







































# Communicating and Literacy








Element Students learn about....	Code	Learning Outcome Students should be able to....	Active	Responsible	Connected	Resilient	Respected	Aware
Speaking appropriately for a variety of purposes	A1	Listen to obtain information relating to more than one option						
	A2	Ask questions to obtain information						
	A3	Follow a series of spoken instructions under supervision						
	A4	Express personal opinion, facts and feelings appropriately						
	A5	Participate in practical, formal and informal communications						

	A6	Listen and respond to a range of stories						
<b>Using non-verbal behaviour to get the message across</b>	B1	Identify a range of non-verbal communication methods						
	B2	Use appropriate non-verbal behaviour in communicating a simple idea						
	B3	Relay a response or request non-verbally						
	B4	Respond to non-verbal signals and signs encountered in daily life						
	B5	Follow the sequence of non-verbal instructions or directions for a frequent activity						

<b>Reading to obtain basic information</b>	C1	Read familiar words that are commonly used and personally relevant						
	C2	Use simple rules and text conventions that support meaning						
	C3	Interpret different forms of writing and text, including social signs and symbols						
	C4	Find key information from different forms of writing						
	C5	Use a range of reading strategies						
	<b>Using a range of forms to express opinions</b>	D1	Write/type notes and messages needed for simple tasks					
	D2	Write/ type at least five sentences so that they convey meaning or information						








	D3	Use the main rules of writing appropriately						
	D4	Use a range of spelling patterns						
	D5	Use a range of different forms of writing to suit purpose and audience						
<b>Using expressive arts to communicate</b>	E1	Participate in a performance or a presentation						
	E2	Create a range of images using a variety of materials						
	E3	Produce a piece of work for display						
	E4	Listen to a range of music and respond by discussing thought and feelings						

	E5	Use drama or dance to explore real and imaginary situations						
<b>Using suitable technologies for a range of purposes</b>	F1	Identify three everyday uses of technology						
	F2	Use technology requiring not more than three functions, for personal, for home, and educational/ workplace use						
	F3	Use technology to communicate in an activity with others						
	F4	Use a new piece of ICT equipment						
	F5	Turn a personal computer on an off safely						







	F6	Identify the information symbols on a desktop						
	F7	Use frequently used keys appropriately						
	F8	Use a software package, involving opening a package, entering and manipulating text/image/data, save to file, print and exist safely						
	F9	Access a range of websites on the internet						
	F10	Find information for a project on the web						
	F11	Send and open an email						

# Numeracy

Element Students learn about....	Code	Learning Outcome Students should be able to....	Active	Responsible	Connected	Resilient	Respected	Aware
<b>Managing Money</b>	A1	Recognise frequently used Euros notes and coins						
	A2	Pay for an item correctly and count the change in a mock-up or real life shopping transaction						
	A3	Understand a common household bill I relation to the service provided, how much being charges and how can it be paid for						
	A4	Recognise the difference between using money to buy essential and luxury items						


	A5	Plan a personal budget for the week						
	A6	Save a small amount of money each week to buy an item						
<b>Developing an awareness of number</b>	B1	Recognise numbers up to 100 in N						
	B2	Recognise place value in relation to units , tens and hundreds						
	B3	Add two digit whole numbers that total less than 100 in the context of an everyday situations						
	B4	Subtract two digit whole numbers I the context of an everyday situation						
	B5	Estimate quantities to the nearest value in broad terms						
<b>Developing an awareness of temperature</b>	C1	Use appropriate words to describe temperature						








	C2	Identify instruments used for indicating and adjusting temperature						
	C3	Related temperatures to everyday situations						
	C4	Locate appropriate temperatures on a cooker dial						
	C5	Compare temperatures for the different times of the year						
<b>Developing an awareness of weight and capacity</b>	D1	Use appropriate vocabulary to describe the units of weight and capacity						
	D2	Identify the marks for the units of weight and capacity						
	D3	List some examples of weight and capacity from daily life						
	D4	Use a graduated vessel to work out the capacity of liquids						
	D5	Use a weighing scale to work out the						

















		weight of powder and solids						
<b>Developing an awareness of length and distance</b>	E1	Use appropriate vocabulary to describe the units in length and distance						
	E2	Identify the units of length and distance on a ruler, meter stick and measuring tape						
	E3	Use a ruler to draw and measure different lengths of lines						
	E4	Estimate the length of common objects						
	E5	Measure the length of common places						
<b>Using a calculator</b>	F1	Find digits 0-9 and the decimal point and necessary operations buttons (+, -, ÷, =)						
	F2	Use a calculator to solve simple maths problems						
	F3	Use a calculator to correct work which has been completed without the use of a calculator						
	F4	Find and use a calculator on a mobile phone to work out						



















