

# **The Revised Northern Ireland Primary Curriculum**

## **Key Stages 1 and 2**

# KEY STAGES 1 AND 2 CONTENTS

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# INTRODUCTION

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**It is important that teachers read this section as it informs the detail of the Key Stage 1 and 2 programme which follows it.**

# **1 INTRODUCTION**

## **1.1 STAGES OF THE PRIMARY CURRICULUM**

The primary phase comprises:

The Foundation Stage:        Years 1 and 2 of primary education.

Key Stage 1:                    Years 3 and 4.

Key Stage 2:                    Years 5, 6 and 7.

## **1.2 STRUCTURE OF THE PROGRAMME FOR KEY STAGES 1 AND 2**

The curriculum for Key Stages 1 and 2 is set out in six areas of learning comprising:

- 1    The Arts (including art and design, music and opportunities to incorporate drama);
- 2    Language and Literacy (including talking and listening, reading and writing and opportunities to incorporate drama);
- 3    Mathematics and Numeracy (focusing on the development of mathematical concepts and numeracy across the curriculum);
- 4    Personal Development (focusing on the development of emotional development, learning to learn, health, relationships and sexuality education, understanding in the local and global community);
- 5    Physical Education (focusing on the development of knowledge, skills and understanding in a range of physical activities);
- 6    The World Around Us (focusing on the development of skills and knowledge in geography, history and science and technology).

Although the curricular areas are set out separately teachers should, where appropriate, integrate learning across the six areas to make relevant connections for children. Teachers have considerable flexibility to select from within the curricular areas those aspects they consider appropriate to the ability and interests of their pupils.

## **1.3 RATIONALE**

During the Foundation Stage children will have begun to develop dispositions to learn. The curriculum at Key Stages 1 and 2 aims to provide children with exciting opportunities to explore and develop their interests, talents and skills across all six areas of the curriculum and to develop the basis for making informed and responsible decisions throughout their lives.

## 1.4 PROVIDING EQUALITY OF OPPORTUNITY FOR ALL CHILDREN

*This access statement outlines how teachers can modify the Northern Ireland Curriculum as necessary to provide all children with relevant and challenging work.*

Schools have a responsibility to provide a broad and balanced curriculum for every child. The Northern Ireland Curriculum provides the basis for planning a school curriculum that meets the diverse needs of all children. All children are entitled, in each year of Key Stages 1 and 2, to worthwhile experiences which help develop their knowledge, skills and understanding across each of the six areas of learning, which comprise:

- The Arts;
- Language and Literacy;
- Mathematics and Numeracy;
- Personal Development;
- Physical Education;
- The World Around Us.

### **Flexibility to modify the curriculum**

In order to overcome potential barriers to learning and assessment and to keep to a minimum the need for aspects of the Northern Ireland Curriculum to be dis-applied for individual pupils, teachers should endeavour as far as possible to take account of each child's cultural, ethnic, linguistic and social background, gender and special educational needs. In catering for individual needs, teachers should work closely with representatives of other agencies who may be supporting the child. In many cases the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks. Curriculum planning and assessment for children with special educational needs should take account of the nature, extent and duration of the difficulty experienced by the child. Teachers should:

- present materials and activities that are appropriate to the age and maturity of the child, taking account of gaps in children's learning resulting from missed or interrupted schooling;
- identify aspects of learning that may present specific difficulties and adapt these as necessary, providing appropriate time to allow children to complete tasks satisfactorily;
- where necessary:
  - provide additional materials and resources, including adaptive technologies and access devices to assist learning;
  - modify tasks, (or the environment in which they are presented), or provide alternative activities to facilitate the development of practical skills.

## 1.5 WHOLE CURRICULUM AIM AND OBJECTIVES

### Aim

The Northern Ireland Curriculum aims to empower young people to develop their potential and to make informed and responsible choices and decisions throughout their lives.

*The table below is for reference to help teachers reflect on the potential to contribute to the wider aim and objectives of the Northern Ireland Curriculum.*

### Objectives

The learning opportunities provided through the Northern Ireland Curriculum should help young people to develop as:

Individuals	Contributors to Society	Contributors to the Economy and Environment
<p>Throughout Key Stages 1 and 2 teachers should help children to:</p> <p><b>Personal and Mutual Understanding</b></p> <ul style="list-style-type: none"> <li>develop self-confidence, self-esteem and self discipline;</li> <li>understand their own and others feelings and emotions;</li> <li>develop their motivation to learn, and their individual creative potential;</li> <li>listen to and interact positively with others;</li> <li>explore and understand how others live;</li> </ul> <p><b>Personal Health</b></p> <ul style="list-style-type: none"> <li>develop positive attitudes towards an active and healthy lifestyle, relationships, personal growth and change;</li> <li>become aware of key issues which affect their physical, social and mental well-being and that of others;</li> </ul> <p><b>Moral Character</b></p> <ul style="list-style-type: none"> <li>understand that values, choices and decisions should be informed by a sense of fairness;</li> <li>take responsibility for their actions;</li> <li>develop tolerance and mutual respect for others;</li> </ul> <p><b>Spiritual Understanding</b></p> <ul style="list-style-type: none"> <li>develop a sense of awe and wonder about the world around them.</li> </ul>	<p>Throughout Key Stages 1 and 2 teachers should help children to:</p> <p><b>Citizenship</b></p> <ul style="list-style-type: none"> <li>become aware of some of their rights and responsibilities;</li> <li>become aware of some of the issues and problems in society;</li> <li>contribute to creating a better world for those around them;</li> </ul> <p><b>Cultural Understanding</b></p> <ul style="list-style-type: none"> <li>understand some of their own and others' cultural traditions;</li> <li>be aware of how we rely on each other;</li> </ul> <p><b>Media Awareness</b></p> <ul style="list-style-type: none"> <li>be aware of, and use, information available to us through all sorts of media;</li> <li>become aware of the potential impact of media in influencing our personal views, choices and decisions;</li> </ul> <p><b>Ethical Awareness</b></p> <ul style="list-style-type: none"> <li>become aware of the imbalances in the world around us, at both a local and a global level;</li> <li>become aware of the potential impact of developments upon the lives of others.</li> </ul>	<p>Throughout Key Stages 1 and 2 teachers should help children to:</p> <p><b>Employability</b></p> <ul style="list-style-type: none"> <li>develop literacy, numeracy and ICT skills;</li> <li>develop their aptitudes, abilities and creativity;</li> <li>be willing to expand their learning and performance throughout their lives;</li> <li>work independently, and as a member of a team, developing perseverance, initiative and flexibility;</li> <li>be willing to take calculated risks when appropriate;</li> <li>use critical and creative thinking to solve problems and make decisions;</li> <li>identify the main reasons why people set up their own business;</li> </ul> <p><b>Economic Awareness</b></p> <ul style="list-style-type: none"> <li>learn to manage their money and build up savings;</li> <li>interpret information in order to make informed choices as consumers;</li> </ul> <p><b>Environmental Responsibility</b></p> <ul style="list-style-type: none"> <li>appreciate the environment and their role in maintaining and improving it;</li> <li>understand how actions can affect the environment.</li> </ul>

## **1.6 Whole Curriculum Skills and Capabilities**

At the heart of the curriculum lies an explicit emphasis on the development of skills and capabilities for life-long learning and for operating effectively in society. Through opportunities to engage in active learning contexts across all areas of the curriculum, the intention is to develop children's personal, interpersonal and learning skills and their ability to think both creatively and critically.

### **Communication**

The skills and capabilities associated with communication are central to the whole curriculum.

Children should be able to communicate in order to express themselves socially, emotionally and physically, to develop as an individual, engage with others and contribute as a member of society.

The modes of communication include; talking and listening, reading and writing, non-verbally communicating, using numerical representation and mathematical language, using emerging multimedia technologies etc. These modes are demonstrated through the framework for skills and capabilities and across the curricular areas.

### **Framework for Skills and Capabilities**

Personal and interpersonal skills and capabilities underpin success in all aspects of life. It is important, therefore, that children's self-esteem and self-confidence are explicitly fostered along with the ability to understand and manage their own emotions and to interact effectively with others.

Thinking skills are tools that help children to go beyond the acquisition of knowledge in order to search for meaning, apply ideas, analyse patterns and relationships, create and design something new and monitor and evaluate their progress.

Teachers should help children to develop skills and capabilities by focusing on the following areas.

### **Managing Information**

Children should understand the potential and utility of using information to support their own learning and creativity.

They should be given opportunities to manage information on a range of tasks by:

- asking focused questions;
- learning to set goals for their work;
- breaking tasks down into sub-tasks and plan their next steps;
- using their own and others' ideas to identify and locate various sources of information;

- learning to classify, compare and evaluate information;
- selecting the most appropriate method for a particular task;
- using a range of methods for collating, recording and representing information.

### **Thinking Problem Solving and Decision Making**

Children should be able to use active thinking processes to deepen understanding, to solve problems, cope with challenges and make decisions.

They should be given opportunities to think actively across a range of tasks by:

- sequencing, ordering, classifying and making comparisons;
- making predictions and looking for evidence, distinguishing fact from opinion;
- justifying methods, opinions and conclusions;
- making links between causes and effects;
- examining options and weighing up pros and cons;
- generating a range of solutions and trying out alternative approaches;
- using differently types of questions with purpose;
- using appropriate vocabulary to enhance explanations;
- making connections with between their learning and different contexts.

### **Being Creative**

Children should be able to use creative approaches to be imaginative and inventive, to explore possibilities and take risks in their learning.

They should be given opportunities to think creatively across a range of tasks by:

- experimenting with questions and ideas in a playful way;
- seeking out questions to explore and problems to solve;
- challenging the routine method, accepting that there is not always a ‘right’ answer;
- valuing the unexpected or surprising;
- seeing opportunities from mistakes or failures;

- learning from and building on own and others' experiences;
- using all the senses to stimulate and contribute to ideas;
- making ideas real by experimenting with different designs, actions and outcomes;
- valuing other people's ideas to stimulate their own thinking.

### **Working with Others**

Children should be able to work collaboratively and cooperatively, demonstrating attitudes of fairness and responsibility.

They should be given opportunities to work with others across a range of tasks by demonstrating their ability to:

- listen actively and share opinions;
- develop the routines of turn-taking, sharing and cooperating;
- understand how their actions affect others;
- adapt behaviour and language to suit different people and situations;
- take personal responsibility for work with others;
- give and respond to feedback;
- be fair;
- respect the views and opinions of others, reaching agreements using negotiation and compromise.

### **Self Management**

Children should be able to manage their own learning and behaviour in more self-directed ways by actively reviewing themselves and their work.

They should be given opportunities to manage their own learning and behaviour across a range of tasks and situations by:

- being aware of their personal strengths, limitations and interests;
- managing emotions and behaviour in a range of situations;
- organising and planning how to go about a task;
- talking about what they learn and some aspect that could be improved;

- learning ways of managing their own time;
- focusing, sustaining attention and persevering with tasks;
- seeking advice when necessary;
- setting goals and reviewing them;
- comparing their approach with others.

### **Developing Information and Communication Technology Skills (ICT)**

In an Information Society, ICT provides powerful tools and supports meaningful learning contexts for developing the skills outlined in the previous section. The creative use of ICT has the potential to improve children’s thinking skills, providing them with opportunities to become independent, self-motivated and flexible learners. Children enjoy ICT related activities. ICT can empower them as learners and this in turn can help develop self-esteem and positive attitudes to learning, enabling them to realise their full potential. ICT has been set out under two strands of competence.

#### **Strand 1: Managing and Communicating Information**

Children should be given opportunities to use ICT to develop skills in researching, handling and communicating information. They should be encouraged to engage in genuine research and purposeful tasks set in meaningful contexts. They re-work information, present and exchange their ideas, and translate their thinking into creative productions which show an awareness of audience and purpose.

#### **Strand 2: Investigating and Problem Solving**

Children should be given opportunities to use ICT to learn collaboratively in a supportive environment where they can develop investigative and problem-solving skills without fear of failure. Opportunities should be provided for pupils to pose questions, take risks and respond positively to ‘what if’ questions.

## **1.7 APPROACHES TO LEARNING AND TEACHING**

Children learn best when learning is interactive, practical and enjoyable. Teachers will make use of a wide range of teaching methods, balancing whole-class, group and individual activities, to engage children in effective learning. Motivation can be increased when children’s have opportunities to make choices and decisions about, and as a result of, their learning, particularly when their own ideas and interests are used, either as starting points for learning activities or for pursuing a topic in more depth.

In order to develop children’s skills and capabilities across the whole curriculum, teachers will need to provide frequent opportunities for pupils to think and do for themselves. To help foster good thinking habits and develop more independent learners, teachers may find it helpful to utilise a simple Plan, Do, Review process, which integrates and fosters children’s skills and capabilities.

**Plan**, for example:

- *Clarify tasks*
- *Generate ideas*
- *Design ways of approaching a task or a problem*

**Do** (carry out the plan and communicate findings), for example,

- *Find and analyse relevant information*
- *Create, trial or test out possible solutions*
- *Make decisions*
- *Draw conclusions*
- *Present ideas, opinions or outcome*

**Review** (both the process and outcomes of their work and their learning), for example,

- *Evaluate progress throughout and make improvements when necessary.*
- *Reflect on their thinking and the learning.*
- *Transfer thinking and learning to other contexts.*

## **1.8 PLANNING FOR COHERENCE AND PROGRESSION**

Children learn best when learning is connected. Although the curriculum has been set out under six areas, further integration is encouraged to help children better understand the links between the different aspects of learning.

To assist primary teachers in managing and making natural connections each curricular area contains a paragraph highlighting the links to the rest of the curriculum. A range of Sample Teaching Plans have been developed to exemplify how the statutory requirements may be met in a cross curricular approach.

