



St Anne's School Plan – Junior Cycle Level 1 Curriculum

THREE YEAR PLAN – YEAR ONE

	Communication & Literacy	Numeracy	Personal Care & Wellbeing	Being part of a Community	The Arts	Physical education
Term 1	<p>D.C.R.: 1.1 Indicate awareness of sensory stimuli in the learning environment 1.2 Establish consistent patterns of attending to stimuli/personnel/activities in the immediate environment</p> <p>U: 1.8 Show recognition of personal and/or standardised objects of reference 1.9 Respond to verbal and non-verbal cues related to familiar communicative routines</p>	<p>AofE: 2.1 Discover and explore a range of objects/stimuli 2.2 Investigate objects/stimuli in motion</p> <p>P&S: 2.8 Explore pattern through a variety of sensory experiences: 2.9 Observe patterns in the student's environment</p>	<p>SelfA: 3.1 Demonstrate awareness of their own body 3.2 Show awareness of self in the immediate and/or wider environment</p> <p>PC&H: 3.6 Co-operate with adults who provide daily support 3.7 Participate in personal care routines</p> <p>F&N: 3.11 Use the senses to explore different types of foods 3.12 Show preferences for foods 3.13 Communicate hunger, thirst and messages such as 'more please' or 'no more' when being supported to eat and drink</p>	<p>RO: 4.1 Express contentment in the company of others 4.2 Acknowledge unfamiliar people 4.3 Show enjoyment from an interaction with another person or other people, and show a desire for it to continue</p> <p>ULS: 4.10 Participate appropriately in using different areas/rooms in their immediate environment</p>	<p>VA: 5.1 Explore and experience a variety of mark-making tools, media and materials, surfaces, and techniques, including using parts of the body</p> <p>M: 5.9 Identify the source and direction of a sound 5.10 Listen and respond to a wide range of sounds and music (environmental, body percussion, vocal, instrumental, digital, technological, from a variety of traditions and cultures)</p> <p>D: 5.20 Show an awareness of being part of an audience</p>	<p>MS: 6.1 Move whole or some body parts (arms, head, track with eyes etc.) voluntarily 6.2 Move whole or some body parts to explore immediate environment 6.3 Move purposefully/with intent</p> <p>A: 6.23 Explore water in different situations and environments 6.24 Enter and exit swimming pool safely</p>



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Term 2	<p>E&U: 1.14 Clearly indicate preferred objects and/or activities and refuse nonpreferred items 1.15 Request repetition and/or more of and/or change of objects or events</p> <p>R: 1.20 Illustrate signs of engagement and enjoyment with stories, texts, poetry, funny or favourite reading material</p>	<p>D.N.S: 2.13 Participate in counting activities 2.14 Explore and use familiar numerals</p> <p>S&S: 2.18 Experiment with the movement of body parts in the immediate environment</p>	<p>EW: 3.20 Express some feelings consistently (with or without intent) so that a familiar adult can respond appropriately</p> <p>PW: 3.24 Use the body to have an effect on objects in the environment 3.25 Move to improve gross motor control of the body</p>	<p>ULS: 4.11 Visit and participate appropriately in using facilities in their environment</p> <p>TBE: 4.15 Show recognition of being in familiar places 4.16 Respond with curiosity to unfamiliar environments</p>	<p>VA: 5.2 Show interest in coloured light, colour in the environment and in art materials 37 5.3 Look at and handle natural and manufactured objects with different textures, shapes and patterns</p> <p>M: 5.11 Respond to the elements of music (pitch, pulse, duration, dynamics, structure, timbre, texture, style, tempo)</p> <p>D: 5.21 Explore and react to props, costumes, actions and sensory stimuli in a dramatic context</p>	<p>CM: 6.16 Observe the movements of another and attempt to copy or imitate with sight of self in a mirror¹⁵ 6.17 Move whole or parts of body creatively in response to stimuli 6.18 Develop awareness of pathways and directions of movement¹⁶</p> <p>A: 6.23 Explore water in different situations and environments 6.24 Enter and exit swimming pool safely</p>



