



Self Identity – Integration – Junior and Senior Infants

Curriculum Statement, p 16

Self-awareness

1. Discuss and appreciate all the features that make a person special and unique - *name, size, hair colour, sex, fingerprints, birthday*
2. Begin to understand, appreciate and respect personal abilities, skills and talents - *being a friend, being co-operative, playing games*
3. Recognise and record personal preferences - *things I like and things I don't like*
4. Become aware of his/her immediate world through the senses

Developing self-confidence

5. Express own views, opinions and preferences
6. Become more self-reliant and independent - *taking responsibility for own personal belongings, asking relevant questions to seek clarification, beginning to reflect on his/her own learning and experiences, accepting that making mistakes and trying again are part of the learning process, attempting new tasks with courage, learning to save money*
7. Begin to learn how to cope with various changes as they occur - *moving to a new class, losing a friend*

Making decisions

8. Identify some everyday choices made by himself/herself and those that are made by others
9. Begin to develop some awareness of factors that may influence decisions or choices taken.

Science:

Working scientifically - Questioning – p 20

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

Recording and communicating – p 21

- describe his/her observations orally, developing and increasing vocabulary

Exploring – p 22

- observe, investigate and describe familiar objects - *state what he/she likes or dislikes about objects, discuss why people have a need for them*

Planning – p 22

- talk about the plan and communicate it to others

Evaluating – p 23

- talk about own work during designing and making tasks
- report to others on what has been done
- discuss the work of peers in a positive way.

Strand Unit: Myself – p 24



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- use all the senses (touch, smell, sight, taste, hearing) to become aware of and explore environments – content objective 4, above

Strand Unit: Light – p 25

- identify and name different colours – content objective 1 above.

Strand Unit: Properties and characteristics of materials – p 27

- describe and compare materials, noting differences in the colour, shape and texture – content objective 1 above.

Strand Unit: Environmental awareness and care – p 28

- develop a sense of responsibility for taking care of and improving the environment – content objective 9 above.

Physical Education:

Strand Unit: Understanding and appreciation of athletics – p 17

- talk about movement and ask and answer questions about it – content objective 2 above

Strand Unit: Understanding and appreciation of dance – p 19

- interpret a mood or emotion observed in movement – content objective 2 above

Strand Unit: Understanding and appreciation of gymnastics – p 20

- develop awareness of others when using apparatus – content objective 6 above

Strand Unit: Understanding and appreciation of outdoor and adventure activities – p 23

- begin to develop an appreciation of and respect for the environment – content objective 9 above

English:

Strand Unit: Oral language: developing emotional and imaginative life through oral language – p 21

- reflect on and talk about a wide range of everyday experience and feelings – content objective 5 above.

Gaeilge:

Snáithaonad: Ag úsáid teanga – lth 35

- úsáid a bhaint as geáitsí agus tuin na cainte chun cabhrú le cumarsáid a dhéanamh - 3

Mathematics:

Skill development: Communicating and expressing – p 18

- discuss and explain mathematical activities – content objective 4/5



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Strand Unit – Money (Euro) – p 34

- solve practical tasks and problems using money – content objective 6 above.

Drama:

Strand unit: Exploring and making drama – p 14

- develop the instinct for make-believe play into drama – content objective 2 above

Strand unit: Co-operating and communicating in making drama – p 17

- develop the ability, out of role, to co-operate and communicate with others in helping to shape the drama – content objective 2 above

Visual Arts:

Concepts and skills development for infant classes: An awareness of space – p 17

- become aware of how people and objects take up space – content objective 4 above

Strand Unit: Looking and responding (in all strands) – pp 18 - 23.

- look at and talk about his/her work, the work of other children and the work of artists – content objectives 5,8 above.

Music:

Strand unit: Exploring sounds – p 19

Environmental sounds - • listen to, identify and imitate familiar sounds in the immediate environment from varying sources

Vocal sounds - • recognise different voices

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 20

- talk about pieces of music, giving preferences, and illustrate responses in a variety of ways – content objective 3 above.

Strand unit: Talking about and recording compositions – p 25

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

Geography: Skills and concepts development for infant classes – pp 22/23

A sense of place

- become aware of, explore and discuss some of the distinctive human and natural features of the locality – content objective 1 above
- develop some awareness of people and places in other areas – content objective 4 above.

Recording and communicating

- describe and discuss his/her observations orally using an expanding vocabulary – content objective 5 above.



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Strand unit: Living in the local community – p 24

- explore and discuss his/her membership of the family, school and local community
- become aware of, discuss and appreciate the people in the school community – content objective 4 above.

Strand unit: People and places in other areas – p 25

- develop some awareness of people living in other areas – content objectives 1, 2, 4 above

Strand unit: The local natural environment – p 26

- become aware of, explore and discuss some aspects of natural environments in the immediate locality of the school

History:

Strand unit: Myself – p 19

- explore and record significant personal events and dates – content objectives 1, 3, 4 above.

Strand unit: My family *or* The family of a person known to me

- become aware of and identify the members of the family – content objectives 3, 4 above