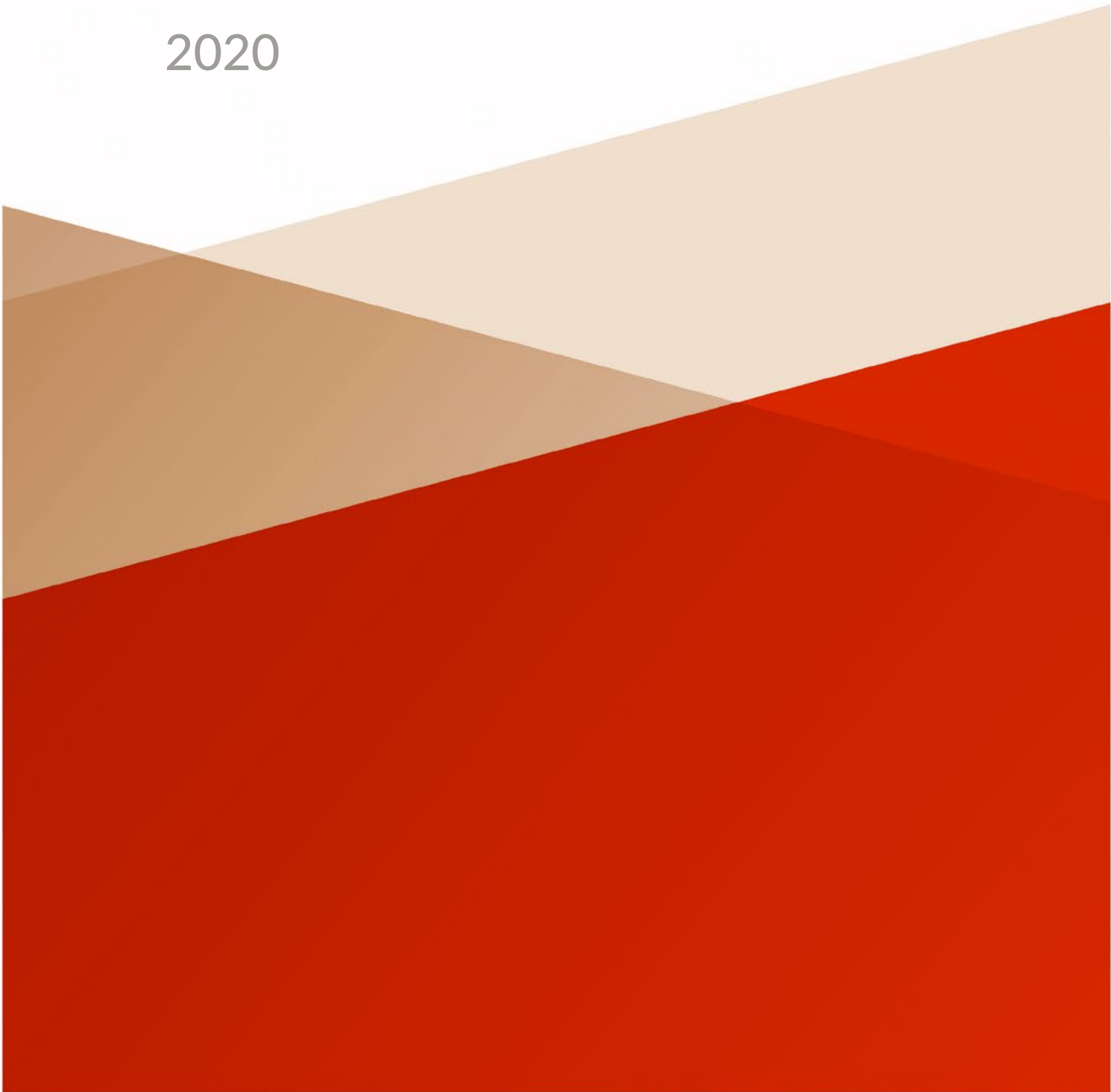# NCCA

An Chomhairle Náisiúnta
Curaclaim agus Measúnachta
National Council for
Curriculum and Assessment

Primary School Curriculum (1999) and
Primary Language Curriculum (2019):

Overview Wall-Chart

2020

NCCA An Chomhairle Náisiúnta Curaclaim agus Measúnachta National Council for Curriculum and Assessment

20 20

Primary School Curriculum (1999) and Primary Language Curriculum (2019):

Overview Wall-Chart

The wall-chart presents a teacher-friendly overview of the strands, strand units/elements and skills in the *Primary School Curriculum* (1999) and *Primary Language Curriculum* (2019).

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.

