

# Junior Cycle – Level 2 Learning Programmes

## Priority Learning Units (PLUs)



PLU:  
Communicating and Literacy

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

- 1.1 Listen to obtain information relating to more than one option
- 1.2 Ask questions to obtain information
- 1.3 Follow a series of spoken instructions under supervision
- 1.4 Express personal opinions, facts and feelings appropriately
- 1.5 Participate in practical formal and informal communications
- 1.6 Listen to and respond to a range of stories

**ELEMENT: Using non-verbal behaviour to get the message across**

- 1.7 Identify a range of non-verbal communication methods
- 1.8 Use appropriate non-verbal behaviour in communicating a simple idea
- 1.9 Relay a response or request non-verbally
- 1.10 Respond to non-verbal signals and signs encountered in daily life
- 1.11 Follow the sequence of non-verbal instructions or directions for a frequent activity

**ELEMENT: Reading to obtain basic information**

- 1.12 Read familiar words that are commonly used and personally relevant
- 1.13 Use simple rules and text conventions that support meaning
- 1.14 Interpret different forms of writing and text, including social signs and symbols
- 1.15 Find key information from different forms of writing
- 1.16 Use a range of reading strategies

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

- 1.17 Write/type notes and messages needed for simple tasks
- 1.18 Write/type at least five sentences so that they convey meaning or information
- 1.19 Use the main rules of writing appropriately
- 1.20 Use a range of spelling patterns appropriately
- 1.21 Use a range of different forms of writing to suit purpose and audience

**ELEMENT: Using expressive arts to communicate**

- 1.22 Participate in a performance or a presentation
- 1.23 Create a range of images using a variety of materials
- 1.24 Produce a piece of work for display
- 1.25 Listen to a range of music and respond by discussing thoughts and feelings
- 1.26 Use drama or dance to explore real and imaginary situations

**ELEMENT: Using suitable technologies for a range of purposes**

- 1.27 Identify three everyday uses of technology
- 1.28 Use technology requiring not more than three functions for personal, home and educational/workplace use
- 1.29 Use technology to communicate in an activity with others
- 1.30 Use a new piece of ICT equipment
- 1.31 Turn a personal computer on and off safely
- 1.32 Identify the information symbols on a desktop
- 1.33 Use frequently used keys appropriately
- 1.34 Use a software package, involving opening a package, entering and manipulating text/image/data, save to file and exit safely
- 1.35 Access a range of websites on the internet
- 1.36 Find information for a project on the web
- 1.37 Send and open an email

PLU:  
Numeracy

**ELEMENT: Managing money**

- 2.1 Recognise frequently used Euro notes and coins
- 2.2 Pay for an item correctly and count the change in a mock-up or real-life shopping transaction
- 2.3 Explain a shopping receipt, in relation to what was bought, money tendered and correct change given
- 2.4 Understand a common household bill in relation to the service provided, how much being charged and how can it be paid for
- 2.5 Recognise the difference between using money to buy essential items and luxury items
- 2.6 Plan a personal budget for a week
- 2.7 Save a small amount of money each week to buy an item

**ELEMENT: Developing an awareness of number**

- 2.8 Recognise numbers up to 100 in N
- 2.9 Recognise place value in relation to units, tens and hundreds
- 2.10 Add two-digit whole numbers that total less than 100 in the context of an everyday situation
- 2.11 Subtract two-digit whole numbers in the context of an everyday situation
- 2.12 Estimate quantities to the nearest value in broad terms

**ELEMENT: Developing an awareness of temperature**

- 2.13 Use appropriate words to describe temperature
- 2.14 Identify instruments used for indicating and adjusting temperature
- 2.15 Relate temperatures to everyday situations
- 2.16 Locate appropriate temperatures on a cooker dial
- 2.17 Compare temperatures for the different times of the year

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

- 2.17 Use appropriate vocabulary to describe the units of weight and capacity
- 2.18 Identify the marks for the units of weight and capacity
- 2.19 List some examples of weight and capacity from daily life
- 2.20 Use a graduated vessel to work out the capacity of liquids
- 2.21 Use a weighing scales to work out the weight of powders and solids

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

- 2.22 Use appropriate vocabulary to describe the units in length and distance
- 2.23 Identify the units of length and distance on a ruler, metre stick and measuring tape
- 2.24 Use a ruler to draw and measure different lengths of lines
- 2.25 Estimate the length of common objects
- 2.26 Measure the length of common places