Each curricular area also sets out how teachers should seek to build on children's earlier learning. Teachers should work together at a whole school level to ensure that:

- the overall programme of learning in any one year group, and across the key stages, is broad and balanced;
- there is continuity and steady progression in children's learning;
- the planning identifies clearly the knowledge, skills and understanding that the children are expected to acquire;
- the curriculum is planned to take account of the children's differing stages of development, abilities and attainment to ensure that individual needs are met;
- there is careful assessment of children's progress and evaluation of children's responses to inform future planning.

## **1.9 ONGOING INTEGRATED ASSESSMENT**

Assessment is an integral part of the learning process through which teachers build a comprehensive picture of the progress and learning needs of each child in order to plan future work and ultimately improve learning. Improvement in learning through assessment is enhanced by:

- The active involvement of children in their own learning, including:
  - sharing learning intentions with children;
  - developing their awareness of the skills and knowledge that are being developed; and
  - developing their awareness of the strategies they employ in their learning.
- The provision of effective feedback to children (recognising the profound influence this can have on motivation and self esteem, both of which are crucial influences on learning).
- Developing their ability for self-assessment by helping them to:

- review and evaluate their own work;
  - set their own goals following effective questioning and feedback; and
  - understand how to improve.
- The adjustment of teaching to take account of the outcomes of assessment.

A varied range of assessment techniques should be used as an integral part of the learning and teaching process, not just at the end of a lesson or topic. Teachers should select techniques that best suit the nature of the work being assessed and the needs at the particular time, for example,

- observation;
- class discussion;
- oral, written, visual presentations or physical demonstrations;
- independent or group tasks;
- project work;
- homework;
- diagnostic and or standardised tests;

Evidence from these activities should be used to help teachers:

- plan the next stages of teaching;
- make summative judgements at the end of each year about the level at which children are working.

## **THE ARTS**

## THE ARTS

### The Importance of The Arts

Creativity is developed through every area of the curriculum. Art and Design and Music provide rich opportunities for developing creativity, allowing children to express their ideas, feelings and interpretations of the world in diverse ways, through pictures, sound, drama and dance. From a young age children should be involved in a wide range of activities that continue to develop their imagination and natural curiosity, and that allow them to express and share their thoughts, ideas and feelings with confidence. The greater the encouragement to express themselves freely through Art and Design and Music the greater likelihood there is that children's individuality, imagination and creativity will blossom. The purpose of The Arts within the primary curriculum is, therefore, to provide opportunities for children to develop:

- their curiosity, imagination and creativity;
- their self-confidence and self-esteem;
- their artistic, musical and kinaesthetic abilities, including gross and fine motor skills;
- verbal and non-verbal modes of expression;
- an appreciation of the beauty and wonder of the world around them;
- their ability to make informed choices and decisions;
- an awareness of other cultures.

### The Arts Across the Curriculum

Art and Design and Music each have distinct roles in developing children's artistic, musical and kinaesthetic talents and intelligences. They also present different modes of learning which are integral to children's development. They contribute to and enhance other areas, for example:

<b>Language and Literacy</b>	by encouraging children to talk and write about their own art and design and music and respond to that of others using appropriate language and some specialised vocabulary;
<b>Mathematics and Numeracy</b>	by exploring shape and space, position and movement, patterns and relationships; by creating and interpreting musical ideas from symbolic representation;
<b>Personal Development</b>	by focusing on aesthetic and emotional development: developing social skills through group work and finding a range of ways to express and communicate feelings.
<b>Physical Education</b>	by using The Arts as a stimulus for developing a range of movement skills;
<b>The World Around Us</b>	by encouraging children to observe and interpret their environment, past and present; record and represent their learning visually and through sound, movement, drama and dance.

## ART AND DESIGN

### Building on Children's Earlier Experiences in Art and Design

Much of children's early Art and Design activities will have been through exploratory play in which they respond to the world around them and the work of others. During the Foundation Stage play will become more structured and lead to the development of skills. During Key Stages 1 and 2 continued involvement in direct sensory experience will develop children's visual, spatial and tactile awareness and manipulative skills and promote their self-esteem and confidence. A progressive introduction to the handling of art and design tools, materials and processes will enable children to express their ideas more fully through colour, line, shape, space, form, pattern and texture. Some children will be satisfied by the manipulation of the material alone rather than the production of an outcome, and emphasis therefore, should be on enjoyment and self-expression rather than on the finished product. Time, therefore, needs to be available for children to explore, develop, talk about and explain their ideas.

### Progress in Learning

Careful planning will help ensure that children experience variety and progression in their Art and Design experiences. Most children should make progress in skills from Key Stage 1 into Key Stage 2:

- **from** observing and recording first hand experiences and responding to memory and imagination **to** being able to collect, examine, select and use resource material to contribute to the development of ideas;
- **from** exploring shape, colour, tone, form, space, texture and pattern **to** being able to use these visual elements to express ideas;
- **from** talking about their work and how it was made **to** beginning to explain their work in more detail, discussing difficulties and suggesting modifications;
- **from** looking at, enjoying and appreciating the work of artists **to** examining the content and methods used in an artist's work and using this information to extend those ideas;
- **from** experimenting with a range of media **to** being selective in the use of media in order to express personal ideas and responses.

## KEY STAGES 1 AND 2

Making full use of traditional and electronic sources and resources teachers should ensure that pupils are given worthwhile experiences which enable them to:

- **investigate and respond to direct sensory experience, memory, imagination, reference materials and resources;**
- **look at and talk about the work of artists, designers and craft-workers from their own and other cultures, (appreciating and examining the methods they used in order to stimulate their own ideas);**
- **develop their understanding and use of the visual elements, colour, tone, line and shape, form and space and texture and pattern to communicate their ideas;**
- **evaluate their own and others' work and how it was made, explaining and sharing ideas, discussing difficulties and reviewing and modifying their work to find solutions;**
- **use a range of materials, tools and processes to realise their ideas and intentions to include:**

Key Stage 1	Key Stage 2
<p><b>Drawing and Painting</b> including the use of ICT, for example, <i>learning about the qualities of a range of drawing and painting media;</i></p> <p><b>Print Making</b>, for example, <i>knowing that a print is a record of a surface;</i></p> <p><b>Malleable Materials</b>, for example, <i>knowing about a variety of ways to manipulate malleable materials;</i></p> <p><b>Textiles</b>, for example, <i>knowing about the different qualities of yarns and fabrics;</i></p> <p><b>Three Dimensional Construction</b>, for example, <i>assembling, arranging and joining a variety of materials to make constructions.</i></p>	<p><b>Drawing and Painting</b> including the use of ICT, for example, <i>understanding the effects which each medium produces individually and in combination;</i></p> <p><b>Print Making</b>, for example, <i>being able to identify different printmaking processes;</i></p> <p><b>Malleable Materials</b>, for example, <i>modelling and building with clay to create three dimensional forms;</i></p> <p><b>Textiles</b>, for example, <i>knowing how to decorate fabric by applying colour and stitches;</i></p> <p><b>Three Dimensional Construction</b>, for example, <i>designing and making a structure for a particular purpose.</i></p>

## MUSIC

### Building on Children's Earlier Experiences in Music

In the Foundation Stage children will have had the opportunity to participate in a range of musical activities. Many children will also have experienced some form of music in the home. Their intuitive response to music should be built upon by encouraging them to participate in an expanding range of musical activities through an explorative and experimental approach designed to develop their musical potential and ability for creative and critical thought and expression. Music, at this stage, should involve the children in simple ways of making their own music and in responding to the music they hear. They should be encouraged to compose and perform their own music and to listen to a variety of different types and styles of music. Their response to music may also take place within the context of dance or drama.

In addition to developing aural awareness and communication skills, engaging in musical activities should enhance children's self-esteem and heighten their awareness of themselves and their immediate environment. A sense of enjoyment should be fostered, along with the development of social skills and confidence in their music-making, both as individuals and members of a group.

### Progress in Learning

Through experiences of making and responding to music children should develop:

- **increasing** ability to combine and use the elements of music to express their own ideas and feelings and to create mood, atmosphere and contrast;
- **increasing** control of the sounds they make when singing (words, expression, breath control and singing in tune) and playing simple percussion instruments (manipulative control);
- **increasing** awareness and understanding of the elements of music in relation to:
  - loud sounds, quiet sounds and silence **progressing to** variations in volume, including increasing/decreasing levels of sound (**dynamics**);
  - fast music and slow music **progressing to** variations in speed, including getting faster and slower (**tempo/pace**);
  - long sounds and short sounds (**duration**) **progressing to** patterns of longer and shorter sounds (**rhythm**) over a steady beat, including repeated rhythmic patterns;
  - high sounds and low sounds (**pitch**) **progressing to** patterns of higher and lower sounds (**melodic shape**), including repeated melodic patterns;
  - characteristics of the sounds they make and hear **progressing to** qualities of sounds they make and hear, including the sound characteristics of common musical instruments (**timbre**);
  - single sounds and combined sounds **progressing to** combinations of sounds (**texture**), including melody and accompaniment.

## KEY STAGES 1 AND 2

Making full use of traditional and electronic sources and resources teachers should ensure that pupils are given worthwhile experiences which enable them to:

- **work creatively with sound;**
- **sing and perform with simple instruments;**
- **listen and respond to their own and others' music-making**

Key Stage 1	Key Stage 2
<p><b>Working Creatively with Sound</b>, for example,</p> <ul style="list-style-type: none"> <li>• investigating and experimenting with ways of making sound, for example, <i>using available digital resources, creating sound effects for the stories they read and hear, imitating sounds in the local environment, sounds in the home;</i></li> <li>• selecting sounds in response to a stimulus, and to express mood and atmosphere, for example, <i>a high, quiet sound to represent a mouse, a loud, low sound to represent an elephant, sad/happy, scared/excited, sounds to express feelings or be used as part of drama and dance activities;</i></li> <li>• drawing pictures and patterns to represent the sounds and effects they create.</li> </ul>	<p><b>Working Creatively with Sound</b>, for example,</p> <ul style="list-style-type: none"> <li>• creating stories and pictures through sound, for example, <i>using voices, instruments and other sound sources, including available musical technology;</i></li> <li>• creating short musical patterns, musical conversations, for example, <i>between two instruments, and accompaniments, for example, to accompany singing or as a basis for drama and dance activities;</i></li> <li>• investigating ways of preserving the music they have created, for example, <i>by developing graphic scores or using recording technology.</i></li> </ul>
<p><b>Singing and Performing with Simple Instruments</b>, for example,</p> <ul style="list-style-type: none"> <li>• singing a variety of simple songs, for example, <i>rhymes and songs about themselves and their family, animals, birds, machines etc, action songs and counting songs;</i></li> <li>• playing simple instruments on their own and to accompany singing.</li> </ul>	<p><b>Singing and Performing with Simple Instruments</b>, for example,</p> <ul style="list-style-type: none"> <li>• singing a variety of songs and simple rounds, for example, <i>songs from different countries and cultures;</i></li> <li>• developing performing skills on a wider range of instruments and play simple accompaniments to songs;</li> <li>• playing from memory, by ear and from notation.</li> </ul>
<p><b>Listening and Responding to their Own and Others' Music-making</b>, for example,</p> <ul style="list-style-type: none"> <li>• thinking and talking about the sounds and effects they have created and imagined and those they hear in the local environment;</li> <li>• thinking and talking about simple features in songs they sing and music they listen to;</li> <li>• using appropriate actions or movement, for example, <i>through dance and drama</i> in response to music they perform and listen to;</li> <li>• listening to appropriate music and talking about the sounds in relation to loud/quiet, high/low, fast/slow and long/short.</li> </ul>	<p><b>Listening and Responding to their Own and Others' Music-making</b>, for example,</p> <ul style="list-style-type: none"> <li>• discussing and making suggestions about their own and others' music-making;</li> <li>• responding imaginatively, for example, <i>through movement, drama and dance</i>, to a wider range of music in a variety of styles;</li> <li>• thinking and talking about the sound characteristics of some common instruments and the kinds of music they play;</li> <li>• thinking and talking about the elements of music and how they are used in music from different styles and cultures.</li> </ul>

## **LANGUAGE AND LITERACY**

## LANGUAGE AND LITERACY

### The Importance of Language and Literacy

Literacy focuses on developing each child's ability to understand and use language as an integral part of learning in all areas in order to interact effectively with the world around them, to express themselves creatively and to communicate confidently (talking and listening, reading and writing) using a variety of skills and media. Language and Literacy are fundamental prerequisites for thinking, learning and interacting in personal, social and work contexts throughout life. Literacy is therefore a key to learning as well as a key to enjoyment and personal growth.

Language and Literacy should be considered in a holistic and recursive way. Children's knowledge, skills and understanding should be developed within an integrated programme that connects language and literacy work to the broader curriculum.

Drama is a powerful and effective way of learning that has much to offer in enriching children's language and literacy skills. Drama provides a medium through which children can express their ideas, feelings and imagination in both verbal and non-verbal ways. It allows them to use facial expressions, mime, gesture, spoken language, role-play, movement and dance to recreate and invent situations and 'become' the characters they invent or read about in fiction. Taking part in drama contributes to the development of children's self-esteem and confidence, as well as promoting their oral language skills. It helps children to learn about themselves and their world, and contributes to their social and emotional development as they act out different scenarios. The emphasis in all activities should be on enjoyment and the learning that is taking place.

