

Ardnacrusha Experience Curriculum Links with Content Objectives / Learning Outcomes

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Subject	Strand	Strand Unit	Content objectives/Learning outcomes
Science	Energy and forces	Magnetism and electricity	Fifth Class, Sixth Class > Energy and forces > Magnetism and electricity > <ul style="list-style-type: none"> • learn about electrical energy • investigate current electricity by constructing simple circuits • become aware of how some common electrical appliances work • become aware of and understand the dangers of electricity Third Class, Fourth Class > Energy and forces > Magnetism and electricity > <ul style="list-style-type: none"> • learn about electrical energy • investigate current electricity by constructing simple circuits • examine and group materials as conductors (those that conduct electricity) and insulators (those that do not allow electricity to pass through) • become aware of the dangers of electricity
		Forces	Fifth Class, Sixth Class > Energy and forces > Forces > <ul style="list-style-type: none"> • come to appreciate that gravity is a force • identify and explore how objects and materials may be moved • become aware that objects have weight because of the pull of gravity Third Class, Fourth Class > Energy and forces > Forces > <ul style="list-style-type: none"> • explore how objects may be moved • investigate the pushing force of water
	Materials	Properties and characteristics of materials	Third Class, Fourth Class > Materials > Properties and characteristics of materials > <ul style="list-style-type: none"> • investigate how materials may be used in construction
	Environmental awareness and care	Environmental awareness	Fifth Class, Sixth Class > Environmental awareness and care > Environmental awareness > <ul style="list-style-type: none"> • explore some examples of the interrelationship of living and non-living aspects of local and other environments • become aware of the importance of the Earth's renewable and non-renewable resources • foster an appreciation of the ways in which people use the Earth's resources

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		Science and the environment	<ul style="list-style-type: none"> • come to appreciate the need to conserve resources • identify positive aspects of natural and built environments through observation, discussion and recording <p>Third Class, Fourth Class > Environmental awareness and care > Environmental awareness ></p> <ul style="list-style-type: none"> • identify positive aspects of natural and built environments through observation, discussion and recording • identify the interrelationship of the living and non-living elements of local and other environments • recognise how the actions of people may impact upon environments • become aware of the importance of the Earth's renewable and non-renewable resources • come to appreciate the need to conserve resources <p>Fifth Class, Sixth Class > Environmental awareness and care > Science and the environment ></p> <ul style="list-style-type: none"> • appreciate the application of science and technology in familiar contexts • examine some ways that science and technology have contributed positively to the use of the Earth's resources • recognise the contribution of scientists to society • recognise and investigate aspects of human activities that may have positive or adverse effects on environments <p>Third Class, Fourth Class > Environmental awareness and care > Science and the environment ></p> <ul style="list-style-type: none"> • begin to explore and appreciate the application of science and technology in familiar contexts • recognise and investigate human activities which have positive or adverse effects on local and wider environments

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History	Local studies	<p>Buildings, sites or ruins in my locality</p> <p>Homes</p> <p>My locality through the ages</p>	<p>Fifth Class, Sixth Class > Local studies > Buildings, sites or ruins in my locality ></p> <ul style="list-style-type: none"> • investigate various aspects of these sites • identify opportunities to become involved in enhancing and protecting the environmental features • present findings using a variety of media and appropriate timelines <p>Third Class, Fourth Class > Local studies > Buildings, sites or ruins in my locality ></p> <ul style="list-style-type: none"> • actively explore some features of the local environment • investigate various aspects of these sites • present findings using a variety of media and appropriate timelines <p>Fifth Class, Sixth Class > Local studies > Homes ></p> <ul style="list-style-type: none"> • collect, study and classify domestic artefacts <p>Third Class, Fourth Class > Local studies > Homes ></p> <ul style="list-style-type: none"> • explore changes which have taken place in the home and other homes in the area • collect and/or examine old artefacts <p>Third Class, Fourth Class > Local studies > My locality through the ages ></p> <ul style="list-style-type: none"> • study a period or periods in the history of the local village, town, city area, townland, parish or county • become familiar with important events in the history of the locality, referring to the wider national context where relevant; possible events might include <p>Fifth Class, Sixth Class > Local studies > My locality through the ages ></p> <ul style="list-style-type: none"> • study a period or periods in the history of the local village, town, city area, townland, parish or county; in fifth and sixth classes children should study periods not already covered in third and fourth classes • become familiar with important events in the history of the locality, setting local figures or events in the national and international context where relevant. In