**ELEMENT: Using a calculator**

- 2.27 Find digits 0-9 and the decimal point and necessary operations buttons (+, -, ×, ÷, =) on a calculator
- 2.28 Use a calculator to solve simple problems
- 2.29 Use a calculator to correct work which has been completed without the use of a calculator
- 2.30 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**

- 2.31 Use appropriate vocabulary to describe direction
- 2.32 Use a simple map to find a given location
- 2.33 Draw a simple map to give directions
- 2.34 Calculate the distance between two places on a map
- 2.35 Use the body or body parts to move in a given direction
- 2.36 Move a range of objects in given directions

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

- 2.37 Identify uses of data in everyday life
- 2.38 Identify basic approaches to data collection
- 2.39 Collect a range of data using one of the following: a survey, record sheet, tally system or audio-visual records
- 2.40 Interpret basic data of two criteria
- 2.41 Construct basic representations to communicate data with two criteria
- 2.42 Talk about /discuss information from basic data

**ELEMENT: Using shapes**

- 2.43 Name common 2D and 3D shapes in everyday life
- 2.44 Divide a line into two equal segments without measuring
- 2.45 Find axes of symmetry of familiar 2D shapes and figures by folding, and mark them
- 2.46 List the properties of common 2D shapes and 3D forms
- 2.47 Sort 2D and 3D shapes and forms in relation to size

**ELEMENT: Developing an awareness of time**

- 2.48 Tell the time from an analogue clock for the hour, half hour and quarter hour
- 2.49 Tell the time from a digital clock for the hour, half hour and quarter hour
- 2.50 Identify key times during the day, on the hour, half hour and quarter hour
- 2.51 Solve problems to work out the passage of time
- 2.52 Find a specified day or date on a calendar or timetable
- 2.53 Match months or activities with their seasons



**PLU: Personal Care**

**ELEMENT: Developing good daily personal care**

- 3.1 Identify essential daily personal care practices
- 3.2 Describe the most important ways of keeping the body clean
- 3.3 Identify some benefits of good personal care
- 3.4 Explain the benefits of a range of daily personal care products
- 3.5 Maintain an agreed personal care plan
- 3.6 Give two or three reasons to care for personal belongings
- 3.7 Identify appropriate clothing for a range of routine activities at home, at work and in the community

**ELEMENT: Developing healthy eating habits**

- 3.8 Sort familiar foods according to food group
- 3.9 Describe typical foods and drinks associated with a well-balanced diet
- 3.10 Describe common consequences of good diet
- 3.11 Participate in the preparation of healthy meals
- 3.12 Identify common safe practices associated with food preparation and storage
- 3.13 Demonstrate appropriate food hygiene and safety practices

**ELEMENT: Developing a healthy lifestyle**

- 3.13 Identify three personal benefits of regular exercise
- 3.14 Outline a personal weekly exercise plan
- 3.15 Demonstrate the principles of safe exercise practice
- 3.16 Maintain an exercise routine in a well-structured environment
- 3.17 Explain how the food we eat contributes to our state of health
- 3.18 Give two examples of lifestyle choices which affect our health
- 3.19 Identify a range of emotional and physical states

**ELEMENT: Being able to manage stress**

- 3.20 Describe school/personal/community situations that are stressful
- 3.21 Recognise some of the signs of stress
- 3.22 Identify some ways to relax
- 3.23 Demonstrate a relaxation technique
- 3.24 Practise a range of relaxation techniques in real life circumstances
- 3.25 Identify a range of situations in which ability to relax has been helpful



**PLU: Living in a community**

**ELEMENT: Knowing how to stay safe**

- 3.26 Identify key safety risks in the workplace/home/community
- 3.27 Recognise when personal safety is threatened
- 3.28 Name daily practices that promote personal safety
- 3.29 Describe appropriate response when a risk is identified

**ELEMENT: Becoming aware of one's sexuality**

- 3.30 Identify the standard names of the sexual organs
- 3.31 Describe the functions of the sexual parts of the body
- 3.32 Recognise the physical and emotional changes which occur in girls and boys during adolescence
- 3.33 Recognise the difference between appropriate and inappropriate ways of expressing feelings
- 3.34 Recognise the difference between a friendship and a more intimate relationship

**ELEMENT: Recognising emotions**

- 3.35 Identify common emotions and associated words used to express them
- 3.36 Recognise their own emotional responses to a range of situations
- 3.37 Describe appropriate ways of expressing their emotions
- 3.38 Recognise the emotions of others
- 3.39 React in an emotionally appropriate way in a given situation