Language and Literacy may be developed through the contexts of:

<b>The Arts</b>	by talking, listening, reading and writing about their own work and the work of others in Art and Design and Music; by using role play, drama, dance and ICT to further enhance their work;
<b>English/Irish and all other languages</b>	by talking, listening, reading and writing about poetry, stories, books, drama, film, radio and television; by participation in role play and drama activities and by using ICT;
<b>Mathematics and Numeracy</b>	by using mathematical language to express ideas and explain thinking; by reading and interpreting numerical data in factual reports and newspapers and by using ICT;
<b>Personal Development</b>	by talking and listening, reading and writing and using ICT in exploring Personal Development issues;
<b>Physical Education</b>	by understanding, interpreting and using a range of movement vocabulary as a stimulus for movement and by using ICT in exploring and developing Physical Education issues;

## **The World Around Us**

by talking and listening, reading and writing about all aspects of The World Around Us and using role play, drama and ICT.

### **Building on Children's Earlier Experiences**

Children's language is central to their ability to communicate in relationships and learning, to understand ideas and to order, explore and refine their thoughts. The Foundation Stage builds upon the experiences and understanding of language brought from the home and local community. This language will have been valued and encouraged so that children can express their own needs, thoughts and feelings. Children will also have been encouraged to develop an enthusiasm for stories, books and rhymes. Through sharing books with adults it is hoped a curiosity for words will have developed and that children will be familiar with the letters and their shape and sound.

### **Key Stage 1**

Children should be given the opportunity to listen and respond appropriately and effectively to a range of stimuli, including multi-media. They should be helped to speak clearly, with clear pronunciation and intonation, appropriate to the needs of their listeners. They need to learn to use language in imaginative ways. They should be helped to structure their talk, using it to develop and clarify their thinking.

Children should be helped to develop confidence in reading using a range of methods. They should be given opportunities to develop their confidence and independence through enjoyable reading experiences that will help them develop individual tastes and preferences and make sense of what they read.

Children need to see the value of writing. They should learn through enjoyable writing activities that communicate meaning. They should be given opportunities, using both traditional and electronic resources, to express themselves in writing so that they begin to develop as independent writers, both creatively and factually, learning over time to use conventional spelling, punctuation, grammatical organisation and handwriting that is legible.

### **Key Stage 2**

Children should be given opportunities to build on the knowledge, understanding and skills acquired at Key Stage 1. They should be helped to develop the ability to speak coherently and confidently, and to listen and respond to a range of contexts, purposes and audiences, thinking about what has been said and the language used. They should also be given opportunities to develop their ability to communicate and capture the interest of listeners.

They should be given opportunities to read for different purposes, developing strategies for researching, understanding, managing and refining information from traditional and electronic sources. They should be encouraged, through stimulating and fun activities, to read widely for enjoyment and information. Over time, with praise and encouragement, they should have opportunities to engage independently with more challenging and

lengthy texts including those in electronic format, whilst reflecting, analysing and discussing the meaning of the text.

Children should develop the ability to effectively manage and communicate information in their writing in response to more demanding, imaginative and factual texts including those in electronic format. They should, over time, use a wider range of vocabulary choice, structure and punctuation in their writing for a range of audiences. They should be helped to develop both the compositional and secretarial aspects of writing through planning, drafting, redrafting, presenting and evaluating their work.

### **Progress In Learning**

The progression statements below provide an outline framework to assist teachers in planning progression through the key stages. They cover attainment within Key Stages 1 and 2. They are not a discreet checklist, but are inter-related and interactive characteristics of attainment.

### **Talking and Listening**

#### **During Key Stage 1 and 2 most pupils should progress:**

- **from** listening attentively for reasonable periods of time **to** listening with concentration and asking questions to develop understanding;
- **from** listening to and carrying out 2/3 part instructions **to** listening to, clarifying and carrying out complex instructions;
- **from** being able to express themselves with growing clarity and confidence, using a personal vocabulary and a recognisable sentence structure **to** engaging the interest of the audience by using vocabulary, register of language and detail appropriately, to present ideas and achieve effects;
- **from** understanding and using social conventions in conversations and child initiated interactions **to** recognising the different uses of formal and informal language and dialect;
- **from** communicating ideas and feelings in simple drama activities **to** working cooperatively and communicating effectively with others in a variety of more complex activities;
- **from** being able to retell stories, events or personal experiences in sequence with reasonable detail **to** retelling stories, events and experiences keeping to the point and adapting and structuring contributions logically to suit the needs of the audience and purpose;
- **from** offering reasons to support opinions given **to** collaborating with others explaining and justifying views and opinions.

## Reading

### During Key Stage 1 and 2 most pupils should progress:

- **from** recognising different types of text **to** expressing interests in and preferences for certain texts;
- **from** beginning to read with expression in response to print variations and punctuation **to** reading aloud, inflecting appropriately to assist meaning;
- **from** talking about their own experiences and feelings to understand text **to** showing some awareness of empathy by reflecting the thoughts and feelings of the characters;
- **from** giving reasons for their predictions **to** selecting and using appropriately, information from the text to justify their choices;
- **from** choosing books for a specific purpose **to** using a range of sources to find, select and use ideas and information to investigate a topic;
- **from** retelling and sequencing stories in reasonable detail, using appropriate language **to** beginning to adopt personal opinions and drawing conclusions about the text;
- **from** using a range of reading cues with increasing independence and beginning to self-correct **to** reading independently.

## Writing

### During Key Stage 1 and 2 most pupils should progress:

- **from** using rhymes, poems and stories as models for structuring their own writing **to** relating own experiences and reflecting on ideas, thoughts, feelings and imaginings;
- **from** beginning to show evidence of sequence in recounts and instructions **to** presenting ideas and information logically and coherently;
- **from** using a wide range of vocabulary in their writing **to** using more imaginative vocabulary;
- **from** demonstrating some awareness that written language is more formal than spoken language **to** writing with clarity in a range of forms showing an awareness of appropriate audience;
- **from** beginning to write in sentences **to** showing increasing proficiency in the use of syntax, spelling and punctuation;
- **from** demonstrating reasonable independence when writing **to** planning, revising and redrafting work to improve meaning, with some independence;

- **from** showing reasonable control over the formation of upper and lower case letters, size and spacing **to** handwriting that is well-formed, swift and legible.

## KEY STAGE 1

Making full use of traditional and electronic sources and resources teachers should ensure that pupils are given worthwhile experiences which enable them to develop:

- **Talking and Listening**
- **Reading**
- **Writing**

	<p><b>TALKING AND LISTENING</b></p> <p>Children should have opportunities to engage in a range of talking and listening activities including the use of various methods of communication. Children should be aware of the purpose and audience arising from the context of the task including:</p> <ul style="list-style-type: none"><li>• becoming involved in talk in every curricular area, for example, <i>discuss how we should behave when we are near roads, discuss the benefits of a healthy lifestyle;</i></li><li>• listening to, responding to and exploring stories, poems, songs, drama, and media texts through the use of traditional and electronic resources and recreating parts of them in art, drama and other expressive activities, for example, <i>make pictures or models of some characters or places from a poem or story, dramatise the story of Finn McCool;</i></li><li>• taking part in drama activities, including role-play and improvisation and making use of a digital technology, for example, <i>take the role of an adult or child and discuss topics such as staying up late or how we should behave on a school bus;</i></li><li>• expressing thoughts, feelings and opinions in response to personal experiences, literature, media and curricular topics and activities, for example, <i>respond to an educational broadcast, discuss car parking near their school;</i></li><li>• describing and talking about real experiences and imaginary situations, and about people, places, things and events, for example, <i>talk about an event they have witnessed and describe how they and others reacted;</i></li><li>• reading aloud from a variety of sources including their own work, for example, <i>read their own stories to other classes;</i></li><li>• listening to, telling, retelling and interpreting stories based on memories, personal experiences, literature, imagination and the content of the curriculum, for example, <i>talk and ask questions about a character they liked in a story;</i></li><li>• listening to and responding to guidance and instructions given by the teacher, for example, <i>a practical mathematics activity;</i></li><li>• presenting ideas and information, for example, <i>talk about and record information about their graph or picture;</i></li><li>• taking turns at talking and listening in group and paired activities, for example, <i>explain the rules of a game;</i></li><li>• thinking about what they say and how they say it through inflecting appropriately to emphasise meaning, for example, <i>change their voice when reading a story;</i></li><li>• discussing features of language, for example, <i>rhyming words;</i></li><li>• using appropriate quality of speech and voice, speaking audibly and clearly, for example, <i>when dramatising a poem or story.</i></li></ul>
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## READING

Children should have opportunities to engage in a wide range of reading activities, including those in electronic format for a variety of purposes and audiences and in a range of contexts including:

- engaging with a range of traditional and electronic texts which include stories, poems, songs, information materials, environmental print and discussing them with the teacher and others;
- reading and understanding a range of traditional and electronic texts, including those presented on tape, radio or television, CD-ROM and the Internet;
- reading and being read to from a wide selection of poetry and prose;
- taking part in shared and paired reading experiences;
- retelling, re-reading and acting out familiar poems, stories and other assorted texts, for example, *recreate characters or events in activities such as drama*;
- composing, reading and sharing their own books of stories and poems including the use of electronic resources;
- exploring familiar stories and other simple texts with the teacher, using drama, art and discussion to focus on distinctive features, for example, *characters, places, objects, cultural events and ideas*;
- beginning to use evidence from text to support their views, for example, *predicting, inferring and deducing*;
- exploring pictures and illustrations in books, magazines and electronic sources;
- making use of print seen in everyday life, for example, *read and interpret road signs, labels, notices, charts and on-screen print*;
- reading silently for enjoyment;
- browsing in the book area or library to make choices;
- building up a sight vocabulary;
- using a range of strategies to identify unfamiliar words;
- talking with the teacher about ways in which language is written down, identifying phrases, words, patterns or letters and other features of written language;
- recognising and noticing how words are constructed and spelled;
- showing some understanding of the way texts are structured by representing ideas through drama, pictures, diagrams and ICT, for example, *represent a sequence of events from a story*;
- making use of traditional and electronic resources including personal word banks, dictionaries and factual texts;
- researching and managing information relevant to specific purposes using traditional and electronic sources and presenting their findings in a variety of ways.

## WRITING

Children should have opportunities to engage in a range of writing activities, for a variety of audiences and in a range of contexts. Children should have the opportunity to use traditional and electronic means to write creatively and factually using a variety of forms such as, stories, labels, letters, leaflets, posters, descriptions of people and places, instructions, observation records, invitations, greeting cards, poems, diaries, lists, creative and imaginative writing, comic strips, notes or reports.

This work should include:

- experimenting with words, for example, *word games, riddles and rhymes*;
- writing spontaneously, for example, *recount a school trip they have been on or describe a special event that has taken place*;
- developing increasing competence in the use of grammar and punctuation, for example, *use full stops, question marks and commas in their writing*;
- using a variety of skills to spell words correctly, for example, *apply spelling rules such as 'i' before 'e', recognise and use simple spelling patterns such as 'ight'*;
- spelling correctly a range of familiar, important and regularly occurring words, for example, *look, come, after*;
- appreciating some of the differences between spoken and written language;
- undertaking shared, guided, modelled and independent writing including composing on-screen;
- writing for a variety of purposes, including, to inform, explain, describe, narrate, report, persuade, interpret, express a point of view and give instructions;
- using a legible style of handwriting, for example, *begin to join letters*;
- organising, structuring and presenting ideas and information using traditional and electronic means;
- using imagination to express thoughts, feelings and opinions in written form;
- reading and being read to from a wide selection of poetry, leading to experimenting with simple poetic forms,
- making use of names and order of the letters of the alphabet, for example, *naming letters when spelling aloud from a wall-list*.

## KEY STAGE 2

Making full use of traditional and electronic sources and resources teachers should ensure that pupils are given worthwhile experiences which enable them to develop:

- **Talking and Listening**
- **Reading**
- **Writing**

	<p><b>TALKING AND LISTENING</b></p> <p>Children should have opportunities to engage in a range of talking and listening activities including the use of various methods of communication. Children should be aware of the purpose and audience arising from the context of the task including:</p> <ul style="list-style-type: none"><li>• listening and responding to a range of fiction, poetry, drama and media texts through the use of traditional and electronic resources, for example, <i>discuss the behaviour and attitudes of a character in a story, discuss responses to a Road Safety TV advertisement;</i></li><li>• taking part in group and class discussions for a variety of curricular purposes, sharing, responding to and evaluating ideas, arguments and points of view, using evidence or reasoning and justifying opinions, actions or proposals, for example, <i>give and ask for reasons when trying to reach a conclusion in a group activity;</i></li><li>• improvising a scene based on experience, imagination, literature, media and curricular topics;</li><li>• describing and talking about real experiences and imaginary situations, about people, places, events and things, for example, <i>talk about a dream they have had;</i></li><li>• expressing thoughts and feelings by reading aloud from a variety of sources including their own work, for example, <i>talk about an idea they have;</i></li><li>• reading aloud, inflecting appropriately, to emphasise the meaning of what they have read;</li><li>• using appropriate quality of speech and voice, speaking audibly and varying register, according to the purpose and audience, for example, <i>participate in a class play;</i></li><li>• telling, retelling and interpreting stories based on memories, personal experiences, literature, imagination and the content of the curriculum, for example, <i>create their own school news bulletin, share their responses to a book or poem they have read;</i></li><li>• preparing and giving a short oral presentation to a familiar group or the class on personal interests or curricular topics and showing an awareness of audience including the use of multimedia presentations, for example, <i>present to a group their ideas or information about an animal, insect or bird, as part of a study on habitat, using digital technology where appropriate;</i></li><li>• preparing and using questionnaires to seek information, views and feelings, for example, <i>plan and carry out an interview with adults well known to them;</i></li><li>• talking with people in the community, for example, <i>during educational visits or visitors to the classroom;</i></li><li>• talking about the way they behave in groups, for example, <i>take turns as speakers, listen to other people's view, encourage others to participate in group discussions;</i></li><li>• showing an awareness of a wide range of colloquial expressions;</li><li>• translating from Irish to English and from English to Irish (in Irish medium schools).</li></ul>
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## READING