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	Continuity and change over time	Homes , housing and urban developments Homes and houses	<p>addition to the developments suggested for this unit in third and fourth classes, suitable subjects might include</p> <ul style="list-style-type: none"> • use evidence which is more diverse and more complex than heretofore <p>Fifth Class, Sixth Class > Continuity and change over time > Homes, housing and urban developments</p> <p>Third Class, Fourth Class>Continuity and change over time > Homes and houses</p>
Geography	Human environments Natural environments	County, regional and national centres Land, rivers and seas of my county	<p>Fifth Class, Sixth Class > Human environments > County, regional and national centres ></p> <ul style="list-style-type: none"> • become aware of the location of the counties of Ireland, some of their towns and cities; the origins and geographical significance of their place-names • identify some of their important buildings, features, facilities, parks, work-places <p>Third Class, Fourth Class > Human environments > County, regional and national centres ></p> <ul style="list-style-type: none"> • become familiar with the location and names of urban areas in the county, some of their important buildings, factories and other features • develop some knowledge of the relative location of the county and neighbouring Counties <p>Third Class, Fourth Class > Natural environments > Land, rivers and seas of my county ></p> <ul style="list-style-type: none"> • become familiar with the names and locations of some major natural features in the county • develop some familiarity with the relationship of these features with each other and with elements of the built environment such as roads, bridges, towns and Cities

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	Environmental awareness and care	The local natural environment Environmental awareness	<p>Fifth Class, Sixth Class > Natural environments > Land, rivers and seas of Ireland ></p> <ul style="list-style-type: none"> • become familiar with the names and locations of some major natural features in Ireland • become familiar with the relationship of these features with each other, with elements of the built environment and with significant natural features of Ireland • understand some of the interrelationships between these natural features and the lives of plants, animals and humans <p>Fifth Class, Sixth Class > Natural environments > The local natural environment ></p> <ul style="list-style-type: none"> • investigate the influence of these features on plants and on the lives of animals and people • become aware of the ways in which people, animals and plants have exploited and/or altered these features • investigate and learn about the main natural features in the locality and county <p>Third Class, Fourth Class > Natural environments > The local natural environment ></p> <ul style="list-style-type: none"> • investigate and become familiar with some natural features in the local environment • observe and explore ways in which these features have affected the lives of plants, animals and humans • investigate the ways in which these features have been used by humans and the changes which have occurred as a result <p>Fifth Class, Sixth Class > Environmental awareness and care > Environmental awareness ></p> <ul style="list-style-type: none"> • explore some examples of the interrelationship of climate, natural features, flora, fauna and human life in different environments in Ireland and in some of the main climatic regions of the world • recognise and investigate aspects of human activities which may have positive or

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		Caring for the environment	<p>adverse effects on environments</p> <ul style="list-style-type: none"> • become aware of the importance of the Earth's renewable and non-renewable resources • foster an appreciation of the ways in which people use the Earth's resources • come to appreciate the need to conserve the Earth's resources <p>Third Class, Fourth Class > Environmental awareness and care > Environmental awareness ></p> <ul style="list-style-type: none"> • identify the interrelationships of living and non-living elements of local and other environments • become aware of the Earth's renewable and non-renewable resources • recognise how the actions of people may have an impact on environments • recognise and investigate human activities which may have positive or adverse effects on local and wider environments • come to appreciate the need to conserve the Earth's resources <p>Third Class, Fourth Class > Environmental awareness and care > Caring for the environment ></p> <ul style="list-style-type: none"> • identify and discuss a local, national or global environmental issue • realise that there is a personal and community responsibility for taking care of and conserving environments
Maths	Shape and space	2-D shapes	<p>Fourth Class > Shape and space > 2-D shapes ></p> <ul style="list-style-type: none"> • identify, describe and classify 2-D shapes: equilateral, isosceles and scalene triangle, parallelogram, rhombus, pentagon, octagon • identify the use of 2-D shapes in the environment <p>Third Class > Shape and space > 2-D shapes ></p> <ul style="list-style-type: none"> • identify, describe and classify 2-D shapes: square, rectangle, triangle, hexagon, circle, semicircle, oval and irregular shapes

