

## Primary School Curriculum (1999): Overview Wall-Chart

The wall-chart presents a teacher-friendly overview of the strands, strand units and skills in the *Primary School Curriculum* (1999). An earlier draft of this wall-chart was created by the School Development Planning Support (Primary).

A key feature of the wall-chart is the use of the same colour coding for class levels as that used in the *Primary School Curriculum* (1999). The colours are used to show where content is introduced. This is best explained with an example.

*Lines and angles* is listed as a strand unit under the *Shape and Space* strand in mathematics. *Lines* is shown in **blue** as this content appears for the first time in the mathematics curriculum at the Third and Fourth class level. *Angles* is shown in **plum** as this content appears for the first time in the mathematics curriculum at the First and Second class level. It is important to note that this content will continue to be developed in subsequent classes.

**Black** type indicates content that applies to all class levels. Unlike the colour-coded content, the introduction of this content is not linked to a specific class level. It is important to note that colour-coded content is introduced at a specific class level and is to be developed further in subsequent classes.

To optimise its usefulness, it is recommended to print the following five pages in colour, preferably on light card, and to join them along the vertical edges to create the wall-chart.

English	Gaeilge (T2)*	Mathematics
<p><b>ORAL LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Receptiveness to language</li> <li>• Competence and confidence in using language</li> <li>• Developing cognitive abilities through language</li> <li>• Emotional and imaginative development through language</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Receptiveness to language</li> <li>• Competence and confidence in using language</li> <li>• Developing cognitive abilities through language</li> <li>• Emotional and imaginative development through language</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Receptiveness to language</li> <li>• Competence and confidence in using language</li> <li>• Developing cognitive abilities through language</li> <li>• Emotional and imaginative development through language</li> </ul>	<p><b>ÉISTEACHT</b></p> <ul style="list-style-type: none"> <li>• Ag cothú spéise go neamhfhoirmiúil sa teagasc</li> <li>• Ag tuiscint teanga</li> </ul> <p><b>LABHAIRT</b></p> <ul style="list-style-type: none"> <li>• Ag cothú spéise go neamhfhoirmiúil sa teagasc</li> <li>• Ag úsáid teanga</li> </ul> <p><b>LÉITHEOIREACHT</b></p> <ul style="list-style-type: none"> <li>• Ag cothú spéise</li> <li>• Ag tuiscint teanga</li> <li>• Ag úsáid teanga</li> </ul> <p><b>SCRÍBHNEOIREACHT</b></p> <ul style="list-style-type: none"> <li>• Ag cothú spéise</li> <li>• Ag úsáid teanga</li> </ul> <p><b>Na téamaí</b></p> <ul style="list-style-type: none"> <li>• Mé féin</li> <li>• Sa bhaile</li> <li>• An scoil</li> <li>• Bia</li> <li>• An teilifís</li> <li>• Siopadóireacht</li> <li>• Caitheamh Aimsire</li> <li>• Éadaí</li> <li>• An Aimsir</li> <li>• Ócáidí speisialta</li> </ul> <p><b>Catagóirí Feidhmeanna</b></p> <ul style="list-style-type: none"> <li>• Caidreamh sóisialta a dhéanamh</li> <li>• Soiléiriú a lorg i gcomhrá</li> <li>• Dul i gcion ar dhuine nó ar dhaoine eile</li> <li>• Dearcadh a léiriú agus a lorg</li> <li>• Eolas a thabhairt agus a lorg</li> <li>• Struchtúr a chur ar chomhrá</li> </ul> <p>* T2 = Scoileanna ina bhfuil an Ghaeilge mar dhara teanga</p>	<p><b>EARLY MATHEMATICAL ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• <b>Classifying</b></li> <li>• <b>Matching</b></li> <li>• <b>Comparing</b></li> <li>• <b>Ordering</b></li> </ul> <p><b>NUMBER</b></p> <ul style="list-style-type: none"> <li>• Counting <b>and Numeration</b></li> <li>• Comparing and Ordering</li> <li>• <b>Analysis of Number</b> Combining, Partitioning, Numeration</li> <li>• <b>Place Value</b></li> <li>• <b>Operations</b> Addition, Subtraction, Multiplication, Division</li> <li>• <b>Fractions</b></li> <li>• <b>Decimals and Percentages</b></li> <li>• <b>Number theory</b></li> </ul> <p><b>ALGEBRA</b></p> <ul style="list-style-type: none"> <li>• <b>Extending and using patterns</b></li> <li>• <b>Number patterns and sequences</b></li> <li>• <b>Number sentences</b></li> <li>• <b>Directed numbers</b></li> <li>• <b>Rules and properties</b></li> <li>• <b>Variables</b></li> <li>• <b>Equations</b></li> </ul> <p><b>SHAPE AND SPACE</b></p> <ul style="list-style-type: none"> <li>• Spatial Awareness</li> <li>• 2-D Shapes</li> <li>• 3-D Shapes</li> <li>• <b>Symmetry</b></li> <li>• <b>Lines and Angles</b></li> </ul> <p><b>MEASURES</b></p> <ul style="list-style-type: none"> <li>• Length</li> <li>• Weight</li> <li>• Capacity</li> <li>• Time</li> <li>• Money</li> <li>• <b>Area</b></li> </ul> <p><b>DATA</b></p> <ul style="list-style-type: none"> <li>• <b>Recognising and interpreting data</b></li> <li>• <b>Representing and interpreting data</b></li> <li>• <b>Chance</b></li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Applying and problem-solving</li> <li>• Communicating and expressing</li> <li>• Integrating and connecting</li> <li>• Reasoning</li> <li>• Implementing</li> <li>• Understanding and Recalling</li> </ul>