Children should have opportunities to engage in a wide range of reading activities, including those in electronic format for a variety of purposes and audiences and in a range of contexts including:

- reading and understanding a range of traditional and electronic texts, including those presented on tape, radio or television, CD-ROM and the Internet;
- taking part in shared and paired reading experiences;
- using word identification strategies to cope with unfamiliar words in texts;
- retelling, re-reading and acting out familiar poems, stories and other assorted texts through individual and group dramatisation, for example, *develop characters from stories using evidence from their reading*;
- exploring familiar stories and other simple texts with the teacher, using drama, art and discussion to focus on distinctive features, for example, *explore characters, places at home and in the wider world, objects, events and ideas*;
- reading silently for enjoyment;
- reading aloud to the class or teacher from familiar texts, including those composed by themselves, using inflection to assist meaning;
- discussing and interpreting the texts they have read;
- representing stories and information texts in a range of visual forms and diagrams, for example, *a labelled diagram, a travel brochure, a local news bulletin, electronic presentation or web page*;
- discussing features of language and noting how words are spelt and constructed, for example, *words, phrases and sentences*;
- justifying their responses logically, by inference, deduction or reference to evidence within the text, for example, *compare and contrast two characters in a story or history text*;
- discussing and considering aspects of stories, for example, *themes, characters, plots, places, objects and events*;
- discussing texts, exploring the ways in which word meanings can be manipulated in order to persuade or amuse the reader or engage attention, for example, *puns, jokes, slogans, advertisements and word puzzles*;
- reconsidering their initial response to texts in the light of insight and information which emerges subsequently from their reading;
- acquiring and developing a vocabulary of phrases and words which can be recognised on sight;
- extending the range of their reading within and beyond the school environment and developing their own preferences;
- keeping records of some of the books they have read;
- using traditional and electronic sources to locate, select, evaluate and communicate information relevant for a particular task, for example, *a classification system, a catalogue, list of contents and indices and The Internet*;
- beginning to be aware of how different media present information, ideas and events in different ways, for example, *compare accounts in different newspapers*;
- learning that different reading purposes require a variety of reading skills, for example, *reviewing, recalling, skimming and scanning*;
- translating from Irish to English and English to Irish (in Irish medium schools).

## WRITING

Children should have opportunities to engage in a range of writing activities, for a variety of audiences and in a range of contexts. Children should have the opportunity to use traditional and electronic means to write creatively and factually using a variety of forms such as, stories, labels, letters, leaflets, posters, descriptions of people and places, instructions, observation records, invitations, greeting cards, poems, diaries, lists, creative and imaginative writing, comic strips, notes or reports.

This work should include:

- experimenting with rhymes, rhythms, verse structure and all kinds of verbal play and dialect;
- experimenting with simple poetic forms;
- developing increasing competence in the use of grammar and punctuation;
- discussing various features of layout in texts which they are reading, so that they can use these features, when appropriate, within their own writing, for example, *heading and sub headings and presentation of text in columns to add emphasis to key points or to create certain effects*;
- using a variety of skills to spell words correctly including the use of an electronic spell checker;
- spelling from memory, words that they frequently use in their writing;
- appreciating some of the differences between spoken and written language;
- undertaking shared, guided, modelled and independent writing including composing on-screen;
- using a swift and legible system style of handwriting;
- organising, structuring and presenting ideas and information, for example, *write up the outcomes of a simple experiment*;
- using ICT to create, organise, refine and present ideas combining text, sound or graphics, for example, *create an electronic presentation*;
- using imagination to express thoughts, feelings and opinions in written form, for example, *compose a poem about their feelings on a special occasion*;
- writing creatively using imaginative vocabulary;
- writing for a variety of purposes, including, to inform, explain, describe, narrate, report, persuade, interpret, express a point of view and give instructions;
- experimenting with different writing formats;
- using the skills of planning, revising and redrafting to improve their writing including that composed electronically;
- developing their creative imagination and beginning to formulate their own personal style.

# **MATHEMATICS AND NUMERACY**

## MATHEMATICS AND NUMERACY

### The Importance of Numeracy

Numeracy is a life skill used in making everyday decisions and in virtually every work context. We use skills in numeracy to plan our time, handle money, manage our own budgets, organise our homes and carry out DIY tasks. We are often confronted with data, frequently statistical, through television, radio and the press. Increasingly, adults are required to use numeracy skills in the workplace.

Numeracy is the development and application of mathematics across the curriculum and in real life situations. Skills in numeracy should help children to make informed and responsible choices and decisions throughout their lives. Throughout the primary school, children should engage in a wide range of purposeful activities which should involve them in different modes of mathematical learning, including playing, exploring and investigating, doing and observing, talking and listening, asking questions, reflecting, drafting, reading and recording.

Mathematical ideas should be introduced to children in meaningful contexts. Teachers should create a well-resourced and stimulating environment where children learn through taking part in oral work and a wide range of practical activities, including games, to develop and consolidate their learning. Activities should be balanced between tasks which develop knowledge, skills and understanding, and those which develop the ability to apply mathematical learning and solve problems. Children should be encouraged to use their knowledge of mathematical language to talk about their work and explain their findings. Teachers should encourage children to persevere with tasks, so gaining confidence in what they can do and developing a positive attitude towards mathematics.

The sections of the programme for mathematics and numeracy interrelate. Processes in Mathematics should pervade the entire programme involving children in using and applying mathematics in practical tasks, real-life problems and within mathematics itself.

Mathematics should be developed and applied across the curriculum, for example:

<b>The Arts</b>	by seeing and hearing patterns and by observing and making shapes; developing by musical notation skills through creating pictures and models;
<b>Language and Literacy</b>	by reading and interpreting statistical data and by discussing mathematical ideas, planning work, explaining thinking, presenting outcomes and evaluating work;
<b>Personal Development</b>	by using statistical data to inform personal and social decisions; by knowing what they can do in mathematics and persevere and work with confidence;
<b>Physical Education</b>	by using number, shape and space, measures and data to enhance the quality and variety of movements, to measure and record performance and to collect and analyse and interpret data, for example pulse rates;
<b>The World Around Us</b>	by interpreting statistical data and using it to solve problems using measurement, shape, space and estimation in the world around them.

## **Building on Children's Earlier Experiences**

Children will have developed a range of mathematical skills and understanding at home, in the community and in the Foundation Stage. They will also have some understanding of mathematical concepts and be able to use some mathematical language to describe their work.

Children should be allowed to continue to learn at their own individual pace, being given time to develop and consolidate their understanding of mathematics. In the early years they will have developed and applied much of their mathematical skills during play. They should continue to be involved in play activities which allow them to develop and apply their mathematical understanding in practical contexts.

## **Progress in Learning**

### **Key Stage 1**

Time should be allowed for children to develop and consolidate their mathematical ideas using practical materials before moving on to more formal methods of recording. Children should communicate in oral, pictorial and written form, progressing at their own pace from informal personal language to mathematical language and from personal recording to mathematical representations and symbols. As the development of mathematical language is of fundamental importance, talking about work has a higher priority than recording in the early years.

Children should be engaged in a wide range of purposeful activities which:

- involve different modes of learning;
- consolidate and extend their learning;
- include both independent and co-operative learning;
- bring together different areas of mathematics;
- are balanced between those that are short in duration and those that can be developed over a longer period of time.

Children should be given opportunities, on a regular basis, to develop their skills in mental mathematics, to estimate and approximate, and to investigate and make simple predictions in all areas of mathematics and in the wider curriculum. Use should be made of the immediate environment and the world around them to extend children's knowledge of mathematics.

Children should be given opportunities to use ICT to support and enhance their mathematics. They should be given worthwhile experiences in a range of ICT including graphing packages, databases, programmable devices and calculators.

### **Key Stage 2**

Throughout Key Stage 2, children should continue to use a wide variety of materials, games, tools and ICT resources to develop and consolidate their mathematical skills and concepts. They should communicate in oral, pictorial and written form. They should use and extend their mathematical language by discussing, describing, comparing and explaining all aspects of their mathematics, progressing from the use of informal personal language to effective use of appropriate mathematical language.

Children should be engaged in a wide range of purposeful activities which:

- involve different modes of learning;
- consolidate and extend their learning;
- include both independent and co-operative learning;
- bring together different areas of mathematics;

- develop mental skills;
- are balanced between those that are short in duration and those that can be developed over an extended period of time;
- include those that have an exact result or answer and those that have many possible outcomes.

Children should be given opportunities, on a regular basis, to estimate and approximate, and to investigate and make simple predictions in all areas of mathematics and in the wider curriculum. Much use should be made of the immediate environment to extend children's knowledge of mathematics.

The mental approach should be a child's first resort when a calculation is required. The ability to adopt mental methods of calculation should be developed systematically as children acquire arithmetical skills. Children should be involved in regular, varied and imaginative activities which will help them to develop a range of appropriate strategies for carrying out mental calculations.

Children should develop more standard forms of recording than those used earlier. In developing skills in pencil and paper calculation, children should have opportunities to develop their own personal ways of recording. They should compare and discuss these, and ultimately refine and practise pencil and paper methods that are agreed and understood.

Children should use calculators in extended investigations in mathematics and in real-life situations. They should explore how a calculator works, appreciate the operations possible on a calculator and their proper order, check calculator results by making an estimate, by repeating the operations in a different order or by using a different operation and they should learn to interpret calculator results.

Children should use ICT to investigate, analyse, present and interpret information to discover patterns and relationships and to solve problems. A range of ICT should be used to support and enhance their mathematics including databases and programmable devices. Opportunities should also be given for children to use logo and spreadsheets to help develop critical thinking and problem solving skills.

## KEY STAGE 1

Making full use of practical materials and electronic sources and resources teachers should ensure that pupils are given worthwhile experiences which enable them to develop:

- **Processes in Mathematics**
- **Number**
- **Measures**
- **Shape and Space**
- **Handling Data**

<b>PROCESSES IN MATHEMATICS</b>		
<p><b>Using Mathematics</b></p> <ul style="list-style-type: none"> <li>• select the materials and mathematics appropriate for a task;</li> <li>• develop different approaches to problem solving;</li> <li>• begin to organise their own work and work systematically.</li> </ul>	<p><b>Communicating Mathematically</b></p> <ul style="list-style-type: none"> <li>• understand mathematical language and be able to use it to talk about their work;</li> <li>• represent work in a clear and organised way, using symbols where appropriate.</li> </ul>	<p><b>Mathematical Reasoning</b></p> <ul style="list-style-type: none"> <li>• recognise simple patterns and relationships and make predictions;</li> <li>• ask and respond to open-ended questions;</li> <li>• explain their way of working;</li> <li>• know ways to check their own work.</li> </ul>

<b>NUMBER</b>			
<p><b>Understanding Number and Number Notation</b></p> <ul style="list-style-type: none"> <li>• count, read, write and order whole numbers, initially to 10, progressing to at least 1000; understand the empty set and the conservation of number;</li> <li>• understand that the place of the digit indicates its value;</li> <li>• make a sensible estimate of a small number of objects and begin to approximate to the nearest 10 or 100;</li> <li>• recognise and use simple everyday fractions.</li> </ul>	<p><b>Patterns, Relationships and Sequences in Number</b></p> <ul style="list-style-type: none"> <li>• copy, continue and devise repeating patterns;</li> <li>• explore patterns in number tables;</li> <li>• understand the commutative property of addition and the relationship between addition and subtraction;</li> <li>• understand the use of a symbol to stand for an unknown number;</li> <li>• understand and use simple function machines.</li> </ul>	<p><b>Operations and their Applications</b></p> <ul style="list-style-type: none"> <li>• understand the operations of addition, subtraction, multiplication and division (without remainders) and use them to solve problems;</li> <li>• know addition and subtraction facts to 20 and the majority of multiplication facts up to <math>10 \times 10</math>;</li> <li>• develop strategies for adding and subtracting mentally up to the addition of two two-digit numbers within 100.</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• recognise coins and use them in simple contexts;</li> <li>• add and subtract money up to £10, using the conventional way of recording money, and use these skills to solve problems;</li> <li>• talk about the value of money and ways in which it could be spent and be kept safe.</li> </ul>

<b>MEASURES</b>	
<ul style="list-style-type: none"> <li>▪ understand and use the language associated with length, 'weight', capacity, area and time;</li> <li>• use non-standard units to measure and recognise the need for standard units;</li> <li>• know and use the most commonly used units to measure in purposeful contexts;</li> <li>• make estimates using arbitrary and standard units.</li> </ul>	<p>choose and use simple measuring instruments, reading and interpreting them with reasonable accuracy;</p> <ul style="list-style-type: none"> <li>• sequence everyday events, know the days of the week, months of the year and seasons; explore calendar patterns;</li> <li>• recognise times on the analogue clock and digital displays;</li> <li>• understand the conservation of measures.</li> </ul>

## **SHAPE AND SPACE**

### **Exploration of Shape**

- sort 2-D and 3-D shapes in different ways;
- make constructions, pictures and patterns using 2-D and 3-D shapes;
- name and describe 2-D and 3-D shapes; recognise reflective symmetry.

### **Position, Movement and Direction**

- use prepositions to state position;
- understand angle as a measure of turn; understand and give instructions for turning through right angles; recognise right-angled corners in 2-D and 3-D shapes; know the four points of the compass;
- use programmable devices to explore movement and direction.

## **HANDLING DATA**

### **Collect, Represent and Interpret Data**

- sort and classify objects for one or two criteria and represent results using Venn, Carroll and Tree diagrams;
- collect data, record and present it using real objects, drawings, tables, mapping diagrams, simple graphs and ICT software;
- discuss and interpret the data;
- extract information from a range of charts, diagrams and tables; enter and access information using a database.