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		3-D shapes	<ul style="list-style-type: none"> • identify the use of 2-D shapes in the environment <p>Sixth Class > Shape and space > 3-D shapes ></p> <ul style="list-style-type: none"> • identify and examine 3-D shapes and explore relationships, including octahedron (faces, edges and vertices) <p>Fifth Class > Shape and space > 3-D shapes ></p> <ul style="list-style-type: none"> • identify and examine 3-D shapes and explore relationships, including tetrahedron (faces, edges and vertices) <p>Fourth Class > Shape and space > 3-D shapes ></p> <ul style="list-style-type: none"> • identify, describe and classify 3-D shapes, including cube, cuboid, cylinder, cone, sphere, triangular prism, pyramid <p>Third Class > Shape and space > 3-D shapes ></p> <ul style="list-style-type: none"> • identify, describe and classify 3-D shapes, including, cube, cuboid, cylinder, cone, sphere, triangular prism, pyramid

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Integration curriculum links

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Visual Art	Construction	Making Constructions	Third Class, Fourth Class, Fifth Class, Sixth Class > Construction > Making Constructions > <ul style="list-style-type: none"> • make imaginative structures • make imaginative structures
		Looking and Responding	Fifth Class, Sixth Class > Construction > Looking and Responding > <ul style="list-style-type: none"> • look at, investigate and talk about spatial arrangements, balance and outline in collections or photographs of natural and manufactured structures
			Third Class, Fourth Class > Construction > Looking and Responding > <ul style="list-style-type: none"> • look at collections or photographs of natural and built structures and investigate spatial arrangements, balance, Outline
	Clay	Developing Form in Clay	Fifth Class, Sixth Class > Clay > Developing Form in Clay > <ul style="list-style-type: none"> • make an imaginative slab-built structure • work inventively and expressively with papier maché
	Print	Making Prints	Third Class, Fourth Class, Fifth Class, Sixth Class > Print > Making Prints > <ul style="list-style-type: none"> • make prints for functional uses (as well as for their own sake) • use a computer art program to create original images that are not dependent on clip art
	Paint and colour	Painting	Fifth Class, Sixth Class > Paint and colour > Painting > <ul style="list-style-type: none"> • make paintings based on recalled feelings and experiences

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	Drawing	Making Drawings	<p>and discover ways of achieving spatial effects</p> <p>Third Class, Fourth Class > Paint and colour > Painting ></p> <ul style="list-style-type: none"> • make paintings based on recalled feelings and experiences, exploring the spatial effects of colour and tone, using overlapping, and with some consideration of scale <p>Fifth Class, Sixth Class > Drawing > Making Drawings ></p> <ul style="list-style-type: none"> • make drawings based on themes reflecting broadening interests, experiences and feelings <p>Third Class, Fourth Class > Drawing > Making Drawings ></p> <ul style="list-style-type: none"> • make drawings from recalled experiences, emphasising pattern, detail, context and location
SPHE	Myself and the wider world	<p>Developing Citizenship</p> <p>Media Education</p>	<p>Third Class, Fourth Class, Fifth Class, Sixth Class> Myself and the wider world > Developing citizenship ></p> <ul style="list-style-type: none"> • appreciate and respect the environment and learn that there is an individual and community responsibility in caring for the environment and protecting it for future generations <p>Fifth Class, Sixth Class > Myself and the wider world > Media education ></p> <ul style="list-style-type: none"> • become aware of the different forms of advertising, its purpose and the messages it promotes • recognise unequal treatment of sexual roles and other issues in literature, advertising, drama, magazines and other media <p>Third Class, Fourth Class > Myself and the wider world > Media education ></p> <ul style="list-style-type: none"> • begin to explore some of the techniques that are used in marketing and advertising • become aware of advertising and its purpose and nature