Colour coding for entry point of specific content: **Infants** **First and Second** **Third and Fourth** **Fifth and Sixth**

Visual Arts	Music	Drama
<p><b>DRAWING</b></p> <ul style="list-style-type: none"> <li>• Making drawings</li> <li>• Looking and responding</li> </ul> <p><b>PAINT AND COLOUR</b></p> <ul style="list-style-type: none"> <li>• Painting</li> <li>• Looking and responding</li> </ul> <p><b>PRINT</b></p> <ul style="list-style-type: none"> <li>• Making prints</li> <li>• Looking and responding</li> </ul> <p><b>CLAY</b></p> <ul style="list-style-type: none"> <li>• Developing form in clay</li> <li>• Looking and responding</li> </ul> <p><b>CONSTRUCTION</b></p> <ul style="list-style-type: none"> <li>• Making constructions</li> <li>• Looking and responding</li> </ul> <p><b>FABRIC AND FIBRE</b></p> <ul style="list-style-type: none"> <li>• Creating in fabric and fibre</li> <li>• Looking and responding</li> </ul>	<p><b>LISTENING AND RESPONDING</b></p> <ul style="list-style-type: none"> <li>• Exploring sounds <ul style="list-style-type: none"> <li>Environmental sounds</li> <li>Vocal sounds</li> <li>Body percussion</li> <li>Instruments</li> </ul> </li> <li>• Listening and responding to music</li> </ul> <p><b>PERFORMING</b></p> <ul style="list-style-type: none"> <li>• Song singing <ul style="list-style-type: none"> <li>Unison singing</li> <li>Simple part singing</li> </ul> </li> <li>• <b>Early</b> literacy <ul style="list-style-type: none"> <li>Rhythm</li> <li>Pitch</li> <li>Rhythm and pitch</li> </ul> </li> <li>• Playing instruments</li> </ul> <p><b>COMPOSING</b></p> <ul style="list-style-type: none"> <li>• Improvising and creating</li> <li>• Talking about and recording compositions</li> </ul>	<p><b>DRAMA TO EXPLORE FEELINGS, KNOWLEDGE AND IDEAS, LEADING TO UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>• Exploring and making drama</li> <li>• Reflecting on drama</li> <li>• Co-operating and communicating in making drama</li> </ul>
<p><b>Concepts</b> Awareness of:</p> <ul style="list-style-type: none"> <li>• Line</li> <li>• Shape</li> <li>• Form</li> <li>• Colour and tone</li> <li>• Texture</li> <li>• Pattern and rhythm</li> <li>• Space</li> </ul>	<p><b>Musical Concepts</b> <b>A sense of:</b></p> <ul style="list-style-type: none"> <li>• Pulse (steady beat)</li> <li>• Duration (long/short, patterns, rhythm)</li> <li>• Tempo (fast/slow)</li> <li>• Pitch (high/low)</li> <li>• Dynamics (loud/soft)</li> <li>• Structure (same/different)</li> <li>• Timbre (tone/colour)</li> <li>• Texture (one sound/several sounds)</li> <li>• Style</li> </ul>	<p><b>Prerequisites for making drama:</b></p> <ul style="list-style-type: none"> <li>• Content</li> <li>• Fictional lens</li> <li>• Creating a safe environment</li> </ul> <p><b>Elements of Drama</b></p> <ul style="list-style-type: none"> <li>• Belief</li> <li>• Role and character</li> <li>• Action</li> <li>• Place</li> <li>• Time</li> <li>• Tension</li> <li>• Significance</li> <li>• Genre</li> </ul>
<p>Colour coding for entry point of specific content: <b>Infants</b> <b>First and Second</b> <b>Third and Fourth</b> <b>Fifth and Sixth</b></p>		

# History

## MYSELF AND MY FAMILY/LOCAL STUDIES

- Myself
- My family or The family of a person known to me
- When my grandparents were young
- Games and pastimes in the past
- Feasts and festivals in the past
- Homes
- My school/Schools
- Buildings, sites or ruins in my locality
- My locality through the ages

Two strand units should be selected from this strand during each year.