## KEY STAGE 2

Making full use of practical materials and electronic sources and resources teachers should ensure that pupils are given worthwhile experiences which will enable them to develop:

- **Processes in Mathematics**
- **Number**
- **Measures**
- **Shape and Space**
- **Handling Data**

<b>PROCESSES IN MATHEMATICS</b>		
<b>Using Mathematics</b> <ul style="list-style-type: none"><li>• take increasing responsibility for selecting and using the materials and the mathematics required for their work;</li><li>• identify and obtain the information required for a task, suggesting appropriate sources to find the information;</li><li>• plan and organise their work, learning to work systematically;</li><li>• develop a range of strategies for problem solving, looking for ways to overcome difficulties.</li></ul>	<b>Communicating Mathematically</b> <ul style="list-style-type: none"><li>• understand mathematical language and use it to discuss their work and explain their thinking;</li><li>• compare their ideas and methods of working with others;</li><li>• interpret situations mathematically using appropriate symbols or diagrams;</li><li>• present information and results clearly.</li></ul>	<b>Mathematical Reasoning</b> <ul style="list-style-type: none"><li>• recognise general patterns and relationships and make predictions about them;</li><li>• ask and respond to open-ended questions and explain their thinking;</li><li>• understand and make general statements;</li><li>• check results and consider whether they are</li></ul>

<b>NUMBER</b>			
<p><b>Understand Number and Number Notation</b></p> <ul style="list-style-type: none"> <li>• count, read, write and order whole numbers;</li> <li>• develop an understanding of place value to include up to two decimal places; use this to multiply and divide numbers by 10 and 100;</li> <li>• estimate and approximate to gain the feeling for the size of a solution to a calculation or problem;</li> <li>• understand and use vulgar fractions, decimal fractions and percentages and explore the relationships between them</li> </ul>	<p><b>Patterns, Relationships and Sequences</b></p> <ul style="list-style-type: none"> <li>• explore and predict patterns and sequences of whole numbers; follow and devise rules for generating sequences;</li> <li>• understand and use multiples and factors and the terms prime, square and cube; appreciate inverse operations;</li> <li>• interpret, generalise and use simple relationships expressed in numerical, spatial and practical situations; understand and use simple function machines;</li> <li>• understand that a letter can stand for an unknown number.</li> </ul>	<p><b>Operations and their Applications</b></p> <ul style="list-style-type: none"> <li>• develop strategies to add and subtract mentally; know the multiplication facts up to <math>10 \times 10</math>;</li> <li>• engage in a range of activities to develop understanding of the four operations of number; appreciate the use of brackets; add and subtract with up to two decimal places; multiply and divide decimals by whole numbers; use these operations to solve problems.</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• use the four operations to solve problems, estimating and approximating to gain a feeling for the size of a solution before carrying out the calculation;</li> <li>• interpret a calculator display in relation to money;</li> <li>• discuss the value of money, how to keep money safe, ways in which goods can be paid for and the need for budgeting;</li> <li>• discuss foreign currency including the Euro.</li> </ul>

<b>MEASURES</b>	
<ul style="list-style-type: none"> <li>▪ develop skills in estimation of length, 'weight', volume/capacity, time, area and temperature;</li> <li>• appreciate important ideas about measurement including the continuous nature of measurement and the need for appropriate accuracy;</li> <li>• understand the relationship between units and convert one metric unit to another; understand and use negative numbers in context; use the four operations to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>▪ calculate perimeter and the areas and volumes of simple shapes;</li> <li>• understand and use scale in the context of simple maps and drawings;</li> <li>• recognise times on the analogue and digital clocks and understand the relationship between the twelve and 24-hour clocks; use timetables.</li> </ul>

## **SHAPE AND SPACE**

### **Exploration of Shape**

- construct a range of regular and irregular 2-D shapes; classify these through examination of angles and sides; recognise line and rotational symmetry; reflect shapes in a line; explore tessellations; name and describe common 2-D shapes; begin to understand congruence in 2-D shapes;
- construct 3-D shapes; investigate the number of faces, edges and vertices on these shapes; name and describe common 3-D shapes; explore the relationship between 2-D and 3-D shapes.

### **Position, Movement and Direction**

- understand the notion of angle in the context of turning; recognise right angles; understand clockwise and anti-clockwise; know the eight points of the compass; use logo to understand movement and turning; be introduced to a programming language and use it to create pictures and patterns and to generate shapes;
- develop language associated with line and angle; recognise properties of acute, obtuse and reflex angles; investigate angles in triangles and quadrilaterals; measure and draw angles up to  $360^\circ$ ;
- use co-ordinates to plot and draw shapes in the first quadrant.

## **HANDLING DATA**

### **Collect, Represent and Interpret Data**

- collect, classify, record and present data drawn from a range of meaningful situations using graphs, tables, diagrams and ICT software; explain their work orally or through writing and draw conclusions;
- interpret a wide range of tables, lists, graphs and diagrams; create and interpret frequency tables including those for grouped data;
- design and use a data collection sheet; interpret the results; enter information in a database or spreadsheet, and interrogate and interpret the results;
- understand, calculate and use the mean and range of a set of discrete data.

### **Introduction to Probability**

- become familiar with and use the language of probability;
- understand possible outcomes of simple random events; understand that there is a degree of uncertainty about the outcome of certain events while others are certain or impossible;
- place events in order of 'likelihood'; understand and use the idea of 'evens' and know whether events are more or less likely than this.

**Revised Lines of Development will be provided to assist teachers in developing their schemes of work. These will be produced by CCEA and supported by the Numeracy Strategy.**

## **PERSONAL DEVELOPMENT**

## PERSONAL DEVELOPMENT

### The Importance of Personal Development

Personal Development focuses on encouraging each child to become personally, emotionally, socially and physically effective, to lead healthy, safe and fulfilled lives and to become confident, independent and responsible citizens, making informed and responsible choices and decisions throughout their lives.

The purpose of Personal Development as a separate area of learning within the primary curriculum is to provide the opportunity for specific attention to be given to emotional development, health and safety, physical activity and exercise, relationships with others and the development of moral thinking, values and action.

Personal Development also has implications beyond the curriculum for school ethos, the pastoral care system, the school's discipline policy and relationships within the school and beyond. Through Personal Development children can develop:

- self-confidence and self-esteem as individuals and a spiritual appreciation of their uniqueness;
- insights into their own emotions, attitudes and moral values and how they are formed;
- understanding of the benefits and the importance of a healthy lifestyle
- insights into society, other cultures and the environment, our interdependence and the need for mutual understanding and respect;
- their ability to use these insights to contribute to relationships, family life, the local and global community and the environment; and
- an awareness of the immense value of personal and interpersonal skills in future life and employment contexts.

### Personal Development Across the Curriculum

Personal Development can be linked to:

<b>The Arts</b>	by focusing on aesthetic and emotional development, developing social skills through group work and finding a range of ways of communicating and expressing feelings and emotions through art and design, music, and drama;
<b>Language and Literacy</b>	by developing a vocabulary to discuss emotions and feelings through talking and listening, reading, writing, drama and role-play;
<b>Mathematics and Numeracy</b>	by using statistical data to inform Personal Development issues;
<b>Physical Education</b>	by developing self-esteem, confidence and an understanding of the relationship between physical activity

and good health; by working with others and developing an understanding of fairness and treating them with respect;

**The World Around Us** by developing insights into their own talents, thoughts and feelings and by comparing and contrasting these with the experiences and feelings of people in other places and times using local and global examples.

## Approach

Personal Development has two strands:

- Personal Understanding and Health;
- Mutual Understanding in the Local and Global Community;

As Personal Development is very much about the development of values and attitudes, it is extremely important that children have an opportunity to develop these naturally as a consequence of their investigations and **guided critical reflection on issues**. Learning should therefore be **active**, with children being encouraged to **investigate issues for themselves**, to **suggest solutions** and to **make decisions** based on what they have learned.

Teachers should select issues on the basis of the children's needs and the challenges and pressures they may face in society. It is recognised that some of the issues in Personal Development are sensitive and may require teachers to call upon outside agencies to assist in tackling issues with confidence. Guidance material and training will be provided to assist teachers in addressing these sensitive issues.

As strand 2 of Personal Development focuses on aspects of the local community, children should have experiences of activities involving the investigation and exchange of ideas about a local community issue especially those reflecting cultural difference, in at least one of the following ways:

- **within the school**, complemented by relevant visitors or visits; and/or
- within the school, enhanced by **communication between schools**, with the possibility of joint visits to a common venue or to each others' schools;
- **joint work** between schools, involving, for example, *shared educational visits, residentials, fieldwork or international contact*; (where appropriate the focus for the joint work could be related to the global dimension, for example, an action project around a global issue).

## **Building on Children's Earlier Experience**

The activities in the Foundation Stage aim to enhance the emotional development of children, their understanding of themselves and their relationships with others. The Foundation Stage builds upon the child's own experiences and understanding from home, pre-school and community. Even though children are at an early stage of their development, a few examples of issues at the global scale will encourage their critical thinking.

In the Foundation Stage, children will have been given frequent opportunities to enhance their self-esteem and confidence by making choices and decisions and working co-operatively with others in the classroom. Children should continue to have these opportunities throughout Key Stages 1 and 2.

## **Progress in Learning**

Careful planning by schools will help to ensure that children experience continuity and progression throughout the programme. In Personal Development children should be provided with opportunities through Key Stages 1 and 2 to progress:

### **Strand 1: Personal Understanding and Health:**

- **from** learning about themselves as individuals and exploring their own feelings and emotions **to** becoming more aware of others, learning more about how they interact with others and impact on their feelings and behaviour;
- **from** having a positive attitude about themselves and their learning **to** developing strategies to improve their learning;
- **from** learning about the different options for a healthy, safe lifestyle and how we grow **to** respecting their own body and keeping it safe and healthy by making the right choices.

### **Strand 2: Mutual Understanding in the Local and Global Community:**

- **from** becoming aware of the relationships they have with their family, friends, others in school and in the local community **to** an appreciation and understanding of other cultures in the local and global community.

<b>Key Stage 1</b>	
<p>Making full use of traditional and electronic sources and resources teachers should ensure that pupils are given worthwhile experiences which enable them to explore:</p> <ul style="list-style-type: none"> <li>• <b>their self-esteem, confidence and how they develop as individuals;</b></li> <li>• <b>their own and others feelings and emotions;</b></li> <li>• <b>positive attitudes to learning and achievement;</b></li> <li>• <b>strategies and skills for keeping themselves safe and healthy;</b></li> <li>• <b>relationships with friends and families, valuing them as a source of love and mutual support;</b></li> <li>• <b>themselves as developing members of a community;</b></li> <li>• <b>similarities and differences between people;</b></li> <li>• <b>being more responsible for themselves and their community;</b></li> <li>• <b>people's rights and responsibilities in the community.</b></li> </ul> <p>In fulfilling the requirements above teachers have flexibility to select from the following:</p>	
<b>STRAND 1: PERSONAL UNDERSTANDING AND HEALTH</b>	<b>STRAND 2: MUTUAL UNDERSTANDING IN THE LOCAL AND GLOBAL COMMUNITY</b>
<p><b>Feelings and Emotions</b>, for example:</p> <ul style="list-style-type: none"> <li>• Beginning to recognise, name and manage their own feelings and emotions and that they are a natural, important and healthy part of a human being;</li> <li>• Beginning to recognise and manage the effects of strong feelings such as anger, sadness or loss;</li> <li>• Feeling positive about themselves, and developing an understanding of their self esteem and confidence;</li> <li>• Becoming aware of their own strengths, abilities, qualities, their achievements, personal preferences and goals;</li> <li>• Knowing what is fair and unfair and what they believe to be right or wrong;</li> <li>• Acknowledging that everyone makes mistakes, that attempts can fail or have disappointing outcomes but that this is a natural and helpful part of learning;</li> <li>• Recognising how they can develop and improve their learning.</li> </ul>	<p><b>Relationships with Family and Friends</b>, for example:</p> <ul style="list-style-type: none"> <li>• Examining the variety of roles in families and the contribution made by each member;</li> <li>• Being aware of their contribution to home and school life and the responsibilities that this can bring;</li> <li>• Knowing how to be a good friend;</li> <li>• Understanding that they can take on some responsibility in their family and friendship groups;</li> <li>• Being aware of who and what influences their views and feelings and behaviour at home;</li> <li>• Identifying ways in which conflict may arise at home, and exploring ways in which it could be lessened, avoided or resolved.</li> </ul>
<p><b>Health, Growth and Change</b>, for example:</p> <ul style="list-style-type: none"> <li>• Recognising and valuing the options for a healthy lifestyle, including the benefits of exercise, rest, healthy eating and hygiene;</li> <li>• Having respect for their bodies and those of others;</li> <li>• Understanding that medicines are given to make you feel better, but that some drugs are dangerous;</li> <li>• Being aware that some diseases are infectious and some can be controlled;</li> <li>• Understanding that if not used properly, all products can be harmful;</li> <li>• Being aware of the stages of human growth and development;</li> <li>• Recognising how responsibilities and relationships change as people grow and develop;</li> <li>• Knowing that each of us has similarities and differences, but recognise we are all equal in value.</li> </ul>	<p><b>Relationships at School</b>, for example:</p> <ul style="list-style-type: none"> <li>• Identifying members of their school community and the roles and responsibilities they have;</li> <li>• Recognising the interdependence of members in the school community;</li> <li>• Being aware of how the school community interacts; how they listen and respond to each other and how they treat each other;</li> <li>• Beginning to understand why and how rules are made in class, in the playground and at school;</li> <li>• Being aware of who and what influences their views and feelings and behaviour at school;</li> <li>• Identifying ways in which conflict may arise at school, (eg bullying and teasing) and exploring ways in which it could be lessened, avoided or resolved.</li> </ul>
<p><b>Keeping Safe</b>, for example:</p> <ul style="list-style-type: none"> <li>• Knowing what to do or whom to seek help when feeling unsafe;</li> <li>• Being aware of different forms of bullying and develop personal strategies to resist unwanted behaviour;</li> <li>• Exploring the rules for and ways of keeping safe on the roads, co-operating with adults who help keep us safe on roads, and how to travel safely in cars and buses;</li> <li>• Knowing about potential dangers and threats in the home and environment;</li> <li>• Developing simple safety rules and strategies to protect themselves from potentially dangerous situations;</li> <li>• Identifying ways of protecting against extremes of weather, for example being safe in the sun and protecting yourself in freezing conditions</li> </ul>	<p><b>Relationships in the Community</b>, for example:</p> <ul style="list-style-type: none"> <li>• Identifying the people, jobs and workplaces in the community;</li> <li>• Realising that money can buy goods and services and is earned through work;</li> <li>• Appreciating ways we are similar and different, for example age, culture, disability, gender, hobbies, race, religion, sporting interests, abilities and work;</li> <li>• Being aware of their own cultural heritage its traditions and celebrations;</li> <li>• Recognising and valuing the culture and traditions of one other group who shares their community;</li> <li>• Discussing the causes of conflict in their community, and how they feel about it;</li> <li>• Being aware of the diversity of people around the world;</li> <li>• Understanding that rules are essential in an ordered community;</li> <li>• Understanding how their environment could be made better or worse to live in and what contribution they can make.</li> </ul>