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Term 3	<p>R: 1.21 Choose and handle books, demonstrating familiarity with book handling skills</p> <p>W.E.: 1.26 Show enjoyment while making marks and or texts, and use gestures, sounds or words to focus attention on these, showing signs of understanding that texts carry meaning</p> <p>1.27 Engage in/with mechanics of mark-making exercises to create a form of text according to ability, using motor or eye-gaze skills as appropriate</p>	<p>S&S: 2.19 Participate in activities where the language of movement and position is used</p> <p>M&D: 2.22 Investigate objects and language in relation to measurement</p> <p>T: 2.26 Engage with language, objects, symbols, signs, stimuli or activities associated with times of the day and/or days of the week</p>	<p>PS: 3.30 Accept appropriate attention from others</p> <p>3.31 Differentiate between familiar and unfamiliar people</p> <p>3.32 Object to inappropriate attention and/or show awareness of another person/people who can help if uncomfortable in a situation</p>	<p>BSC: 4.21 Gain attention from an adult if feeling unsafe or uncomfortable</p> <p>CC: 4.26 Respond to positive reinforcement from others</p> <p>4.27 Behave appropriately in familiar routine or special events and where possible play their expected role within it</p>	<p>VA: 5.3 Look at and handle natural and manufactured objects with different textures, shapes and patterns</p> <p>M: 5.12 Experiment with creating vocal sounds</p>	<p>CA: 6.10 Participate in physical activities in parallel with/alongside others</p> <p>6.11 Engage in an activity requiring joint attention with one or more people</p> <p>A: 6.23 Explore water in different situations and environments</p> <p>6.24 Enter and exit swimming pool safely</p>



St Anne's School Plan – Junior Cycle Level 1 Curriculum

THREE YEAR PLAN – YEAR TWO

	Communication & Literacy	Numeracy	Personal Care & Wellbeing	Being part of a Community	The Arts	Physical education
Term 1	DCR: 1.3 Engage in an activity requiring joint attention with one or more people 1.4 Demonstrate turn-taking with a communicative partner U: 1.10 Attend and respond to increased vocabulary in text5 1.11 Consistently respond to familiar factual questions	AofE: 2.4 Match identical items that are familiar to the student 2.5 Recognise objects/stimuli that are the same and/or different in one or more ways P&S: 2.10 Engage with language, objects, symbols, signs and stimuli associated with ordering and sequencing which forms part of the student's daily routine 2.11 Participate in activities where the aim is to repeat patterns	SA: 3.3 Recognise their own features as being unique to them 3.4 Demonstrate awareness of their own abilities and skills such as self-help skills or kindness to others 3.8 Indicate personal care needs or ask for help verbally or non-verbally F&N: 3.14 Use eating and drinking utensils 3.15 Participate in preparing food 3.16 Demonstrate basic hygiene procedures around food	RO: 4.4 Respond consistently to familiar people 4.5 Indicate/choose preferred companion(s) for different activities 4.6 Communicate an ability to connect people with their roles ULF: 4.12 Demonstrate knowledge of where familiar items are stored/located in their environment 4.13 Make choices when using facilities	VA: 5.4 Gather, explore and use 3D materials (new and recycled) M: 5.13 Use parts of the body to make sounds by moving on/through a reactive environment13 5.14 Explore and use a variety of sound-making equipment D: 5.22 Participate in the re/telling of contemporary/historical/cultural events or stories through interactive games and/or dramatic activities	M.S.: 6.4 Develop consistent movements to have an effect on equipment or in response to a stimulus 6.5 Refine gross motor skills, supported by equipment where appropriate 6.6 Refine fine motor skills, supported by equipment where appropriate A: 6.25 Tolerate and adjust to water moving over body 6.26 Explore the effects of water buoyancy on self/others and other objects/floatation devices 6.27 Move through water in different directions— forwards, backwards, sideways, jumping, using swimming strokes etc.