PRIMARY SCHOOL CURRICULUM (1999) AND
PRIMARY LANGUAGE CURRICULUM (2019):

OVERVIEW WALL-CHART

PRIMARY LANGUAGE CURRICULUM

MATHEMATICS

ENGLISH

GAEILGE (T2)*

ORAL LANGUAGE

- Developing communicative relationships through language (communicating)
- Understanding the content and structure of language (understanding)
- Exploring and using language (using and exploring)

READING

- Developing communicative relationships through language (communicating)
- Understanding the content and structure of language (understanding)
- Exploring and using language (using and exploring)

WRITING

- Developing communicative relationships through language (communicating)
- Understanding the content and structure of language (understanding)
- Exploring and using language (using and exploring)

TEANGA Ó BHÉAL

- Caidreamh cumarsáideach a fhorbairt trí theanga (cumarsáid)
- Ábhar agus struchtúr na teanga a thuiscint (tuiscint)
- Teanga a fhiosrú agus a úsáid (fiosrú agus úsáid)

LÉITHEOIREACHT

- Caidreamh cumarsáideach a fhorbairt trí theanga (cumarsáid)
- Ábhar agus struchtúr na teanga a thuiscint (tuiscint)
- Teanga a fhiosrú agus a úsáid (fiosrú agus úsáid)

SCRÍBHNEOIREACHT

- Caidreamh cumarsáideach a fhorbairt trí theanga (cumarsáid)
- Ábhar agus struchtúr na teanga a thuiscint (tuiscint)
- Teanga a fhiosrú agus a úsáid (fiosrú agus úsáid)

* T2 = Scoileanna ina bhfuil an Ghaeilge mar dhara teanga

EARLY MATHEMATICAL ACTIVITIES

- Classifying
- Matching
- Comparing
- Ordering

NUMBER

- Counting and Numeration
- Comparing and Ordering
- Analysis of Number
  Combining, Partitioning, Numeration
- Place Value
- Operations
  Addition, Subtraction, Multiplication, Division
- Fractions
- Decimals and Percentages
- Number theory

ALGEBRA

- Extending and using patterns
- Number patterns and sequences
- Number sentences
- Directed numbers
- Rules and properties
- Variables
- Equations

SHAPE AND SPACE

- Spatial Awareness
- 2-D Shapes
- 3-D Shapes
- Symmetry
- Lines and Angles

MEASURES

- Length
- Weight
- Capacity
- Time
- Money
- Area

DATA

- Recognising and interpreting data
- Representing and interpreting data
- Chance

SKILLS

- Applying and problem-solving
- Communicating and expressing
- Integrating and connecting
- Reasoning
- Implementing
- Understanding and Recalling

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

NCCA
An Chomhairle Náisiúnta
Curaclaim agus Measúnachta
National Council for
Curriculum and Assessment

ncca.ie/primary

**PRIMARY SCHOOL CURRICULUM (1999) AND
PRIMARY LANGUAGE CURRICULUM (2019):**

OVERVIEW WALL-CHART

VISUAL ARTS

DRAWING

- Making drawings
- Looking and responding

PAINT AND COLOUR

- Painting
- Looking and responding

PRINT

- Making prints
- Looking and responding

CLAY

- Developing form in clay
- Looking and responding

CONSTRUCTION

- Making constructions
- Looking and responding

FABRIC AND FIBRE

- Creating in fabric and fibre
- Looking and Responding

CONCEPTS

Awareness of:
- Line
- Shape
- Form
- Colour and tone
- Texture
- Pattern and rhythm
- Space

MUSIC

LISTENING AND RESPONDING

- Exploring sounds
  ◊ Environmental sounds
  ◊ Vocal sounds
  ◊ Body percussion
  ◊ Instruments
- Listening and responding to music

PERFORMING

- Song singing
  ◊ Unison singing
  ◊ Simple part singing
- Early literacy
  ◊ Rhythm
  ◊ Pitch
  ◊ Rhythm and pitch
- Playing instruments

COMPOSING

- Improvising and creating
- Talking about and recording compositions

MUSICAL CONCEPTS

A sense of:
- Pulse (steady beat)
- Duration (long/short, patterns, rhythm)
- Tempo (fast/slow)
- Pitch (high/low)
- Dynamics (loud/soft)
- Structure (same/different)
- Timbre (tone/colour)
- Texture (one sound/several sounds)
- Style

DRAMA

DRAMA TO EXPLORE FEELINGS, KNOWLEDGE AND IDEAS, LEADING TO UNDERSTANDING

- Exploring and making drama
- Reflecting on drama
- Co-operating and communicating in making drama

PREREQUISITES FOR MAKING DRAMA:

- Content
- Fictional lens
- Creating a safe environment

ELEMENTS OF DRAMA

- Belief
- Role and character
- Action
- Place
- Time
- Tension
- Significance
- Genre

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

PRIMARY SCHOOL CURRICULUM (1999) AND PRIMARY LANGUAGE CURRICULUM (2019):

OVERVIEW WALL-CHART

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

- Time and chronology
- Change and continuity
- Cause and effect
- Using evidence
- Synthesis and Communication
- Empathy