<b>Key Stage 2</b>	
<p>Making full use of traditional and electronic sources and resources teachers should ensure that pupils are given worthwhile experiences which enable them to explore:</p> <ul style="list-style-type: none"> <li>• <b>self esteem, self confidence, managing a range of feelings emotions and being sensitive towards others;</b></li> <li>• <b>effective learning strategies;</b></li> <li>• <b>how to sustain their health, growth and well being;</b></li> <li>• <b>coping safely and efficiently with their environment.</b></li> <li>• <b>maintaining positive friendships and other relationships;</b></li> <li>• <b>honesty and fairness, showing respect for rules, property, the law and authority;</b></li> <li>• <b>playing an active and meaningful part in the life of the community and be concerned about the wider environment;</b></li> <li>• <b>valuing and celebrating cultural difference and diversity.</b></li> </ul> <p>In fulfilling the requirements above teachers have flexibility to select from the following:</p>	
<b>STRAND 1: PERSONAL UNDERSTANDING AND HEALTH</b>	<b>STRAND 2: MUTUAL UNDERSTANDING IN THE LOCAL AND GLOBAL COMMUNITY</b>
<p><b>The Person I Am</b>, for example:</p> <ul style="list-style-type: none"> <li>• Examining and exploring their own and others feelings and emotions;</li> <li>• Knowing how to recognise, express and manage feelings in a positive and safe way;</li> <li>• Recognising that feelings and emotions change at times of change and loss;</li> <li>• Developing self-awareness, self-respect and develop their self-esteem;</li> <li>• Knowing how to confidently express their own views and opinions in unfamiliar circumstances;</li> <li>• Identifying their current strengths and weaknesses;</li> <li>• Developing an insight into their potential and capabilities;</li> <li>• Reflecting upon their progress and set goals for improvement;</li> <li>• Knowing the ways in which they learn best;</li> <li>• Identifying and practice effective learning strategies;</li> <li>• Being aware of their different learning styles and being able to identify how they learn best.</li> </ul>	<p><b>Relationships with Family, Friends and at school</b>, for example</p> <ul style="list-style-type: none"> <li>• Examining and exploring the different types of families that exist, the roles within them, and the different responsibilities;</li> <li>• Exploring and examining the rules within their families, friendship groups, and at school;</li> <li>• Recognising the benefits of friends and families and finding out about sources of help and support for individuals, families and groups;</li> <li>• Considering the challenges and issues that can arise at home, at school between friends, and how they can be avoided, lessened, or resolved;</li> <li>• Examining ways in which conflict can be caused by words, gestures, symbols or actions;</li> <li>• Exploring and examining what influences their views, feelings and behaviour;</li> <li>• Understanding the need for rules and that they are necessary for harmony at home and at school;</li> <li>• Recognising the importance of democratic decision-making and active participation at home and in the classroom.</li> </ul>
<p><b>Health, Growth and Change</b>, for example:</p> <ul style="list-style-type: none"> <li>• Knowing how the body grows and develops;</li> <li>• Being aware of the physical and emotional changes that take place during puberty; *</li> <li>• Knowing how babies are conceived, grow and are born; *</li> <li>• Being aware of the skills for parenting and the importance of good parenting; *</li> <li>• Recognising how responsibilities change as they become older and more independent;</li> <li>• Understanding the benefits of a healthy lifestyle, including physical activity, healthy eating, rest and hygiene;</li> <li>• Recognising what shapes positive mental health;</li> <li>• Knowing about the harmful effects to themselves and others of tobacco, alcohol, solvents and other illicit and illegal substances;</li> <li>• Understanding that bacteria and viruses affect health and that risks can decrease when basic routines are followed;</li> <li>• Knowing that AIDS is a prevalent disease throughout the world and is a major health issue for many countries.</li> </ul> <p>*decisions about whether or not these topics should be taught must be agreed with parents and governors.</p>	<p><b>Relationships in the Community</b>, for example:</p> <ul style="list-style-type: none"> <li>• Identifying the variety of groups, their the roles and responsibilities that exist within the community;</li> <li>• Appreciating the interdependence of people within the community;</li> <li>• Considering the rights and responsibilities of members of the community;</li> <li>• Knowing about aspects of their cultural heritage including the diversity of cultures that contribute to Northern Ireland;</li> <li>• Recognising the similarities and differences between cultures in Northern Ireland, for example food, clothes, symbols, celebrations;</li> <li>• Acknowledging that people differ in what they believe is right or wrong;</li> <li>• Recognising that people have different beliefs which shape the way they live;</li> <li>• Understanding that rules are essential in an ordered community, and the need for different rules in different contexts;</li> <li>• Examining the effects of anti-social behaviour eg bullying and racism;</li> <li>• Appreciating how and why rules and laws are created and implemented;</li> <li>• Knowing about the importance of democratic decision making and involvement, and the institutions that support it at a local level;</li> <li>• Developing an understanding of their role and responsibility as consumers in society.</li> </ul>
<p><b>Keeping Safe</b>, for example:</p> <ul style="list-style-type: none"> <li>• Developing strategies to resist unwanted peer/sibling pressure and behaviour;</li> <li>• Recognising, discussing and understanding the nature of bullying and the harm that can result;</li> <li>• Becoming aware of the potential danger of relationships with strangers or acquaintances, including good and bad touches;</li> <li>• Recognising appropriate road use, how to best apply the Green Cross Code, how conspicuity reduces road collisions, passenger skills including boarding and disembarking from cars and home-school transport and how bicycles are best maintained and ridden.</li> <li>• Developing a pro-active and responsible approach to safety for example at home, near water, on the internet, watching television, in school, on the farm, around equipment, in the sun, near fireworks;</li> <li>• Knowing where, when and how to seek help;</li> <li>• Being aware of basic emergency procedures and first aid.</li> </ul>	<p><b>Relationships with the Wider World</b>, for example:</p> <ul style="list-style-type: none"> <li>• Developing an awareness of the experiences, lives and cultures of people in the wider world;</li> <li>• Recognising the similarities and differences between cultures, for example, food, clothes, symbols, celebrations;</li> <li>• Understanding that differences and similarities between people arise from a number of factors including cultural, ethnic/racial and religious diversity, gender and disability</li> <li>• Appreciating the range of cultures and traditions in other countries;</li> <li>• Knowing about the range of jobs and work carried out by different people;</li> <li>• Knowing about the process and people involved in the production, distribution and selling of goods;</li> <li>• Recognising how injustice and inequality affect people's lives;</li> <li>• Examining the role of advertising at a local and or global level;</li> <li>• Exploring how the media present information.</li> </ul>

# **PHYSICAL EDUCATION**

## **PHYSICAL EDUCATION**

### **The Importance of Physical Education**

The purpose of Physical Education as a separate area within the primary curriculum is to provide the opportunity for specific attention to be given to the physical development, health and well-being of children.

Through a broad and balanced Physical Education Programme, children should develop their knowledge, understanding and skills, enabling them to participate and perform competently and confidently in a range of physical activities. All children should experience a sense of fun, enjoyment and achievement through a variety of progressively challenging and innovative activities. Physical Education provides rich opportunities for children to think in different ways, to be creative and imaginative, allowing them to express their feelings and interpretations through a variety of movement contexts. They should have opportunities to explore, plan, practise, improve, perform, evaluate and appreciate the performances of themselves and others.

Through regular and frequent participation in Physical Education, children should understand the benefits of physical activity and the relationship between physical activity and good health.

The school's extra-curricular programme should provide opportunities for all children to extend and develop skills and interests acquired during the Physical Education programme. Children should be aware of the opportunities to participate in physical activities in the local and wider community.

Through regular and frequent participation in Physical Education children can develop:

- fundamental movement skills of co-ordination, locomotion, balance, control and manipulation (gross and fine motor skills);
- knowledge, skills, understanding in a range of physical activities and challenges;
- self-confidence and self-esteem as individuals and as a member of a team or group;
- positive attitudes and values towards physical activity;
- personal qualities such as taking responsibility, fairness, working with others and leadership;
- creative and critical thinking skills through a range of movement contexts;
- an understanding of the relationship between physical activity and good health;
- an awareness of safety in relation to space, equipment and others;
- the ability to make informed choices and decisions;
- an awareness and understanding of the immense value of the importance of being healthy in future life and employment contexts.

## Physical Education Across the Curriculum

The development of physical abilities can positively impact on many other aspects of a child's learning and development. Physical Education can contribute to and enhance other areas of learning, for example:

- |                                 |                                                                                                                                                                                                                                                                     |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>The Arts</b>                 | by using the stimuli of music, art and design and drama to interpret, respond and move creatively and imaginatively.                                                                                                                                                |
| <b>Language and Literacy</b>    | by being able to listen to, describe and evaluate and appreciate movements, emotions and feelings of themselves and others and by using movement story books and texts as a stimuli for movement.                                                                   |
| <b>Mathematics and Numeracy</b> | by using number, distance, direction, time, shape and space to improve variety and quality of movements and handling data and using ICT resources to inform progress, for example, athletics, health and fitness.                                                   |
| <b>Personal Development</b>     | by learning about how the body develops, respecting their own body and keeping it safe and healthy by making the right choices. Through working with and showing respect for others and by accepting and respecting differences in physical abilities.              |
| <b>The World Around Us</b>      | by discussing and investigating in a range of ways how the body works, for example, using ICT. By using their local and the global environment as a stimulus for learning and by raising awareness of sport and recreation facilities within their local community. |



## Building on Children's Earlier Experience

The activities in the Foundation Stage aim to enhance the physical development of children, their understanding of themselves and their relationships with others. The Foundation Stage builds upon the child's own experiences and understanding from home, pre-school and community.

In the Foundation Stage children will have had opportunities to develop the fundamental movement skills using a wide range of small and large equipment, both indoors and outdoors. They will have begun to develop body awareness as well as an awareness of space in relation to others and in the physical environment in which they are working. They should be able to recognise and follow relevant rules and safety procedures. Through active participation they will have been given frequent opportunities to enhance their self-esteem and confidence and by making choices and decisions and working co-operatively with others. Children will have been given the opportunities to have fun, be creative and use their imagination, developing positive attitudes towards physical play and activities and the sense of freedom and achievement it brings. They will have begun

to recognise the relationship between physical activity and good health. Children should continue to have these opportunities throughout Key Stage 1 and 2.

### **Progress in Learning**

Careful planning by schools will help to ensure that children experience continuity, progression and achievement through a broad and balanced programme. In Physical Education children should be provided with opportunities through Key Stage 1 and 2 to progress:

- **from** simple movement explorations and performances **to** developing increasing competence, control, co-ordination and spatial awareness in a range of physical movement skills and being able to refine, extend and perform the skills with improved accuracy and consistency;
- **from** exploring and using a wide range of large and small equipment **to** using equipment appropriately and with increasing confidence and control;
- **from** sharing and playing co-operatively in small groups **to** working co-operatively and in playing competitively in a variety of physical activity situations;
- **from** recognising and following rules and safety procedures **to** being able to apply the rules and safety procedures in the appropriate context;
- **from** responding to a range of stimuli **to** developing their responses in movement by exploring, creating and performing movement phrases in response to different stimuli;
- **from** being able to talk about movements of themselves and others **to** being able to make decisions, observe, appreciate, discuss and evaluate the movements of themselves and others and recognise what makes a good performance.
- **from** understanding the reasons for changing for Physical Education **to** understanding the need to wear appropriate clothing and footwear for different activities;
- **from** experiencing a variety of warm up and cool down activities **to** understanding the reasons for warming up and cooling down;
- **from** being aware of the effects of exercise on the body **to** developing an understanding of the relationship between physical activity and good health and well-being.