## STORY

- Stories from the lives of people in the past
- Myths and legends

A selection of stories should be explored each year.

## CHANGE AND CONTINUITY

- Continuity and change in the local environment
- Food and farming
- Clothes
- Homes and houses/housing and urban development
- Nomadism
- Transport
- Communications
- Energy and power
- Shops/workshops and fairs and factories
- Schools and education
- Literature, art, crafts and culture
- Caring for the sick
- Barter, trade and money

Two strand units should be selected from this strand during each year.

## EARLY PEOPLE AND ANCIENT SOCIETIES

- Stone Age Peoples
- Bronze Age Peoples
- Early societies of the Tigris and Euphrates valleys
- Egyptians
- Greeks
- Romans
- Celts
- Early Christian Ireland
- Vikings

And a selection from:

- Central and South American peoples
- Asian peoples
- African peoples
- North American peoples
- Australian peoples

Two strand units should be selected from this strand during each year.

## Skills

Working as an Historian

- |  |  |
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| <ul style="list-style-type: none"> <li>• Time and chronology</li> <li>• Change and continuity</li> <li>• Cause and effect</li> </ul> | <ul style="list-style-type: none"> <li>• Using evidence</li> <li>• Synthesis and Communication</li> <li>• Empathy</li> </ul> |
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## LIFE, SOCIETY, WORK AND CULTURE IN THE PAST

- Life in Norman Ireland
- Life in mediaeval towns and countryside in Ireland and Europe
- Life in the 18th century
- Life in the 19<sup>th</sup> century
- Language and culture in late 19<sup>th</sup> and early 20<sup>th</sup>-century Ireland
- Life during World War II
- Life in Ireland since the 1950s

Two/one strand unit(s) should be selected from this strand during each year.

## ERAS OF CHANGE AND CONFLICT

- The Renaissance
- The Reformation
- Traders, explorers and colonisers from Europe
- The Great Famine
- The Industrial Revolution
- Changing land ownership in 19th-century Ireland
- Changing roles of women in the 19th and 20th centuries
- World War 1
- Modern Ireland

Two strand units should be selected from this strand during each year.

## POLITICS, CONFLICT AND SOCIETY

- 16<sup>th</sup> and 17<sup>th</sup>-century Ireland
- Revolution and change in America, France and Ireland
- O'Connell and Catholic Emancipation
- 1916 and the foundation of the state
- Northern Ireland
- Ireland, Europe and the world, 1960 to the present

Two strand units should be selected from this strand during each year.