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Term 2	<p>E&U: 1.16 Make a request and/or express a need, verbally or non-verbally</p> <p>1.17 Participate in the sharing of a familiar or personal story, activity, or event</p> <p>R: 1.22 Show recognition and understanding of symbols, signs, logos, familiar words, letters, or visual representations of items</p>	<p>D.N.S.: 2.15 Explore the relationship between sets and numbers</p> <p>S&S: 2.20 Explore the features and properties of 2D and 3D regular and irregular shapes through a variety of sensory experiences</p>	<p>EW: 3.21 Show interest in the feelings expressed by others and react appropriately</p> <p>PW: 3.26 Practice fine motor control for self-help</p> <p>3.27 Participate in activities to develop a healthy lifestyle</p>	<p>TBE: 4.17 Co-operate in preparing for and transitioning to a new location</p> <p>4.18 Actively engage in transitioning to a new location</p>	<p>V.A.: 5.5 Participate in creating artwork based on real or imagined stimuli</p> <p>M: 5.15 Participate in choosing and/or making appropriate sounds for stories, events, and celebrations</p> <p>D: 5.23 Show an awareness of being part of an acting group</p>	<p>C.M.: 6.19 Link two or more movements to create a sequence of movements</p> <p>6.20 Interact with another/others to create coordinated movements</p> <p>A: 6.25 Tolerate and adjust to water moving over body</p> <p>6.26 Explore the effects of water buoyancy on self/others and other objects/floatation devices</p> <p>6.27 Move through water in different directions— forwards, backwards, sideways, jumping, using swimming strokes etc.</p>



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Term 3	<p>R: 1.23 Seek meaning from combinations of signs, symbols or text for enjoyment or practical purposes</p> <p>WE: 1.28 Explore a variety of implements 6 and surfaces⁷ for creating texts</p> <p>1.29 Place marks, signs, symbols, or texts in the correct sequence and/or with the correct orientation to infer meaning</p>	<p>M&D: 2.23 Participate in everyday activities associated with measurement in the student's environment</p> <p>2.24 Participate in a shopping experience or in an activity where real money is used functionally</p> <p>T: 2.27 Explore language, objects and stimuli associated with significant personal and cultural events in the student's life</p>	<p>PS: 3.33 Follow agreed social rules</p> <p>3.34 Show awareness of risks in familiar environments</p> <p>3.35 Recognise public and private places and how they are different</p>	<p>BSC: 4.22 Communicate 'No'</p> <p>4.23 Move/remain near to a carer/guardian when in unfamiliar places</p> <p>CC: 4.28 Show awareness that actions have consequences</p>	<p>V.A.: 5.6 Use visual art to communicate, including the creative expression of emotion</p> <p>M: 5.16 Participate in group music-making activities</p> <p>D: 5.22 Participate in the re/telling of contemporary/historical/cultural events or stories through interactive games and/or dramatic activities</p> <p>5.23 Show an awareness of being part of an acting group</p>	<p>C.A.: 6.12 Explore equipment and/or elements of traditional and invented games or sports in circuit activities</p> <p>6.13 Participate in games with one or more people</p> <p>A: 6.25 Tolerate and adjust to water moving over body</p> <p>6.26 Explore the effects of water buoyancy on self/others and other objects/floatation devices</p> <p>6.27 Move through water in different directions— forwards, backwards, sideways, jumping, using swimming strokes etc.</p>



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THREE YEAR PLAN – YEAR THREE

	Communication & Literacy	Numeracy	Personal Care & Wellbeing	Being part of a Community	The Arts	Physical education
Term 1	<p>DCR: 1.5 Show awareness of and/or use tone, body language, gestures, pace, vocalisations, and volume to impact communication</p> <p>1.6 Initiate communication with a familiar adult and peers</p> <p>1.7 Engage in and enjoy a meaningful exchange with a communicative partner</p> <p>U: 1.12 Show signs of anticipating next steps in a familiar activity when presented with a stimulus</p>	<p>AofE:2.6 Participate in cause-and-effect activities</p> <p>2.7 Explore the concept of object permanence</p> <p>P&S:2.12 Recognise and/or anticipate familiar activities or routines with predictable patterns and sequences</p>	<p>SA: 3.5 Exhibit perseverance and the motivation to develop and improve personal abilities and skills</p> <p>PC&H: 3.9 Make choices related to personal care</p> <p>3.10 Complete personal care tasks independently</p> <p>F&N: 3.17 Follow safety rules for using kitchen equipment</p> <p>3.18 Participate in making healthy snacks</p> <p>3.19 Plan, shop for and prepare personalised healthy food (with support if necessary)</p>	<p>RO: 4.7 Engage in supported activities on daily life skills</p> <p>4.8 Be a member of one or more groups in or outside of school, actively participating where possible</p> <p>4.9 Communicate ideas of what it means to be 'a friend'</p> <p>ULF: 4.14 Show respect for items belonging to others and use them appropriately</p>	<p>V: 5.7 Work independently and/or collaboratively to produce a piece of art</p> <p>M: 5.17 Create short pieces of music using relevant digital technologies</p> <p>D: 5.24 Co-operate or work alongside/in parallel with others in making, choosing, and using props, costumes and sets</p>	<p>MS: 6.7 Move whole body or individual limbs in a range of directions and at different speeds</p> <p>6.8 Become aware of sensory signals as prompts for movement</p> <p>6.9 Participate in activities which promote cardiovascular exercise and fitness</p> <p>A: 6.28 Practice breath control—blowing and holding breath</p> <p>6.29 Float on back and front in water</p> <p>6.30 Move on the flat of the back through water</p>



