

Cruinniú Curaclaim

Curriculum Meeting



Rang 6 / 7

Bunscoil Bheanna Boirche
Ciarán Mac a' tSionnaigh

The Big Picture

CURRICULUM AIM

The Northern Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives...

CURRICULUM OBJECTIVES

TO DEVELOP THE YOUNG PERSON AS AN INDIVIDUAL

personal understanding mutual understanding
personal health moral character
spiritual awareness

TO DEVELOP THE YOUNG PERSON AS A CONTRIBUTOR TO SOCIETY

citizenship cultural understanding
media awareness ethical awareness

TO DEVELOP THE YOUNG PERSON AS A CONTRIBUTOR TO THE ECONOMY & ENVIRONMENT

employability economic awareness
education for sustainable development

INFUSING

CROSS-CURRICULAR SKILLS

COMMUNICATION

USING MATHEMATICS

USING ICT

Managing Information
Working with Others

Thinking, Problem Solving, Decision Making

Self-Management
Being Creative

THINKING SKILLS & PERSONAL CAPABILITIES

ACROSS

AREAS OF LEARNING

THE ARTS

LANGUAGE AND LITERACY

MATHEMATICS AND NUMERACY

PERSONAL DEVELOPMENT & MUTUAL UNDERSTANDING

PHYSICAL EDUCATION

THE WORLD AROUND US

RELIGIOUS EDUCATION

INCORPORATING

ASSESSMENT FOR LEARNING

building a more open relationship between learner and teacher

clear learning intentions shared with pupils

shared / negotiated success criteria

individual target setting

taking risks for learning

advice on what to improve and how to improve it

peer and self assessment

celebrating success

peer and self evaluation of learning

PROMOTING / ENCOURAGING

LEARNING EXPERIENCES

investigating & problem solving

links between curriculum areas

relevant and enjoyable

media-rich

skills integrated

active and hands on

offers choice

challenging and engaging

supportive environment

culturally diverse

positive reinforcement

varied to suit learning style

on-going reflection

enquiry based

FOSTERING

ATTITUDES AND DISPOSITIONS

personal responsibility

concern for others

commitment – determination – resourcefulness

openness to new ideas

self-confidence

curiosity

community spirit

flexibility

tolerance

integrity – moral courage

respect

Literacy and Language

Reading

Learning Outcomes	Activities
<p>Reading for enjoyment and for information</p> <p>Read a wide range of various types of texts</p> <p>Develop a personal preference</p> <p>Show ability to interpret and evaluate texts</p> <p>Show awareness of punctuation and structure</p> <p>Awareness of various styles and types of text</p> <p>Improve fluency and confidence in reading</p> <p>Use various strategies to read unfamiliar words</p>	<p>Reading groups</p> <p>Independent reading</p> <p>Linguistic phonics / Fónaic na Gaeilge</p> <p>Research tasks</p> <p>News activities</p> <p>Use of various styles of text</p> <p>Class and group discussion</p> <p>Spelling strategies / games</p>

Literacy and Language

Writing

Learning Outcomes	Activities
Increased awareness and understanding of structure	Various reading activities
Awareness of various features of differing texts, i.e. headings, bullet points, etc.	Planning for writing
Understand importance of planning	Analysis of various types of writing
Develop a personal style of writing	Topic-based writing activities
Ability to revise and edit	Focused grammar and punctuation lessons
Use various types of writing to create atmosphere and effect	Opportunities to revise work (2**, 1 wish)
Develop competence in composing digitally	Write for various audiences
Increased competence in grammar and punctuation	Diary entries, writing letters, creative writing, narrative, explanation, news articles, poetry, lists, alphabetical order, argumentative and persuasive writing, word-play, book reviews, etc.
Use learned strategies to help spell unfamiliar words	Different writing genre focus each half term

Literacy and Language

Talking and Listening

Learning Outcomes	Activities
Ability to tell and recall stories	Shared and guided reading activities
Ability to participate in class discussions	
Show understanding of conventions of group discussion	Sharing news / stories
Share, listen to and evaluate ideas	Circle time
Respond to evidence and formulate opinions	Class discussions
Ability to ask appropriate and useful questions	Debates
Show understanding of audience, using appropriate language, speech, etc	Creating and presenting presentations
Recognise differences in dialect, accent and colloquial speech, as well as formal and informal speech	PDMU topics

Numeracy

Processes

Learning Outcomes	Activities
Ability to plan and organise	Mental maths games
Selection of appropriate equipment / resources	Questioning – open-ended and closed questions
Develop competence in use of mathematical language	Self-evaluation and justification
Analyse, revise and edit	
Present work and findings clearly	

Numeracy

Number

Learning Outcomes	Activities
Increase competence in dealing with whole numbers and deepen knowledge of place value	Mental maths games
Develop knowledge of fractions and percentages	Practical math tasks
Understanding of negative numbers	Practising times-tables
Recognise pattern and relationships in number	Sequencing number
Multiplication tables / Division facts	Paired and group work / games
Develop ability in using four main operations	Investigating number and pattern
Show understanding of maths in real-life problems	Questioning and identifying steps / strategy
	Word problems