**ELEMENT: Making personal decisions**

- 3.40 List the main values in the student's life
- 3.41 Describe how values are linked to making decisions in a range of scenarios
- 3.42 Make a list of what and who can influence decision-making
- 3.43 Identify the choices and consequences involved in an imminent short-term decision
- 3.44 Explore the consequences of decisions made, both while implementing and on conclusion

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

- 5.1 Set learning goals
- 5.2 Create a learning plan which includes the necessary steps and time frame to complete it. Link the plan to an IEP
- 5.3 Implement the plan
- 5.4 Express opinions on how performance could be improved

**ELEMENT: Finding out about work**

- 5.5 Identify different jobs that people do in their school
- 5.6 List three local employment opportunities
- 5.7 Describe one way in which people get a job or course of their choice
- 5.8 List possible jobs that they are interested in and find information on the requirements for the jobs
- 5.9 Visit a local employer and review the visit
- 5.10 Use a variety of ways to check for the advertisement of jobs

**ELEMENT: Preparing for a work-related activity**

- 5.11 Identify and list their own talents
- 5.12 Create a curriculum vitae including personal profile, education and work experience details
- 5.13 Participate in a short interview e.g. mock job interview with a teacher
- 5.14 Keep a punctuality and attendance record for a month
- 5.15 Carry out specific tasks in a range of roles in school
- 5.16 Keep a record of tasks completed in a journal

**ELEMENT: Developing an awareness of health and safety using equipment**

- 5.17 Give examples of safe practices in three distinct workplaces
- 5.18 Use all tools and equipment correctly and safely in a range of practical classes
- 5.19 Describe and use electrical equipment correctly and safely in a range of practical classes
- 5.20 Store all tools, materials and equipment safely
- 5.21 List the different procedures for self-protection at work
- 5.22 Identify the fire exits in a school

**ELEMENT: Taking part in a work-related activity**

- 5.24 Gather background information to help plan and participate in the activity
- 5.25 Sequence a number of steps to be taken to successfully complete the activity
- 5.26 Assume a role in the activity and identify tasks linked with the role
- 5.27 Use key words associated with the activity correctly
- 5.28 Identify safety procedures and/or permissions required for the activity
- 5.29 Learn how to use tools or equipment associated with the activity safely and correctly
- 5.30 Participate in the activity
- 5.31 Review the activity to evaluate its success
- 5.32 Assess effectiveness of own role in the activity

**Examples of work-related activities. Other vocational areas can be chosen**

**Horticulture**  
**Take part in a mini-enterprise**  
**Plan a school function**  
**Organise a day trip**

**ELEMENT: Developing good relationships**

- 4.1 Recognise different kinds of relationships
- 4.2 Identify situations where people speak differently depending on audience
- 4.3 List ways in which name calling and teasing can be hurtful to self and others
- 4.4 Recognise/list ways in which they would like to be treated
- 4.5 Describe ways of making and keeping friends
- 4.6 Participate co-operatively in a group situation
- 4.7 Recognise the importance of respect in relationships

**ELEMENT: Resolving conflict**

- 4.8 Describe what peer pressure is, give examples of peer pressure and suggest ways of handling it
- 4.9 Describe ways of handling peer pressure
- 4.10 Demonstrate an ability to negotiate with peers
- 4.11 Describe the characteristics of bullying behaviour
- 4.12 Identify the school's approach to dealing with bullying behaviour
- 4.13 Identify the steps for dealing with conflict

**ELEMENT: Using local facilities**

- 4.14 List ways of spending leisure time
- 4.15 Identify familiar places and organisations in the local community
- 4.16 Distinguish between what is free and what has to be paid for in the local community
- 4.17 Participate in a school-based community project and record their participation

**ELEMENT: Seeking help and advice**

- 4.18 Name the relevant agencies that offer support and advice to the public
- 4.19 Describe the school's procedure for reporting an incident
- 4.20 Compile a short list of people or groups who can provide support, including personal contacts and groups/organisations
- 4.21 Describe how to contact a range of people or organisations in their local area that can provide help and advice
- 4.22 Visit a local community organisation and ask for advice

**ELEMENT: Making consumer choices**

- 4.23 List two organisations that work on behalf of consumers
- 4.24 Describe situations when an item needs to be brought back to a shop
- 4.25 Describe what a guarantee is
- 4.26 Identify labels on packages, clothes etc.
- 4.27 Recognise what the most important signs and symbols are on labels
- 4.28 Write a complaint or make a verbal complaint in a mock situation



**PLU: Preparing for work**