		how much several items will cost in a shopping trip						
<b>Developing Spatial Awareness</b>	G1	Use appropriate vocabulary to describe direction						
	G2	Use a simple map to find a given location						
	G3	Draw a simple map to give directions						
	G4	Calculate the distance between two places on a map						
	G5	Use the body or body parts to move in a given direction						
	G6	Move a range of objects in given directions						
<b>Using data for a range of different purposes</b>	H1	Identify uses of data in everyday life						
	H2	Identify basic approaches to data collection						
	H3	Collect a range of data using one of the following: a survey, record sheet, tally system or audio -						

















		visual records						
	H4	Interpret basic data of two criteria						
	H5	Construct basic representation to communicate data with two criteria						
	H6	Talk about/ discuss information from basic data						
<b>Using shapes</b>	I1	Name common 2D and 3D shapes in everyday life						
	I2	Divide a line into two equal segments without measuring						
	I3	Find axes of symmetry of familiar 2D and 3D shapes and figures by folding and mark them						
	I4	List the properties of common 2D and 3D shape forms						
	I5	Sort 2D and 3D shapes and forms in relation to size						
<b>Developing an awareness of time</b>	J1	Tell the time from an analogue clock for the hour, half hour and quarter hour						

	J2	Tell the time from a digital clock for the hour, half hour and quarter hour						
	J3	Identify key times during the day, on the hour, half hour and quarter hour						
	J4	Solve problems to work out the passage of time						
	J5	Find a specified day or date on calculator or timetable						
	J6	Match months or activities with their seasons						





















# Personal Care




















Element Students learn about....	Code	Learning Outcome Students should be able to....	Active	Responsible	Connected	Resilient	Respected	Aware
<b>Developing good daily personal care</b>	A1	Identify essential daily personal care practices						
	A2	Describe the most important ways of keeping the body clean						
	A3	Identify some benefits of good personal care						
	A4	Explain the benefits of a range of daily personal care products						






















	A5	Maintain an agreed personal care plan						
	A6	Give two or three reasons to care for personal belongings						
	A7	Identify appropriate clothing for a range of routine activities at home						
<b>Developing healthy eating habits</b>	B1	Sort familiar foods according to food group						
	B2	Describe typical foods and drinks associated with a well-balanced diet						
	B3	Describe common consequences of a good diet						
	B4	Participate in the preparation of healthy meals						

























	B5	Identify common safe practices associated with food preparation and storage						
	B6	Demonstrate appropriate food hygiene and safety practices						
<b>Developing a healthy lifestyle</b>	C1	Identify three personal benefits of regular exercise						
	C2	Outline a personal weekly exercise plan						
	C3	Demonstrate the principles of safe exercise practice						
	C4	Explain how the food we eat contributes to our state of health						
	C5	Give two examples of lifestyle choices which affect our health						




	C6	Identify a range of emotional and physical states						
<b>Being Able to Manage Stress</b>	D1	Describe school/personal /community situations that are stressful						
	D2	Recognise some signs of stress						
	D3	Identify some ways to relax						
	D4	Demonstrate a relaxation technique						
	D5	Practice a range of relaxations techniques in real life circumstances						







	D6	Identify a range of situations in which the ability to relax has been helpful						
<b>Knowing how to stay safe</b>	E1	Identify key safe risks in the workplace/home /community						
	E2	Identify when personal safety is threatened						
	E3	Name daily practices that promote personal safety						
	E4	Describe appropriate response when a risk is identified						
<b>Becoming aware of one's sexuality</b>	F1	Identify the standard names of the sexual organs						























	F2	Describe the functions of the sexual parts of the body						
	F3	Recognise the physical and emotional changes which occur in girls and boys during adolescence						
	F4	Recognise the difference between appropriate and inappropriate ways of expressing feelings						
	F5	Recognise the difference between a friendship and a more intimate relationship						
<b>Recognising emotions</b>	G1	Identify common emotions and associated words used to express them						
	G2	Recognise their own emotional responses to a range of situations						
























