**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** |
| SESEClass work and field trip | 3rd class | Natural environments – Dillon’s Park, Sorrento ParkRocks and soils: Observe, collect and examine(School plan)**Biodiversity** |
| SESEClass 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** |
| SESEClass work and field trip | 4th class  | Natural environments – SandycoveRocks 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** |
| SESEClass 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** |
| SESEClass work and field trip | 6th class  | Land, rivers and seas of my county – Killiney Hill(School plan)**Litter and Waste, Biodiversity** |
| SESEClass 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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| SESECress 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** |
| SESELife 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** |
| SESENature 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** |
| SESEParticipation 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** |
| SESEThirsty 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** |
| SESEInvestigating a solar powered robot | 2nd class | become aware of the uses of electricity in school and at home**Energy** |
| Visual ArtsPrinting 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** |
| SESEParticipation 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** |
| SESETaking care of a wormery and pet fish for the classroom | 3rd class | - become aware of some of the basic life processes in animals**Biodiversity** |
| SESEBird watching and identification of birds in the local areaCreating a bird feederMathematicsGraphing 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 chartsuse data sets to solve and complete practical tasks and problems**Biodiversity** |
| SESECompleting a mini beast hunt in the school gardenMathematics 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 EducationOWLS 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** |
| SESEMaking 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 LanguageBuilding 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 ArtsLitter 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** |
| DramaWatching 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 EducationCycling 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** |
| EnglishBiodiversity slogan writing competition | Whole School | write about an idea to explain it to someone else**Biodiversity** |
| Visual ArtsRecycled 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 ArtsCreate 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 2dayGreen Schools articles in Dalkey Newsletter and the school newsletterDevelopment 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** |
| GaeilgeNotaí 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 feelingsdraw imaginative themes using inventive pattern and detail*Paint and Colour*explore colour with a variety of colour drawing instruments, media and techniquesexpress 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** |
| MathematicsRepresenting 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 ArtsConstruct an underwater microphone workshop | 5th & 6th class | *Science: Energy and Forces - Sound*learn that sound is a form of energyrecognise and identify a variety of sounds in the environmentunderstand and explore how different sounds may be made by making a variety of materials vibrateexplore 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 environmentidentify 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** |