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 19th century
- Language and culture in late 19th and early 20th-century Ireland
- Life during World War II
- Life in Ireland since the 1950s

Two/One strand units 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

- 16th and 17th-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

PRIMARY SCHOOL CURRICULUM (1999) AND PRIMARY LANGUAGE CURRICULUM (2019):

OVERVIEW WALL-CHART

GEOGRAPHY

HUMAN ENVIRONMENTS

- Living in the local community
  - ◊ My family and community
  - ◊ Homes and shelter
  - ◊ School
  - ◊ People at work
  - ◊ People at play
- People and places in other areas
- People living and working in the local area and
- 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
- People and other lands
  - ◊ An environment in another European country
  - ◊ An environment in a non-European country
- County, regional and national centres
- Trade and development issues
  (Trade or Famine or Development and aid)

NATURAL ENVIRONMENTS

- The local natural environment
- Land, rivers and seas of my county/Ireland
- Physical features of Europe and the world
- Rocks and soils
- Weather, climate and atmosphere
  - ◊ Weather observations
  - ◊ Weather and climate
  - ◊ The atmosphere
- Planet Earth in space
  - ◊ The Earth and the sun
  - ◊ The Earth, moon and solar system

ENVIRONMENTAL AWARENESS AND CARE

- Caring for my locality
- Environmental Awareness
- Caring for the environment

SKILLS

A sense of place and space
- A sense of place
- A sense of space

Maps, globes and graphical skills
- Picturing places
- Using pictures, maps, models and globes

Geographical Investigation Skills
- Questioning
- Observing
- Predicting
- Investigating and experimenting
- Estimating and measuring
- Analysing
- Recording and communicating
- Evaluating

SCIENCE

LIVING THINGS

- Myself
  - ◊ Variety and characteristics of humans
  - ◊ Human life processes
- Human Life
  - ◊ Variety and characteristics of humans
  - ◊ Human life processes
- Plants and animals/Plant and animal life
  - ◊ Variety and characteristics of living things
  - ◊ Processes of life

ENERGY AND FORCES

- Light
- Sound
- Heat
- Magnetism and electricity
- Forces

MATERIALS

- Properties and characteristics of materials
- Materials and change
  - ◊ Heating and cooling
  - ◊ Mixing, separating and other changes

ENVIRONMENTAL AWARENESS AND CARE

- Caring for my locality/environment
- Environmental awareness
- Science and the environment

SKILLS

Working scientifically
- Questioning
- Observing
- Predicting
- Investigating and experimenting
- Estimating and measuring
- Analysing
  - ◊ Sorting and classifying
  - ◊ Recognising patterns
  - ◊ Interpreting
- Recording and communicating

Designing and making
- Exploring
- Planning
- Making
- Evaluating

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

PRIMARY SCHOOL CURRICULUM (1999) AND PRIMARY LANGUAGE CURRICULUM (2019):

OVERVIEW WALL-CHART

SOCIAL, PERSONAL AND HEALTH EDUCATION

MYSELF

- Self-identity
  ◊ Self-awareness
  ◊ Developing self-confidence
  ◊ Making decisions
- Taking care of my body
  ◊ Knowing about my body
  ◊ Food and nutrition
  ◊ Health and well-being
- Growing and changing
  ◊ As I grow I change
  ◊ Birth and new life
  ◊ Feelings and emotions
- Safety and Protection
  ◊ Personal safety
  ◊ Safety issues
  ◊ Making decisions

MYSELF AND OTHERS

- Myself and my family
- My friends and other people
- Relating to others
  ◊ Communicating
  ◊ Resolving conflict

MYSELF AND THE WIDER WORLD

- Developing citizenship
  ◊ My school community
  ◊ Living in the local community/Local and wider communities
  ◊ Environmental care
  ◊ National, European and wider communities
- Media Education

PHYSICAL EDUCATION

ATHLETICS

- Running
  ◊ Walking, jogging or running over distance
  ◊ Sprinting
  ◊ Relays
  ◊ Hurdling
- Jumping
- Throwing
- Understanding and appreciation of athletics

DANCE

- Exploration, creation and performance of dance
- Understanding and appreciation of dance

GYMNASTICS

- Movement
- Understanding and appreciation of gymnastics

GAMES

- Sending, receiving and travelling
  ◊ Ball handling
  ◊ Kicking
  ◊ Carrying and striking
- Creating and playing games
- Understanding and appreciation of games

OUTDOOR AND ADVENTURE ACTIVITIES

- Walking, cycling and camping activities
- Orienteering
- Outdoor challenges
- Water-based activities
- Understanding and appreciation of outdoor and adventure activities

AQUATICS

- Hygiene
- Water safety
- Entry to and exit from the water
- Buoyancy and propulsion
- Stroke development
- Water-based ball games
- Understanding and appreciation of aquatics

Five of the PE strands should be included each year.

RELIGION

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.