



## Self Identity – Integration – Third and Fourth Classes

### Curriculum Statement, p 38

#### Self-awareness

1. Recognise, describe and discuss individual personality traits, qualities, strengths, limitations, interests and abilities
2. Explore the factors that influence his/her self-image - *how I feel about my own body and my abilities, advertising and media images, comments from other people*
3. Identify realistic personal goals and targets and how these can be achieved in the short or long term
4. Realise that each person has a unique contribution to make to various groups, situations and friendships
5. Identify personal preferences, dreams for the future, and hopes

#### Developing self-confidence

6. Enhance his/her own learning - *asking for help when needed, saying 'I don't understand', asking questions to seek clarification when required, reflecting on his/her own learning and experiences, taking an active role in a project or event in the class or school, recognising that making mistakes and learning from them is an important part of growing up*
7. Express personal opinions, feelings, thoughts and ideas with growing confidence - *taking into consideration the views, opinions and feelings of others*
8. Become more confident in coping with change and with situations that are unfamiliar - *joining a new club, making new friends, moving house, teams and games*
9. Become increasingly responsible and autonomous - *saving money, taking care of his/her own sports gear, tidying his/her own room, asserting his/her rights, being able to make a complaint and seek redress.*

#### Science:

##### Working scientifically - Questioning – p 56

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

##### Recording and communicating – p 58

- record and present findings and conclusions using a variety of methods - *oral and written accounts* – content objective 7 above.

##### Designing and making - Exploring – p 59

- 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 7 above.



Planning – p 59

- become aware that new designs may create an interest and perceived need among others – content objective 4 above.

Evaluating – p 60

- evaluate own work and suggest possible modifications to the designing and making task
- evaluate the work of peers and propose positive modifications.

Strand Unit: Myself – p 61

- understand the physical changes taking place in both male and female during growth to adulthood

Strand Unit: Properties and characteristics of materials – p 66

- identify and investigate a range of common materials used in the immediate environment – content objective 9 above.

Strand Unit: Environmental awareness – p 68

- become aware of the importance of the Earth's renewable and non-renewable resources – content objective 9 above.

Strand Unit: Caring for the environment – p 70

- realise that there is a personal and community responsibility for taking care of the environment – content objective 9 above.

Physical Education:

Strand Unit: Understanding and appreciation of athletics – p 39

- 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 41

- interpret a mood or emotion seen in dance – content objective 2 above

Strand Unit: Understanding and appreciation of gymnastics – p 42

- develop awareness of others when using apparatus – content objective 9 above

Strand Unit: Understanding and appreciation of outdoor and adventure activities – p 46

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



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English:

Strand Unit: Oral language: developing emotional and imaginative life through oral language – p 44

- describe everyday experiences to the class or group and discuss them – content objective 1 above.

Gaeilge:

Snáithaonad: Ag úsáid teanga – lth 55

- úsáid a bhaint as leideanna éagsúla chun cabhrú le cumarsáid éifeachtach a dhéanamh - *geáitsí, béim agus tuin na cainte* – 7
- caint faoi rudaí a tharla, a tharlaíonn, atá ar siúl agus a tharlóidh - 7

Mathematics:

Skill development: Communicating and expressing – p 62

- listen to and discuss other children's mathematical descriptions and explanations – content objective 7 above.
- discuss and explain the processes used and the results of mathematical activities, problems, and projects – content objective 7 above

Strand Unit – Money (Euro) – p 57

- solve and complete practical one-step and two-step problems and tasks involving the addition, subtraction, multiplication and simple division of money – content objective 9

Drama:

Strand unit: Exploring and making drama – p 26

- understand the relationship between role and character and develop the ability to hold on to either role or character for as long as the dramatic activity requires – content objective 8 above

Strand unit: Co-operating and communicating in making drama – p 30

- develop the ability, out of role, to co-operate and communicate with others in helping to shape the drama – content objective 7 above

Visual Arts:

Strand Unit: Looking and responding (in all strands) – pages 49, 51, 53, 55, 57, 59

- look at and talk about his/her work, the work of other children and the work of artists – content objectives 7,9 above.



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Music:

Strand unit: Exploring sounds – pp 48/49

**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 objectives 1,2 above.

Strand Unit: Listening and responding to music – p 50

• describe initial reactions to, or feelings about, his/her compositions and the compositions of others (recordings or live performances), giving preferences - content objective 7 above.

Strand unit: Talking about and recording compositions – p 59

• talk about his/her work and the work of other children – content objectives 1, 3, 5, 7 above.

Geography: Skills and concepts development for third and fourth classes – p 50

**A sense of place**

- explore and become familiar with some of the distinctive human and natural features of the locality and county
- develop some awareness of people and places in other areas – content objective 4 above.

Strand units: People living and working in the local area *and* People living and working in a contrasting part of Ireland – p 54

**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 6,7 above.

Strand unit: The local natural environment – p 57

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

History:

Strand unit: My family – p 42

• explore aspects of personal family history or the family history of a person known to him/her – content objectives 1, 2 above