**Step 5: Curriculum Links**

Please give the ages/school years of students involved in curriculum work and information on the topic or subject areas addressed.

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| **Subject** | **Class Group** | **Issue Covered** |
| SESE  Class work and field trip | 3rd class | Natural environments – Dillon’s Park, Sorrento Park  Rocks and soils: Observe, collect and examine  (School plan)  **Biodiversity** |
| SESE  Class work | 3rd class | Environmental awareness: Need to conserve Earth’s resources.  Care: Improvements to local environment, local issues, responsibility  (School plan)  **Litter and waste, water, energy, travel and biodiversity** |
| SESE  Class work and field trip | 4th class | Natural environments – Sandycove  Rocks and soils – Compare and contrast: Influence of soils  (School plan)  **Biodiversity** |
| SESE  Class work and field trip | 5th class | Land, rivers and seas of my county – Bulloch Harbour, Coliemore Harbour  (School plan)  **Litter and Waste, Water, Biodiversity** |
| SESE  Class work | 5th class | People living and working in a contrasting part of Ireland – Dalkey & Kerry; Natural environmental features, people, transport and communications, settlement and fishing  (School plan)  **Energy, Water, Travel and Biodiversity** |

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| **Subject** | **Class Group** | **Issue Covered** |
| SESE  Class work and field trip | 6th class | Land, rivers and seas of my county – Killiney Hill  (School plan)  **Litter and Waste, Biodiversity** |
| SESE  Class work and field trip | 6th class | People living and working in a contrasting part of Ireland – Dalkey & Galway; People & communications, services and tourism  (School plan)  **Travel, Biodiversity** |