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Term 2	<p>U: 1.13 Predict outcomes for a familiar or unfamiliar story or event choosing from a range of possible outcomes</p> <p>E&U: 1.18 Communicate to express feelings verbally or non-verbally</p> <p>1.19 Express interests and opinions through a range of verbal or nonverbal communication methods</p>	<p>DNS: 2.16 Experiment with differences in quantity and the language associated with it</p> <p>2.17 Explore the concepts of addition and subtraction</p> <p>S&S: 2.21 Recognise and/or identify shapes in the immediate and local environment</p>	<p>EW: 3.22 Use coping strategies to self-regulate</p> <p>3.23 Show interest and enjoyment in being with particular peers or familiar adults especially while engaging in hobbies and extra-curricular activities</p> <p>PW: 3.28 Identify preferred physical activities</p> <p>3.29 Demonstrate enjoyment of co-operating with peers in team games and group activities</p>	<p>TBE: 4.19 Respond to cues (visual, verbal, gesture, sound) to locate familiar places</p> <p>4.20 Indicate a desire/request to leave a group or go to another place</p> <p>BSC: 4.24 Observe rules of safety in different environments</p> <p>4.25 Show recognition of places and people in the community who can help us</p>	<p>V: 5.8 Observe, appreciate and/or react to the work of self and others, including the work of famous local or global artists</p> <p>M: 5.18 Link sounds to pictorial representations</p> <p>D: 5.25 Work independently or collaboratively to produce a rehearsed piece of drama for an audience</p>	<p>CM: 6.21 Move with control/poise showing awareness of others and the environment</p> <p>6.22 Express emotional response to stimuli through movement</p> <p>A: 6.28 Practice breath control—blowing and holding breath</p> <p>6.29 Float on back and front in water</p> <p>6.30 Move on the flat of the back through water</p>



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Term 3	<p>R: 1.24 Read a book, magazine, or other text with understanding 1.25 Recall a story read or personal experience using objects, marks, gestures or vocalisations</p> <p>WE: 1.30 Use signs, symbols, or text to share experiences, thoughts, opinions, preferences with peers with growing confidence</p>	<p>T: 2.28 Participate in activities/actions that are used to transition from one event to the next or to show the passage of time, waiting or turn-taking 2.29 Use instruments such as timers, visual timetables, objects of reference or clocks functionally</p>	<p>PS: 3.36 Identify or name body parts using correct anatomical language 3.37 Follow social conventions of privacy 3.38 Demonstrate awareness of appropriate and inappropriate physical contact with others</p>	<p>CC: 4.29 Participate in the care of the immediate and local environment 4.30 Engage in a task or job in the community</p>	<p>M: 5.19 Play an uncomplicated tune on a chosen instrument</p> <p>D: 5.26 Express and/or identify emotions in a dramatic context</p>	<p>CA: 6.14 Show awareness of, or interest in, being part of a team 6.15 Support and/or play sports for enjoyment as a member of the community (Special Olympics, representing class/school team etc.)</p> <p>A: 6.28 Practice breath control—blowing and holding breath 6.29 Float on back and front in water 6.30 Move on the flat of the back through water</p>