## KEY STAGES 1 AND 2

**All activities must be taught within a safe environment and children must be made aware of safe practice at all times.**

Children should participate frequently and regularly and experience a range of enjoyable and challenging physical activities. They should have opportunities to think and respond creatively in a variety of movement contexts. The activities offered should provide opportunities for children to plan, practise, perform and evaluate the work of themselves and others. Knowledge, skills and understanding are developed through a broad and balanced range of experiences across the following activity areas:

### **ATHLETICS** (The basis of running/jumping/throwing)

Children should be provided with opportunities of fun activities and physical challenges enabling them to learn, understand and develop the core skills of running, jumping and throwing in a co-operative and competitive context. This should progress from simple running, jumping and throwing activities towards becoming involved in more difficult personal challenges and, through them, improving performance. Jumping and throwing activities are practised initially from a stationary position progressing to a controlled run-up. Personal performance may be recorded and analysed in a variety of ways, throughout the year.

<b>Activities</b>		
<b>Running/Walking</b>	<b>Jumping</b>	<b>Throwing</b>
<ul style="list-style-type: none"> <li>• Spatial awareness</li> <li>• Direction</li> <li>• Speed/pacing</li> <li>• Technique</li> <li>• Over a variety of distances (for example, short and long)</li> <li>• Novelty/relay</li> </ul>	<ul style="list-style-type: none"> <li>• Distance</li> <li>• Height</li> <li>• Direction</li> <li>• Using a variety of take-offs and landings</li> </ul>	<ul style="list-style-type: none"> <li>• Using a variety of equipment</li> <li>• Progressive throwing activities at a range of targets in a controlled and safe environment</li> <li>• Technique</li> <li>• Accuracy</li> <li>• Distance</li> </ul>

### **DANCE**

Children should be given opportunities to respond to a variety of stimuli, to use body movements to create and perform a dance that communicates ideas and expresses feelings to an audience. This should progress from using simple movements and gestures, towards developing these into a structured, sequenced and co-ordinated set of movements using variables such as space, direction and speed. A range of movement stimuli can be used, for example, verbal (*music, poem, nursery rhyme, story, action words*), visual, tactile, historical and cultural to create different types of dances.

Children should develop their movements progressively individually; in pairs; trios; small groups; and larger groups. Much of the dance activities can be linked directly to music and drama.

Body Actions	Space	Dynamics	Composition
<ul style="list-style-type: none"> <li>Travelling, for example, <i>walking, running, hopping and creeping</i></li> <li>Jumping</li> <li>Turning/spinning</li> <li>Gesture, for example, <i>expressing moods and feelings such as joy, anger and sadness</i></li> <li>Stillness</li> </ul>	<ul style="list-style-type: none"> <li>Shape, for example, <i>wide, narrow, big, small and jagged</i></li> <li>Pathways, for example, <i>straight and curved</i></li> <li>Space awareness</li> <li>Directions</li> <li>Levels, for example, <i>high and low</i></li> <li>Patterns of movement</li> </ul>	<ul style="list-style-type: none"> <li>Time, for example, <i>fast/slow, accelerate/ decelerate</i></li> <li>Heavy/light, for example, <i>tip-toe, walk/march</i></li> <li>Jerky/smooth</li> </ul>	<ul style="list-style-type: none"> <li>Simple sequence of 2 or more linking actions</li> <li>Linking skills and actions in short movement sequences</li> <li>Sequences which show a clear beginning, middle and end</li> <li>Repeating and refining sequences</li> <li>Developing quality of movement/performance</li> </ul>

### GAMES (Sending/Receiving/Travelling)

Children should be taught to develop games skills through a range of activities and using a variety of innovative equipment. They should progress from developing individual skills and partner activities and games to suitable small-sided, adapted and mini-games through both co-operative and then competitive play.

**Many of the skills outlined are inter-changeable and transferable through all types of games.**

Movement	Games Skills	Types of Games	Playing and Adapting Games
<ul style="list-style-type: none"> <li>Spatial Awareness</li> <li>Walking</li> <li>Running</li> <li>Starting and stopping</li> <li>Jumping</li> <li>Chasing</li> <li>Dodging</li> <li>Sending/Receiving</li> </ul>	Explore, practice, improve and apply: <ul style="list-style-type: none"> <li>handling</li> <li>hitting</li> <li>kicking</li> </ul>	Progress through: <ul style="list-style-type: none"> <li>target</li> <li>court</li> <li>striking/fielding</li> <li>invasion</li> </ul>	Use acquired skill to: <ul style="list-style-type: none"> <li>explore/familiarise</li> <li>invent/modify/devise rules</li> <li>introduce simple rules</li> <li>develop simple tactics</li> <li>lead into mini-games</li> </ul>

### GYMNASTICS (simple control and movement)

Children should be taught to explore, create, practise, and improve body management skills from initially using the floor, progressing to single and combined pieces of apparatus towards extending these body management skills and improving the variety and quality of movement. They should progress from working individually to working in pairs, trios, small groups and whole groups. Through observation the children should be able to evaluate their movements and those of others.

Body Actions	Variations in Movement	Composition and Sequencing
<ul style="list-style-type: none"> <li>• Travel, for example, <i>feet, hands and feet, body parts.</i></li> <li>• Jump and land, for example, <i>5 basic jumps progressing from floor to low apparatus involving safe landings</i></li> <li>• Balance, for example, <i>large body parts (patches), small body parts (points), reducing points from 4 down to 2, one hand and one foot</i></li> <li>• Transfer of weight, for example, <i>rocking, rolling</i></li> <li>• Body shape, for example, <i>narrow, wide, curled, twisted</i></li> <li>• Climbing</li> </ul>	<p>Extension is provided through using a combination of some or all of changes in:</p> <ul style="list-style-type: none"> <li>• shape, for example, <i>small, narrow, wide, twisted, stretched, curled</i></li> <li>• levels, for example, <i>high, medium, low, including low apparatus</i></li> <li>• pathways, for example, <i>straight, curved, zigzag, (follow lines, ropes, a letter from the alphabet)</i></li> <li>• direction, for example, <i>forward, backward, sideways, up and down</i></li> <li>• speed, for example, <i>fast, slow, stop and start</i></li> </ul>	<ul style="list-style-type: none"> <li>• Simple sequences, for example, <i>linking 2 or more actions such as travel and balance</i></li> <li>• Link short movements that show a clear beginning, middle and end, for example, <i>travel, balance and roll</i></li> <li>• Create and perform short simple sequences progressing to more fluent performances, for example, <i>4/5 actions such as travel, jump, taking weight on hands and roll</i></li> </ul>

## SWIMMING (at Key Stage 2)

Children should be taught to enter and feel comfortable in the water, by developing basic swimming and personal survival skills, through enjoyable activities that help to build confidence. They should be taught and should understand the importance of personal hygiene in relation to pool use. Children should progress from using a swimming aid to developing their confidence and competence in being able to swim without the use of any aids using recognised swimming strokes.

Safety	Movement in Water
<ul style="list-style-type: none"> <li>• At pool side</li> <li>• Entering pool</li> <li>• Leaving pool</li> <li>• Survival skills</li> </ul>	<ul style="list-style-type: none"> <li>• Moving on or below surface</li> <li>• Moving across water in a variety of ways</li> <li>• Playing simple games</li> <li>• Floating/Treading water</li> <li>• Basic swimming strokes</li> <li>• Controlled breathing technique</li> </ul>

# **THE WORLD AROUND US**

# THE WORLD AROUND US

## The Importance of the World Around Us

Children are innately imaginative and creative and these dispositions need to be valued and nurtured throughout the primary years by providing children with exciting and relevant contexts for learning. The World Around Us combines aspects of Geography, History and Science and Technology which allow children with opportunities to explore and investigate and think about their world, past, present and future.

The purpose of learning about The World Around Us within the Primary Curriculum is to provide opportunities for children to develop:

- self-confidence and self-esteem in expressing and sharing their thoughts and ideas and developing an appreciation of the beauty and wonder of the world;
- an awareness of themselves and their place in the world, as well as of other places, cultures and the environment;
- an awareness of Information and Communication Technology and its impact on society and the world around them.

## The World Around Us Across the Curriculum

Where possible, The World Around Us should be integrated into cross-curricular topics and linked to the other areas of the curriculum:

<b>The Arts</b>	by observing recording and representing their work through Art and Design and Music;
<b>Language and Literacy</b>	by researching and expressing opinions and ideas about people and places in the world around us past, present and future;
<b>Mathematics and Numeracy</b>	by exploring different ways of solving problems by collecting, formulating and interpreting numerical data and by exploring shape and patterns occurring naturally in the environment;
<b>Personal Development</b>	by developing insights into their own talents, thoughts and feelings and by comparing and contrasting the experiences and feelings of other people in other places and times;
<b>Physical Education</b>	by exploring how the body works and by finding out about and accessing facilities in the local and wider community.

## **Approach**

The programmes for The World Around Us at Key Stages 1 and 2 are presented in strands that connect learning across Geography, History and Science and Technology. When planning topics teachers should ensure that opportunities are provided for children to develop their Literacy, Numeracy, ICT, Critical and Creative Thinking and Personal and Interpersonal skills. It is important also to ensure that planning takes into account the development and reinforcement of specific skills and concepts in History, Geography and Science and Technology. In order to ensure the development of such skills it may be necessary at times for some areas of learning to be taught discretely. At all stages children should be encouraged to become active participants in the learning process. Teachers should involve children in the choice of topics that interest them and, where possible, connect learning to current events in the world around them. Where possible, aspects of the six curricular areas should be integrated. Sample Teaching Plans are provided to assist teachers with more detailed planning.

## **Safety**

Children should be made aware of the importance of safety in all activities particularly when using equipment.

## **Building on Children's Earlier Experiences**

Many children will have experienced some pre-school provision. In the Foundation Stage they will have had opportunities to investigate the world they live in. These experiences are likely to have included:

- asking questions about why things happen;
- looking closely at similarities, differences, patterns and change;
- talking about topics which arise naturally from children's own experiences;
- exploring and examining photographs, objects and other items;
- listening to stories that introduce a sense of time;
- developing an awareness of aspects of the environment;
- talking and finding out about past and present events in their own lives, and in those of their families and others.

## **Progress in Learning**

The development of knowledge and understanding is important in its own right. When planning for progression teachers should consider:

- The relevance of knowledge selected;
- The breadth and depth of knowledge appropriate to the age and ability group; and
- The understanding that is intended.

Careful planning by schools will help to ensure that children experience continuity and progression throughout the programme. A spiral approach to The World Around Us is recommended so that concepts, knowledge, and skills are introduced in Key Stage 2 without undue repetition or significant gaps and are reinforced throughout the Key Stage in a variety of contexts. Teaching should provide opportunities for children as they move through Key Stages 1 and 2 to progress:

- **from** using everyday language **to** increasingly precise use of subject specific vocabulary, notation and symbols;
- **from** personal knowledge in a number of areas **to** knowledge and understanding in a wider range of areas, making links between learning;
- **from** describing, to planning, **to** explaining;
- **from** structured exploration **to** more systematic investigations;
- **from** suggesting ideas for designing and making **to** responding to challenging tasks;
- **from** using simple drawings, diagrams and charts to represent and communicate information, **to** using more conventional diagrams and graphs;
- **from** more general approaches to topics, **to** studying issues in greater depth.

### **Key Stage 1**

To ensure children make progress in The World Around Us, teachers should provide opportunities for children in Key Stage 1 to:

- make first hand observations and collect primary data;
- identify similarities and differences;
- recognise a fair test;
- use everyday language to communicate ideas;
- handle, recognise and describe objects and places from first hand experience or from secondary traditional and electronic ICT sources;
- develop a sense of place using maps to locate places learned about by sequencing events and objects on a time line in chronological order;
- use traditional and electronic resources to record and present information;
- use tools, components and materials to design and make.

## **Key Stage 2**

To ensure children make progress in The World Around Us, teachers should provide opportunities for children to investigate topics in greater depth, to carry out some aspects of investigations independently and to:

- examine and collect real data and samples from the world around them;
- locate, analyse and use secondary sources such as maps, photographs, written accounts and digital image;
- investigate similarities and differences, patterns and change;
- research topics using traditional and electronic sources;
- use increasingly precise subject specific vocabulary, notation and symbols;
- design and carry out fair tests;
- record, analyse and present using a range of appropriate ways including ICT;
- locate all places studied in atlases and maps;
- use resources such as atlases, maps and electronic sources to identify and describe places and environments investigated;
- develop a sense of change over time and how the past has affected the present;
- combine designing and making skills and techniques with knowledge and understanding in order to present solutions.

**The Programme for The World Around Us is set out in strands.**

### **KEY STAGE 1**

Strand 1: 'Me and My Home'

Strand 2: 'My School'

Strand 3: 'My Environment'

### **KEY STAGE 2**

Strand 1: 'The Way We Live'

Strand 2: 'Movement'

Strand 3: 'Our World'

**Key Stage 1****Strand 1: Me and My Home**

Making full use of traditional and electronic sources and resources teachers should ensure that pupils are given worthwhile experiences which enable them to:

- **find out about themselves, including their personal history, and other children;**
- **explore and investigate aspects of their own immediate world;**
- **compare and contrast their lives and homes, now and then and with those of children elsewhere;**
- **identify changes that have occurred over time;**
- **assemble, rearrange and explore different ways of joining materials when designing and making simple objects or models relating to the strand.**

In fulfilling the requirements **in bold** above teachers should seek to provide a balance of experiences across the contributory subjects. Below are suggestions that teachers **may** wish to select from.