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| SESE  Cress seeds experiment | 2nd class | -appreciate that living things have essential needs for growth  - explore, through the growing of seeds, the need of plants for water and heat  - investigate how plants respond to light  **Energy, Water, Biodiversity** |
| SESE  Life cycle of frogs and hedgehogs | 2nd class | - understand that seasonal changes occur in living things and examine the changes in plant and animal life during the different seasons  - become familiar with the life cycles of common plants and animals  **Biodiversity** |
| SESE  Nature trail in school garden identifying plants and insects | 2nd class | - observe, identify and explore a variety of living things in local habitats and environments  - recognise and describe the parts of some living things  - recognise that trees are plants  - group and sort living things into sets according to certain characteristics  **Biodiversity** |
| SESE  Participation in the National Spring Clean and map work – Dalkey village | 2nd class | - identify and help to implement simple strategies for protecting, conserving and enhancing the environment  - become aware of ways in which the environment can be polluted or harmed  - identify, discuss and implement simple strategies for improving and caring for the environment  - realise that there is both an individual and a community responsibility for taking care of the environment  **Litter and Waste, Water, Biodiversity** |
| SESE  Thirsty Celery Experiment | 2nd class | - appreciate that living things have essential needs for growth  - explore, through the growing of seeds, the need of plants for water and heat  **Water, Biodiversity** |
| SESE  Investigating a solar powered robot | 2nd class | become aware of the uses of electricity in school and at home  **Energy** |
| Visual Arts  Printing leaf shapes | 2nd class | -experiment with the effects that can be achieved with simple print-making techniques  -use a variety of print-making techniques to make theme-based or non-representational prints  **Biodiversity** |
| SESE  Participation in and promotion of the Gum Litter march in Dalkey | 3rd class | - 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  **Litter and Waste, Biodiversity** |
| SESE  Taking care of a wormery and pet fish for the classroom | 3rd class | - become aware of some of the basic life processes in animals  **Biodiversity** |
| SESE  Bird watching and identification of birds in the local area  Creating a bird feeder  Mathematics  Graphing data collected from bird watching | 3rd class | *Science*  - observe, identify and investigate the animals and plants that live in local environments  - observe and explore some ways in which plant and animal behaviour is influenced by, or adapted to, environmental conditions  - use simple keys to identify common species of plants and animals  *Mathematics*  collect, organise and represent data using pictograms, block graphs and bar charts  use data sets to solve and complete practical tasks and problems  **Biodiversity** |
| SESE  Completing a mini beast hunt in the school garden  Mathematics  Graphing data collected from the mini beast hunt | 3rd class | *Plant and Animal Life*  - observe, identify and investigate the animals and plants that live in local environments  - observe and explore some ways in which plant and animal behaviour is influenced by, or adapted to, environmental conditions  - sort and group living things into sets according to observable features  *Representing and interpreting data*  - collect, organise and represent data using pictograms, block graphs and bar charts  - use data sets to solve and complete practical tasks and problems  **Biodiversity** |
| Physical Education  OWLS programme, Guided walks and activities on Killiney Hill and beach | 3rd class, 5th class | - develop positive attitudes towards caring for the environment  - plan, observe, describe and discuss activities outdoors  - undertake forest walks  - identify symbols for familiar features on a map of a familiar area  - undertake an adventure trail  - undertake simple co-operative (trust) activities  **Litter and Waste, Water, Travel and Biodiversity** |
| SESE  Plant Growth experiments | 3rd class | investigate the factors that affect plant growth  **Energy, Water, Biodiversity** |
| SESE  Making butter | 4th class | *History: Life in medieval towns and countryside in Ireland and Europe*  -become familiar with aspects of the lives of these people  *Science/Geography*  -begin to recognise that people, animals and plants depend on one another  -develop an awareness that air, water, soil, living and non-living things are essential to the environment  **Biodiversity** |
| SESE/Visual Arts/ English – Oral Language  Building a bug hotel | 4th class | *Science – Materials*  - experiment to establish which materials are conductors of heat or insulators  - investigate the characteristics of different materials when wet and dry  *Visual Arts – Construction*  - explore and experiment with the properties and characteristics of materials in making structures  - look at collections or photographs of natural and built structures and investigate spatial arrangements, balance, outline  - look at and talk about his/her work and the work of other children  *English – Oral Language*  - discuss different possible solutions to problems  - discuss causes and effects in relation to processes and events and predict possible outcomes  - argue a point of view and try to persuade others to support it  **Litter and Waste, Biodiversity** |
| Visual Arts  Litter and Waste murals for school yard | 4th class | *Painting*  - express his/her imaginative life and interpret imaginative themes using colour expressively  - paint from observation  **Litter and Waste** |
| Drama  Watching and responding to *Environment the Musical* | 2nd-4th class | - experience, through drama, the relationship between story, theme and life experience  - share insights while experiencing the drama or insights that arise out of the drama  **Litter and Waste** |
| SESE  Growing potatoes, tomatoes and strawberries | 5th class | - become aware of some of the basic life processes in animals and plants  - investigate the factors that affect plant growth  - understand some ways in which plants reproduce  **Biodiversity, Water** |
| Physical Education  Cycling course with on road element | 5th and 6th class | develop a range of cycling skills  **Travel** |
| SESE  Growing Wheelbarrow Garden for Dalkey Creates Festival | Mixed classes | - become aware of some of the basic life processes in animals and plants  - investigate the factors that affect plant growth  - understand some ways in which plants reproduce  **Biodiversity, Water** |
| English  Biodiversity slogan writing competition | Whole School | write about an idea to explain it to someone else  **Biodiversity** |
| Visual Arts  Recycled Christmas Decoration Competition | Whole School | - explore and experiment with the properties and characteristics of materials in making structures  - make imaginative structures  **Litter and Waste** |
| Visual Arts  Create posters for the Gum Litter March in Dalkey | Mixed classes | *Drawing*  - make drawings based on themes reflecting broadening interests, experiences and feelings  - draw imaginative themes using inventive pattern and detail  - draw from observation  *Painting*  - express his/her imaginative life and interpret imaginative themes using colour expressively  - paint from observation  **Litter and Waste** |
| SPHE  Green Schools Committee meetings | Mixed classes | - begin to appreciate the importance of maintaining a personal stance while also respecting the beliefs, values and opinions of others  - listen actively to others and respect what each person has to say  **N/A** |
| SPHE  Segment on RTE News 2day  Green Schools articles in Dalkey Newsletter and the school newsletter  Development of Green Schools and Discover Primary Science and Maths websites for the school | Mixed classes | *Myself and the wider world*  *-* identify the audiences at which different aspects of the media are aimed  - explore and understand how information is conveyed and practise relaying messages using a variety of methods  - explore and use some simple broadcasting, production and communication techniques  **Litter and Waste, Biodiversity** |
| Gaeilge  Notaí dhátheangacha tríd an scoil | Gach rang | Léitheoireacht, Scríbhneoireacht, Labhairt, Éisteacht – ag tuiscint teanga agus ag úsáid teanga  **Gach téama** |
| Visual Arts  Creating posters for the Inaugural Youth National Spring Clean event in Dalkey   * Posters based on the themes of a) the National Spring Clean b) dog waste c) marine litter | 4th-6th class | *Drawing*  make drawings based on themes reflecting broadening interests, experiences and feelings  draw imaginative themes using inventive pattern and detail  *Paint and Colour*  explore colour with a variety of colour drawing instruments, media and techniques  express his/her imaginative life and interpret imaginative themes using colour expressively  *Print*  make prints for functional uses (as well as for their own sake)  **Litter and Waste, Water** |
| Mathematics  Representing and interpreting data from our school biodiversity surveys | 6th class | *Representing and interpreting data*   * collect, organise and represent data using pictograms, block graphs, bar charts and bar-line graphs incorporating the scales 1:2, 1:5, 1:10, and 1:100 * read and interpret bar-line graphs and simple pie charts * use data sets to solve and complete practical tasks and problems   **Biodiversity** |
| SESE, Mathematics & Visual Arts  Construct an underwater microphone workshop | 5th & 6th class | *Science: Energy and Forces - Sound*  learn that sound is a form of energy  recognise and identify a variety of sounds in the environment  understand and explore how different sounds may be made by making a variety of materials vibrate  explore the fact that sound travels through materials  *Geography: Natural Environements – Land, rivers and seas of Ireland*  understand some of the interrelationships between these natural features and the lives of plants, animals and humans  *Mathematics: Shape and Space – Lines & Angles, 3-D shapes*  recognise, classify and describe angles and relate angles to shape and the environment  identify and examine 3-D shapes and explore relationships, including tetrahedron (faces, edges and vertices)  *Visual Arts: Construction – Making Constructions*   * explore and experiment with the properties and characteristics of materials in making structures * make drawings from observation to analyse form and structure * make imaginative structures   **Energy, Water, Biodiversity** |