Numeracy

Measures, and Shape and Space

Learning Outcomes	Activities
Ability to estimate	Mental maths games
Knowledge of length, width, volume, etc.	
Ability to convert metric units of measurement	Practical math tasks
Understand the concept of scale	
Develop competence in dealing with time	Investigating shapes (2-D and 3-D)
Construct, describe and analyse 2-D shapes	Map and atlas work
Identify and describe common 3-D shapes	
Awareness of angle, symmetry and co-ordinates	Drawing and constructing shapes
	Using appropriate equipment

Numeracy

Handling Data

Learning Outcomes	Activities
Ability to read and understand data stored in a variety of ways	Reading various sources of data – tables etc.
Collection and classification	Analysing digitally stored tables
Presentation	Classifying data using criteria (grouping)
Ability to design data collection sheets	Compiling data banks in various ways
Interpret data	Presenting information and discussing implications / meanings
Probability	Undertaking surveys and collecting data

World Around Us

Combination of
Geography, History and
Science and Technology

Titanic --- The Great Famine
---Inventions and Inventors --- Vikings
---Animal Kingdom

Four main strands-

<u>Interdependence</u>	<u>Place</u>	<u>Movement and energy</u>	<u>Change over time</u>
Ourselves	Local and global habitat	Emigration – why? When?	Past, present, future
Interaction	How the world has changed	Weather and its affects	Our influence
Survival	Environment Cultural / heritage links	Raiders and settlers	Seasons Pollution / global warming

ICT

The 5 E's	Activities
<u>Explore</u>	Researching – finding and using information Using digital tools to investigate and solve problems.
<u>Express</u>	Creativity – use of various ICT features to express work
<u>Exchange</u>	Online collaboration and communication
<u>Evaluate</u>	Reflection – process and outcome. Improvements and revisions
<u>Exhibit</u>	Organising and presentation of work

G Suite – Google Classroom - Google Drive – Google Docs – Google Slides

Collaborative learning and working (real-time)

The Arts

Drama	Music	Art
Role-play	Ceol Gaelach	Line, shape, colour, pattern, etc
Topic-based drama activities	Topic-based songs	Drawing, sketching, painting, cutting, designing, etc
Christmas play	Songs from other countries	
Use / designing of props	Rí-Rá competition	Studying famous artists and their work

PDMU

Personal Development	Mutual Understanding
Self-esteem, self-confidence and development of personal attributes Management of emotions and responses to others' emotions Health and well-being	Relationships – friends and family Rights and responsibilities Valuing cultural diversity Learning to live as a member of society

- Who am I?**
- Dealing with Feelings**
- Working at Harmony**
- Healthy Habits**
- Speaking up for Me**

- **Healthy Relationships**
- **My Body**
- **Keeping Safe**

Maireachtáil. Foghlaim. Le Chéile.

NSPCC – Keeping Safe

<https://www.nspcc.org.uk/services-and-resources/working-with-schools/keeping-safe/>

Physical Education

Skills	Activities
<ul style="list-style-type: none">•Co-ordination•Balance•Self control•Body awareness•Handling equipment•Spatial awareness•Co-operation•Instructions•Direction•Speed / pacing•Accuracy	<p>Warm-up games Running, jumping, hopping, skipping, etc Team games Competitive games Throwing, catching, kicking, etc</p> <p>Gaelic football Running Rounders Invasion games Hurling Swimming</p>

Punctuality and Attendance

- *School begins at 9 am*
- *Children who are late will be marked late on the register.*
- *If your child is absent, you should send a note in explaining the absence the next day or phone the office. If this does not happen, the absence goes down as “unexplained absence”.*
- *If you are collecting your child early, you must sign them out in the office before coming to the classroom*

Homework

- *40 to 50 minutes per night*
- *Please sign homework book*
- *Learning homework is **extremely** important. Please ensure your child is completing their learning homework*
- *Presentation – please ensure homework is presented neatly and carefully (title, date, handwriting)*
- *All homework from the week must be completed by Friday morning. Children must catch up on homework they've missed.*

Reading

- A lot of the R6/7 children are or are becoming “independent readers” – may not want to read with mum or dad
- Talk to them about what they are reading (characters, plot, new vocabulary etc)
- Children should read over what we have read at school – they are not to read on. They should supplement their school reading books with their own reading for pleasure

Uniform

- Full school uniform should always be worn. Name on all clothing
- School uniform - black shoes - no trainers
- PE gear – Plain tracksuit bottoms. Children change in school for PE. Trainers – children cannot take part in PE without trainers. They aren't to come to school wearing trainers.

Some General Points

- Gaeilge
- Roles of responsibility – setting a good example, helping out, ceannairí digiteacha
- Expectations – behaviour etc
- Conradh Ranga (class contract)
- Sos sláintiúil (healthy break) – children may bring a bottle of water to school but should keep it under their desk.
- Seomra Nuachta and Sumdog
- School Website: www.bunscoilbb.com
- App: Schools NI – Bunscoil Bheanna Boirche

Summary

Punctuality and attendance

Visiting or early collection via office

Homework – 40 to 50 minutes, signed

Reading – Reading record

Name on clothing

School uniform

Healthy break

PE clothes on PE days – plain t-shirt and shorts / track bottoms

School website and app

www.bunscoilbb.com Schools NI

Go raibh maith agaibh

Ceist ar bith?