<b>Geography</b>	<b>History</b>	<b>Science &amp; Technology</b>
<ul style="list-style-type: none"> <li>• Where I live, my address and some of the street and road names in the local area;</li> <li>• The main features of my home, the number of rooms and their different uses;</li> <li>• Different types of houses in my locality;</li> <li>• A contrasting home of a child in another part of the world, including similarities and differences, such as, shape, size, available materials, climate and location;</li> <li>• Similarities and differences between ourselves and children around the world;</li> </ul>	<ul style="list-style-type: none"> <li>• Myself now and as a baby, changes in clothes, toys, food, size;</li> <li>• Myself at different ages, a timeline of photographs, toys, clothes; significant memories and achievements at different ages;</li> <li>• My day, my week, my year;</li> <li>• My family, parents and grandparents;</li> <li>• Where our families lived in the past;</li> <li>• Different homes now and then, rich, poor, town and country;</li> <li>• Features of homes today compared with homes in the recent past.</li> <li>• Differences between everyday living in homes now and in the past;</li> <li>• Cooking in the home, now and then;</li> <li>• Ways in which homes were heated in the past;</li> </ul>	<ul style="list-style-type: none"> <li>• The main parts of the human body;</li> <li>• Making a simple body model incorporating a moving mechanism;</li> <li>• Similarities and differences between ourselves and other children;</li> <li>• How we grow, move and use our senses;</li> <li>• Materials used in the home;</li> <li>• Grouping materials according to their properties;</li> <li>• Making a model using a variety of materials;</li> <li>• The use of electricity in my home and the importance of using it safely;</li> <li>• The effect of heating and cooling some everyday substances;</li> <li>• Ways in which we heat our homes,</li> <li>• Animals' homes and the materials used to build them;</li> </ul>

**Key Stage 1****Strand 2: Me and My School**

Making full use of traditional and electronic sources and resources teachers should ensure that pupils are given worthwhile experiences which enable them to:

- **explore and investigate aspects of their own school and its surroundings, now and then;**
- **investigate energy and materials within school;**
- **compare and contrast their school with a school in the past and in other lands;**
- **identify the jobs of familiar people who help us in school, including how these jobs have changed over time;**
- **assemble, rearrange and explore different ways of joining materials when designing and making simple objects or models relating to the strand.**

In fulfilling the requirements **in bold** above teachers should seek to provide a balance of experiences across the contributory subjects. Below are suggestions that teachers **may** wish to select from.

<b>Geography</b>	<b>History</b>	<b>Science &amp; Technology</b>
<ul style="list-style-type: none"> <li>• The school address, its location and some of the street and road names in the local area;</li> <li>• The main features of the school, the number of rooms and their different uses;</li> <li>• The school grounds and how they might be improved;</li> <li>• Seasonal change within the school grounds;</li> <li>• Busy roads, quiet roads in the area, traffic hazards;</li> <li>• Different ways of crossing the road safely;</li> <li>• Different types of transport associated with other journeys we make;</li> <li>• People who help us in school and their work;</li> <li>• The goods and services the school uses;</li> <li>• Other schools in the local area or wider world and our links with them.</li> </ul>	<ul style="list-style-type: none"> <li>• A timeline of myself at different stages in school;</li> <li>• Significant memories and school achievements so far;</li> <li>• Differences between schools in the past and schools now;</li> <li>• The different ways children travel to school, now and in the past;</li> <li>• Memories of older people they know, a timeline of their school days and significant events they can remember;</li> <li>• Seasonal events celebrated at school;</li> <li>• Games played at school in the past.</li> <li>• A day in the life of school, now and in the past;</li> <li>• People who helped us in the past;</li> <li>• How goods and services have changed over time;</li> <li>• Different types of transport now and in the past;</li> <li>• Other journeys we make, now and then.</li> </ul>	<ul style="list-style-type: none"> <li>• Sounds in the school environment;</li> <li>• The use of electricity in school;</li> <li>• The range of materials used in school and why they are chosen for their use;</li> <li>• Devices which push, pull and make things move, including a range of toys;</li> <li>• Designing and making a model, such as, a piece of playground equipment;</li> <li>• Different sources of light such as car headlights, indicators or torches and how darkness is the absence of light;</li> <li>• Designing and making an item such as, a reflective item to assist children crossing roads safely in the dark;</li> </ul>

**Key Stage 1****Strand 3: My Environment**

Making full use of traditional and electronic sources and resources teachers should ensure that pupils are given worthwhile experiences which enable them to:

- **explore and investigate aspects of their own environment now and then;**
- **compare and contrast this with an environment elsewhere and in the past;**
- **identify causes and consequences of changes in their environment;**
- **consider ways of caring for their environment;**
- **assemble, rearrange materials and explore different ways of joining materials when designing and making simple objects or models relating to the strand.**

In fulfilling the requirements **in bold** above teachers should seek to provide a balance of experiences across the contributory subjects. Below are suggestions that teachers **may** wish to select from.

<b>Geography</b>	<b>History</b>	<b>Science &amp; Technology</b>
<ul style="list-style-type: none"> <li>• Different buildings and spaces in the local area and what they are used for;</li> <li>• Jobs and work roles of familiar people;</li> <li>• Different features of town and countryside;</li> <li>• Similarities and differences between my environment and a contrasting environment, such as, location, communications and transport, weather, landscape features or plants and animals associated with this environment;</li> <li>• An issue in the local or contrasting environment, such as, litter, graffiti or speeding cars;</li> <li>• How people's actions can affect plants and animals;</li> <li>• Events and celebrations that take place in the local and wider community;</li> <li>• Ways of improving the environment, such as, recycling.</li> </ul>	<ul style="list-style-type: none"> <li>• How my area and community have changed over time, such as, homes, transport or working life;</li> <li>• What older people remember about the area in the past;</li> <li>• Reasons for changes in my area now and in the past;</li> <li>• Stories about people from the past in the local and wider community;</li> <li>• Historical sites and old buildings in my environment;</li> <li>• Events and celebrations that take place in the local and wider community.</li> </ul>	<ul style="list-style-type: none"> <li>• The variety of living things in the local environment, and sorting according to observable features;</li> <li>• Designing and making a model, such as, a seed dispenser for birds;</li> <li>• The main parts of a flowering plant, including root, stem, leaf and flower;</li> <li>• How we can take care of trees, plants, flowers and birds in the local area;</li> <li>• Changes in the local natural environment, including how they can affect living things.</li> <li>• Animals and their young and how they move, grow and feed;</li> <li>• How animals use colour to adapt to their natural environment;</li> </ul>

**Key Stage 2****Strand 1: The Way We Live**

Making full use of traditional and electronic sources and resources teachers should ensure that pupils are given worthwhile experiences which enable them to:

- **find out about themselves;**
- **explore how we live now and how people lived in the past;**
- **investigate how the way we live has changed over time;**
- **investigate sound and light in our everyday lives;**
- **compare and contrast different places, environments and weather conditions now and in the past;**
- **consider ways of caring for the environment;**
- **develop competence in tools and techniques when designing and making objects or models relating to the strand.**

In fulfilling the requirements **in bold** above teachers should seek to provide a balance of experiences across the contributory subjects. Below are suggestions that teachers **may** wish to select from.

<b>Geography</b>	<b>History</b>	<b>Science &amp; Technology</b>
<ul style="list-style-type: none"> <li>• The study of a range of places, including, such as, their local area, a place in the developed world and a place in the developing world;</li> <li>• Similarities and differences between the places, such as, location, size, weather, landscape or resources;</li> <li>• Similarities and differences between the people and their lifestyles, such as, work, housing, transport or education;</li> <li>• Weather in the local area compared to places that experience very different weather conditions;</li> <li>• The effects of a lack of basic resources on a place and on people's lives;</li> <li>• How we might act on a local or global issue, such as, safer routes to school.</li> </ul>	<ul style="list-style-type: none"> <li>• Life at a particular time in the past, such as, life in the Victorian Times, evidence of settlement in the ancient capital of Ulster or the lifestyle of different social classes in the local area;</li> <li>• An aspect of the community over a long period of time, such as, farming; work; shopping;</li> <li>• The life of a famous person, family or building in the past, either local, national or international.</li> <li>• Comparing and contrasting places now and in the past, such as, Egypt now and then or Norway now and then;</li> <li>• Some of the characteristics of past societies;</li> <li>• Origins and traditions of our own and other cultures such as, Harvest, Christmas, Easter, St. Patrick's Day, Hanukah, Divali or Thanksgiving;</li> <li>• How our identity, way of life and culture has been shaped by influences from the local and wider world, such as, Christianity, Viking or Norman influences;</li> <li>• Inventors and inventions using light and/or electricity;</li> </ul>	<ul style="list-style-type: none"> <li>• The major organs and where they are in the human body;</li> <li>• That humans have skeletons to support their bodies, protect their organs and help them move;</li> <li>• When objects vibrate sounds are produced;</li> <li>• Sound travels through a variety of materials;</li> <li>• Light shines through some materials and not others;</li> <li>• The formation of shadows and how they are changed;</li> <li>• Reflection of light on shiny surfaces.</li> <li>• Designing and making a model which incorporates sound or light;</li> <li>• Designing and making an item for personal protection, such as, cycle helmets or shin guards;</li> </ul>

**Key Stage 2****Strand 2: Movement**

Making full use of traditional and electronic sources and resources teachers should ensure that pupils are given worthwhile experiences which enable them to:

- **investigate forces and energy which affect movement;**
- **investigate factors which cause people to move both now and in the past;**
- **research how places fit within the wider world and are interdependent through the supply of goods and services;**
- **investigate how inventions and discoveries have made an impact on ‘The World Around Us’;**
- **develop competence in tools and techniques when designing and making objects or models relating to the strand.**

In fulfilling the requirements **in bold** above teachers should seek to provide a balance of experiences across the contributory subjects. Below are suggestions that teachers **may** wish to select from.

<b>Geography</b>	<b>History</b>	<b>Science &amp; Technology</b>
<ul style="list-style-type: none"> <li>• Jobs associated with the provision of goods and services;</li> <li>• Occupations and measures adopted to ensure the safe movement of people and goods on roads, railways etc;</li> <li>• The journey of a product from raw material to consumer;</li> <li>• Range of transport used to move people, animals or objects from one place to another;</li> <li>• How we are interdependent with other parts of Europe and the wider world for some of our goods and services;</li> <li>• Forces that may cause people to move and the effect on people and places, such as, job opportunities, housing, famine or drought;</li> <li>• Travelling to school at different times of the year in different types of weather, including keeping warm and dry.</li> </ul>	<ul style="list-style-type: none"> <li>• The movement of people in the past, such as, the Romans, Celts, Vikings, Irish emigrants, country to town (urbanisation) or Explorers;</li> <li>• The impact of raiders and settlers in Ireland and elsewhere, such as, Viking expansion and settlement;</li> <li>• Technological change and the impact of inventions over time on goods and services;</li> <li>• Changes in transport and passenger safety over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses of energy in a variety of models and machines, now and in the past;</li> <li>• How forces can affect the movement and distance objects can travel, such as, the benefits of wearing a seatbelt;</li> <li>• Advantageous and disadvantageous effects of friction in moving objects including, wear and tear or road safety;</li> <li>• Simple circuits and the effect of adding components such as, switches, bulbs and batteries;</li> <li>• Designing and making a model or vehicle which uses an energy source, such as, one which uses a pneumatic or hydraulic system or one that is battery-powered.</li> </ul>

**Key Stage 2****Strand 3: Our World**

Making full use of traditional and electronic sources and resources teachers should ensure that pupils are given worthwhile experiences which enable them to:

- **investigate materials including their properties and uses;**
- **investigate how change takes place over time;**
- **research how an aspect of ‘their world’ compares to that of a particular time in the past;**
- **investigate local habitats;**
- **explore how to best care for a changing environment;**
- **investigate the effect of natural disasters and extreme events on people and places;**
- **develop competence in tools and techniques when designing and making objects or models relating to the strand.**

In fulfilling the requirements **in bold** above teachers should seek to provide a balance of experiences across the contributory subjects. Below are suggestions that teachers **may** wish to select from.

<b>Geography</b>	<b>History</b>	<b>Science &amp; Technology</b>
<ul style="list-style-type: none"> <li>• Local habitats, such as, a woodland, seashore, protected area, lake, river or pond;</li> <li>• The location, size, shape and use of common landscape features, such as, rivers, islands, cliffs, beaches or other common features;</li> <li>• The use of natural resources in the environment and the importance of conserving them, such as, the rainforests;</li> <li>• The effects of extreme weather conditions or natural disasters here and in the wider world, such as, flooding, drought, hurricanes, earthquakes or volcanoes;</li> <li>• Some of the ways in which people affect/conserves the environment both locally and globally.</li> </ul>	<ul style="list-style-type: none"> <li>• How the world has changed over time, such as, life in Early Times, Viking Times or Victorian Times;</li> <li>• Distinctive features of life in the past, such as, crafts in the Stone Age, Bronze Age or Iron Age;</li> <li>• How some basic tools have remained the same but the materials they were made of differed;</li> <li>• Ways in which the use of natural resources through time has affected the local and global environment, such as, industrialisation since Victorian Times;</li> <li>• Reasons for and effects of historical events, such as, The Great Famine in Ireland or The World Wars;</li> <li>• An aspect of the local or wider community over a short period of time, such as, The Story of The Titanic.</li> </ul>	<ul style="list-style-type: none"> <li>• Similarities and differences among animals and among plants;</li> <li>• How animal and plant behaviour is influenced by seasonal change;</li> <li>• The relationship between animals and plants in a habitat and classifying them according to observable features;</li> <li>• The main stages in the life-cycle of some living things;</li> <li>• The effect of heat, light and water on plant growth;</li> <li>• Similarities and differences in a range of everyday materials;</li> <li>• Origins of materials including natural and manufactured;</li> <li>• Properties of materials and how these relate to their use;</li> <li>• How some materials can change or decay while others do not;</li> <li>• How waste can be reduced by reusing or recycling and how this can be beneficial to the environment.</li> <li>• Changes that occur to everyday substances when dissolved in water or heated and cooled;</li> <li>• Changes of the state in the water cycle;</li> <li>• The use of energy and its affect on the environment;</li> <li>• Designing and making a model that uses a renewable energy source.</li> </ul>