



## Self Identity – Integration – Fifth and Sixth Classes

### Curriculum statement, p 54

#### Self-awareness

1. Recognise and appreciate that each person is a unique individual and that this individuality is expressed in many different ways - *through the clothes we wear, interests and activities pursued, life-style, beliefs, personal attitudes and principles held*
2. Reflect on his/her experiences and the reasons for taking different courses of action
3. Identify realistic personal goals and targets and the strategies required to reach these
4. Accept his/her own body image and explore some of the factors that affect his/her self-image and beliefs about himself/herself - *peer pressure, advertising, idols and heroes*

#### Developing self-confidence

5. Develop further the ability to express personal opinions, thoughts and ideas and listen to, respect, think about and comment critically and constructively on the views of others
6. Enhance skills to improve learning - *recognising where he/she is successful, realising that making and acknowledging mistakes can provide opportunities for learning - taking initiative, organising, planning, displaying or executing a project independently or as part of a group, reflecting on ways to improve learning on own achievements*
7. Take increasing personal responsibility for himself/herself - *being part of a savings scheme, caring for own belongings, taking responsibility for his/her homework*
8. Become more independent and autonomous - *making complaints and seeking redress, developing his/her interests and trusting his/her judgements, knowing and asserting his/her rights.*

#### Science:

##### Working scientifically - Questioning – p 78

- ask questions about animals and plants, familiar objects and events in the immediate environment and their relationships.

##### Recording and communicating – p 80

- record and present findings and conclusions using a variety of methods - *oral and written accounts* – content objective 5 above.

##### Designing and making - Exploring – p 81

- recognise that people like certain characteristics of objects but not others and investigate the reasons for these preferences - *preferences in shape, colour, texture, structure, material* – content objective 5 above.



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Evaluating – p 82

- discuss and justify modifications that would improve the overall quality and stability of the outcome
- appraise results against group's initial plan and intentions – content objective 8.

Strand Unit: Environmental awareness – p 90

- become aware of the importance of the Earth's renewable and non-renewable resources – content objective 7 above.

Strand Unit: Caring for the environment – p 92

- come to appreciate individual, community and national responsibility for environmental care – content objective 7 above.

Physical Education:

Strand Unit: Understanding and appreciation of athletics – p 51

- talk about movement and ask and answer questions about it – content objective 1 above
- analyse personal performance and performance of a partner in athletic activities – content objective 3 above

Strand Unit: Understanding and appreciation of dance – p 53

- interpret a mood or emotion seen in dance – content objective 6 above

Strand Unit: Understanding and appreciation of gymnastics – p 54

- develop awareness of others when using apparatus – content objective 7 above

Strand Unit: Understanding and appreciation of outdoor and adventure activities – p 59

- begin to develop an appreciation of and respect for the environment explored – content objective 7 above
- discuss the safety aspects of activities undertaken – content objective 7 above

English:

Strand Unit: Oral language: developing emotional and imaginative life through oral language – p 56

- discuss with others his/her reactions to everyday experiences and to local, national and world events – content objective 5 above
- discuss the concerns of other children – content objective 5 above

Gaeilge:

Snáithaonad: Ag úsáid teanga – lth 69

- úsáid a bhaint as leideanna éagsúla chun cabhrú le cumarsáid éifeachtach - 5
- labhairt faoi/fúithi féin agus faoina g(h)náthshaol laethúil - a c(h)aitheamh aimsire - 5



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- caint faoi rudaí a tharla, a tharlaíonn agus a tharlóidh - 5

Mathematics:

Skill development: Communicating and expressing – p 86

- listen to and discuss other children’s mathematical descriptions and explanations – content objective 5 above.
- discuss and explain the processes used and the results of mathematical activities, problems, and projects – content objective 5 above

Strand Unit – Money (Euro) – p 107

- explore value for money – content objectives 4, 7, 8 above

Drama:

Strand unit: Exploring and making drama – p 35

- extend playing in role and in character to include the ability to accept and maintain a brief that has been decided on by either the teacher, the group or himself/herself – content objective 5 above

Strand Unit – Reflecting on drama – p 37

- use the sharing of insights arising out of dramatic action to develop the ability to draw conclusions and to hypothesise about life and people – content objective 2 above.

Strand unit: Co-operating and communicating in making drama – p 38

- develop the ability, out of role, to co-operate and communicate with others in helping to shape the drama – content objective 6 above

Visual Arts:

Strand Unit: Looking and responding (in all strands) – pages 67, 69, 71, 73, 75, 77.

- look at and talk about his/her work, the work of other children and the work of artists – content objectives 7,8 above

Music:

Strand unit: Exploring sounds – p 66

**Environmental sounds** - • listen to, identify and describe sounds in the environment with increasing awareness

**Body percussion** - • discover ways of making sounds using body percussion - *tapping, clapping, slapping* - content objective 4 above.

Strand Unit: Listening and responding to music – p 68



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- listen to his/her own compositions and the compositions of others (recordings or live performances) and evaluate in terms of personal response, choice of instruments and expressive qualities - content objective 5 above.

Strand unit: Talking about and recording compositions – p 78

- talk about his/her work and the work of other children – content objectives 1, 2, 5, 7, 8 above.

Geography: Skills and concepts development for third and fourth classes – p 68

*A sense of place*

- explore and become familiar with the distinctive natural and human features of the locality, the county and Ireland - content objectives 4, 5 above.

Strand units: People living and working in the local area *and* People living and working in a contrasting part of Ireland – p 72

*People and communities*

- learn about and come to appreciate and respect the people and communities who live and work in the locality and in a contrasting part of Ireland

*Settlement: homes and other buildings*

- explore, investigate and come to appreciate the major features of the built environment in the locality and in a contrasting part of Ireland - content objectives 5, 6, 7 above.

Strand unit: The local natural environment – p 78

- become aware of, explore and discuss some aspects of natural environments in the immediate locality of the school – content objective 7 above.