**Colour coding for entry point of specific content:** Infants First and Second Third and Fourth Fifth and Sixth

Geography	Science
<p><b>HUMAN ENVIRONMENTS</b></p> <ul style="list-style-type: none"> <li>• Living in the local community My family and community Homes and shelter School People at work People at play</li> <li>• People and places in other areas</li> <li>• People living and working in the local area and</li> <li>• People living and working in a contrasting part of Ireland People and communities Natural environmental features and people Settlement: homes and other buildings People at work Transport and communications</li> <li>• People and other lands An environment in another European country An environment in a non-European country</li> <li>• County, regional and national centres</li> <li>• Trade and development issues - (Trade or Famine or Development and aid)</li> </ul> <p><b>NATURAL ENVIRONMENTS</b></p> <ul style="list-style-type: none"> <li>• The local natural environment</li> <li>• Land, rivers and seas of my county/Ireland</li> <li>• Physical features of Europe and the world</li> <li>• Rocks and soils</li> <li>• Weather, climate and atmosphere Weather observations Weather and climate The atmosphere</li> <li>• Planet Earth in space The Earth and the sun The Earth, moon and solar system</li> </ul> <p><b>ENVIRONMENTAL AWARENESS AND CARE</b></p> <ul style="list-style-type: none"> <li>• Caring for my locality</li> <li>• Environmental Awareness</li> <li>• Caring for the environment</li> </ul>	<p><b>LIVING THINGS</b></p> <ul style="list-style-type: none"> <li>• Myself Variety and characteristics of humans Human life processes</li> <li>• Human Life Variety and characteristics of humans Human life processes</li> <li>• Plants and animals/Plant and animal life Variety and characteristics of living things Processes of life</li> </ul> <p><b>ENERGY AND FORCES</b></p> <ul style="list-style-type: none"> <li>• Light</li> <li>• Sound</li> <li>• Heat</li> <li>• Magnetism and electricity</li> <li>• Forces</li> </ul> <p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Properties and characteristics of materials</li> <li>• Materials and change Heating and cooling Mixing, separating and other changes</li> </ul> <p><b>ENVIRONMENTAL AWARENESS AND CARE</b></p> <ul style="list-style-type: none"> <li>• Caring for my locality/environment</li> <li>• Environmental awareness</li> <li>• Science and the environment</li> </ul>
<p><b>Skills</b></p> <p><b>A sense of place and space</b></p> <ul style="list-style-type: none"> <li>• A sense of place</li> <li>• A sense of space</li> </ul> <p><b>Maps, globes and graphical skills</b></p> <ul style="list-style-type: none"> <li>• Picturing places</li> <li>• Using pictures, maps, models and globes</li> </ul> <p><b>Geographical Investigation Skills</b></p> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Observing</li> <li>• Predicting</li> <li>• Investigating and experimenting</li> <li>• Estimating and measuring</li> <li>• Analysing</li> <li>• Recording and communicating</li> <li>• Evaluating</li> </ul>	<p><b>Skills</b></p> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Observing</li> <li>• Predicting</li> <li>• Investigating and experimenting</li> <li>• Estimating and measuring</li> <li>• Analysing Sorting and classifying Recognising patterns Interpreting</li> <li>• Recording and communicating</li> </ul> <p><b>Designing and making</b></p> <ul style="list-style-type: none"> <li>• Exploring</li> <li>• Planning</li> <li>• Making</li> <li>• Evaluating</li> </ul>
<p><b>Colour coding for entry point of specific content: Infants First and Second Third and Fourth Fifth and Sixth</b></p>	

S.P.H.E.	P.E.	Religion
<p><b>MYSELF</b></p> <ul style="list-style-type: none"> <li>• Self-identity Self-awareness Developing self-confidence Making decisions</li> <li>• Taking care of my body Knowing about my body Food and nutrition Health and well-being</li> <li>• Growing and changing As I grow I change Birth and new life Feelings and emotions</li> <li>• Safety and Protection Personal safety Safety issues</li> <li>• Making decisions</li> </ul> <p><b>MYSELF AND OTHERS</b></p> <ul style="list-style-type: none"> <li>• Myself and my family</li> <li>• My friends and other people</li> <li>• Relating to others Communicating Resolving conflict</li> </ul> <p><b>MYSELF AND THE WIDER WORLD</b></p> <ul style="list-style-type: none"> <li>• Developing citizenship My school community Living in the local community/ Local and wider communities Environmental care National, European and wider communities</li> <li>• Media Education</li> </ul>	<p><b>ATHLETICS</b></p> <ul style="list-style-type: none"> <li>• Running Walking, jogging or running over distance Sprinting Relays Hurdling</li> <li>• Jumping</li> <li>• Throwing</li> <li>• Understanding and appreciation of athletics</li> </ul> <p><b>DANCE</b></p> <ul style="list-style-type: none"> <li>• Exploration, creation and performance of dance</li> <li>• Understanding and appreciation of dance</li> </ul> <p><b>GYMNASTICS</b></p> <ul style="list-style-type: none"> <li>• Movement</li> <li>• Understanding and appreciation of gymnastics</li> </ul> <p><b>GAMES</b></p> <ul style="list-style-type: none"> <li>• Sending, receiving and travelling Ball handling Kicking Carrying and striking</li> <li>• Creating and playing games</li> <li>• Understanding and appreciation of games</li> </ul> <p><b>OUTDOOR AND ADVENTURE ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• Walking, cycling and camping activities</li> <li>• Orienteering</li> <li>• Outdoor challenges</li> <li>• Water-based activities</li> <li>• Understanding and appreciation of outdoor and adventure activities</li> </ul> <p><b>AQUATICS</b></p> <ul style="list-style-type: none"> <li>• Hygiene</li> <li>• Water safety</li> <li>• Entry to and exit from the water</li> <li>• Buoyancy and propulsion</li> <li>• Stroke development</li> <li>• Water-based ball games</li> <li>• Understanding and appreciation of aquatics</li> </ul> <p>Five of the PE strands should be included each year.</p>	<p>The development and implementation of the curriculum for religious education, in line with the patronage of primary schools, remains the responsibility of the relevant (church/school) authorities/organisations.</p>
<p><b>Colour coding for entry point of specific content:</b> <b>Infants</b> <b>First and Second</b> <b>Third and Fourth</b> <b>Fifth and Sixth</b></p>		