares |  |
| H.4 | Record financial transactions |  |
| H.5 | Produce a product or render a service |  |
| H.6 | Create an advertisement for the product or service |  |
| H.7 | Sell the product or service |  |
| H.8 | Complete a review of the enterprise |  |

## Examples of other Work-Related Activities: Organise a day trip

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|  | **Learning Outcomes** | **Teacher(s), Subject(s), Projects**  **Differentiation**  **Resource(s), Resource Location**  **Learning intentions, success criteria**  **Learning Outcome, features of quality** |
| I.1 | Identify a destination |  |
| I.2 | Seek permission from the Principal |  |
| I.3 | Get permission from parents/guardians  Create an itinerary for the day |  |
| I.4 | Identify an emergency procedure if someone gets lost |  |
| I.5 | Call the venue and make arrangements for the visit |  |
| I.6 | Organise transportation for the day |  |
| I.7 | Record the events of the day using a camera or video camera |  |
| I.8 | Write up a review of the day trip |  |