	G3	Describe appropriate ways of expressing their emotions						
	G4	Recognise the emotions of others						
	G5	React in an emotionally appropriate way in a given situation						
<b>Making Personal Decision</b>	H1	List the main values in the student's life						
	H2	Describe how values are linked to making decisions in a range of scenarios						
	H3	Make a list of what and who can influence decision-making						












	H4	Identify the choices and consequences involved in an imminent short term decision						
	H5	Explore the consequences of decisions made, both while implementing and on conclusion						

## Living in the Community







Element Students learn about....	Code	Learning Outcome Students should be able to....	Active	Responsible	Connected	Resilient	Respected	Aware
<b>Developing good relationships</b>	A1	Recognise different kinds of relationships						
	A2	Identify situations where people speak differently depending on audience						

	A3	List ways in which name calling and teasing can be hurtful to self and others						
	A4	Recognise/list ways in which they would like to be treated						
	A5	Describe ways of making and keeping friends						
	A6	Participate co-operatively in a group situation						
	A7	Recognise the importance of respect in relationships						
<b>Resolving Conflict</b>	B1	Describe what peer pressure is, give examples of peer pressure and suggest ways of handling it						

	B2	Describe ways of handling peer pressure						
	B3	Demonstrate an ability to negotiate with peers						
	B4	Describe the characteristics of bullying behaviour						
	B5	Identify the school's approach to dealing with bullying behaviour						
	B6	Identify the steps for dealing with conflict						
<b>Using local facilities</b>	C1	List ways of spending leisure time						
	C2	Identify familiar places and organisations in the local community						









	C3	Distinguish between what is free and what has to be paid for in the local community						
	C4	Participate in a school-based community project and record their participation						
<b>Seeking help and advice</b>	D1	Name the relevant agencies that offer support and advice to the public						
	D2	Describe the school's procedure for reporting an incident						
	D3	Compile a short list of people or groups who can provide support, including personal contacts and groups/organisations						
	D4	Describe how to contact a range of people or organisations in their local area that can provide help and advice						






















	D5	Visit a local community organisation and ask for advice						
<b>Making Consumer choices</b>	E1	List two organisations that work on behalf of consumers						
	E2	Describe situations when an item needs to be brought back to a shop						
	E3	Describe what a guarantee is						
	E4	Identify labels on packages, clothes etc.						
	E5	Recognise the most important signs and symbols on labels						
	E6	Write a complaint or make a verbal complaint in a mock situation						























# Preparation for Work

Element Students learn about....	Code	Learning Outcome Students should be able to....	Active	Responsible	Connected	Resilient	Respected	Aware
Being Able To set goals for learning	A1	Set learning goals						
	A2	Create a learning plan which includes the necessary steps and timeframe to complete it. Link the plan to an IEP						
	A3	Implement the plan						
	A4	Express opinions on how performance could be improved						

<b>Finding out about work</b>	B1	Identify different jobs that people do in their school						
	B2	List three local employment opportunities						
	B3	Describe one way in which people get a job or course of their choice						
	B4	List possible jobs that they are interested in and find information on the requirements for the jobs						
	B5	Visit a local employer and review the visit						
	B6	Use a variety of ways to check for the advertisement of jobs						
<b>Preparing for a work related activity</b>	C1	Identify and list their own talents						

	C2	Create a curriculum vitae including personal profile, education and work experience details						
	C3	Participate in a short interview						
	C4	Keep a punctuality and attendance record for a month						
	C5	Carry out specific tasks in a range of roles in school						
	C6	Keep a record of tasks completed in a journal						
<b>Developing an awareness of health and safety using equipment</b>	D1	Give examples of safe practices in three distinct workplaces						
	D2	Use all tools and equipment correctly and safely in a range of practical classes						

	D3	Describe and use electrical equipment correctly and safely in a range of practical classes						
	D4	Store all tools, materials and equipment safely						
	D5	List the different procedures for self-protection at work						
	D6	Identify the fire exits in a school						
	D7	Follow the instructions for a fire drill						
<b>Taking Part in a work related activity</b>	E1	Gather background information to help plan and participate in the activity						

	E2	Sequence a number of steps to be taken to successfully complete the activity						
	E3	Assume a role in the activity and identify tasks linked with the role						
	E4	Use key words associated with the activity correctly						
	E5	Identify safety procedures and/or permissions required for the activity						
	E6	Learn how to use tools or equipment associated with the activity safely and correctly						
	E7	Participate in the activity						
	E8	Review the activity to evaluate its success						

	E9	Assess effectiveness of own role in the activity						
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