



LIOSMÓR MOCHUDA NATIONAL SCHOOL
Big Trees from Small Acorns Grow

Core Subjects Curriculum

Maths:

The Mathematics curriculum is for children from Junior Infants to Sixth Class. The curriculum identifies:

- mathematical skills to be developed
- content for children's learning

Discussion, hands-on experience with materials, and active learning are encouraged as well as the development of mathematical language to share ideas and thinking. The current curriculum was introduced as part of the Primary School Curriculum (1999).

Problem-solving: Developing the ability to solve problems is an important factor in the study of mathematics. Problem-solving also provides a context in which concepts and skills can be learned and in which discussion and co-operative working may be practiced. Moreover, problem-solving is a major means of developing higher-order thinking skills. These include the ability to analyse mathematical situations; to plan, monitor and evaluate solutions; to apply strategies; and to demonstrate creativity and self-reliance in using mathematics. Success helps the child to develop confidence in his/her mathematical ability and encourages curiosity and perseverance. Solving problems based on the environment of the child can highlight the uses of mathematics in a constructive and enjoyable way.

Mental calculations: The development of arithmetical skills, i.e. those concerned with numerical calculations and their application, is an important part of the child's mathematical education. This mathematics curriculum places less emphasis than heretofore on long, complex pen-and-paper calculations and a greater emphasis on mental calculations, estimation, and problem-solving skills. Rapid advances in information technology and the ready availability of calculators have not lessened the need for basic skills.

Mathematical Language: An important aim of the mathematics programme is to enable the child to use mathematical language effectively and accurately. This includes the ability to listen, question and discuss as well as to read and record. Expressing mathematical ideas plays an important part in the development of mathematical concepts. One of the causes of failure in mathematics is poor comprehension of the words and phrases used. Some of the language will be encountered only in the mathematics lesson, and children will need many opportunities to use it before it becomes part of their vocabulary. In other cases, everyday words will be used in mathematics but will take on new meanings, which may be confusing for the learner. Discussion plays a significant role in the acquisition of mathematical language and in the development of mathematical concepts. The child may be helped to clarify ideas and reduce dependence on the teacher by discussing concepts and processes with other children. Discussion with the teacher is also essential. As the need arises, the teacher will supply appropriate mathematical language to help the child to clarify ideas or to express them more accurately. In view of the complexity of mathematical symbols, it is recommended that children should not be required to record mathematical ideas prematurely. Concepts should be adequately developed before finding expression in written recording. The use of symbols and mathematical expressions should follow extended periods of oral reporting and discussion.

The structure of the curriculum:

The curriculum comprises five strands:

- Number
- Algebra
- Shape and space
- Measures
- Data.

These strands, although presented in separate sections, are not isolated areas. They should be seen and taught as interrelated units in which understanding in one area is dependent on, and supportive of, ideas and concepts in other strands. Such linkage within the subject is essential. While number is essential as the medium for mathematical calculation, the other strands should receive a corresponding degree of emphasis.

The strands are divided into strand units, which give additional structure to the curriculum. Number starts with a section called Early mathematical activities, in which there are four strand units:

- Classifying,
- Matching,
- Comparing and
- Ordering.

These units develop at infant level to include counting and analysis of number. In First and Second classes the development includes place value, operations and fractions. Decimals are introduced in Third class and percentages in Fifth class. Algebra is formally recognised at all levels and covers patterns, sequences, number sentences, directed numbers, rules and properties, variables and equations. Shape and space as a strand explores spatial awareness and its application in real-life situations. It includes units dealing with two-dimensional and three dimensional shapes, symmetry, lines and angles. Measures consist of six strand units: Length, Area, Weight, Capacity, Time and Money. Data includes interpreting and understanding visual representation. Chance promotes thinking, discussion and decision-making and is familiar to children in the form of games and sporting activities.

Spanning the content are the skills that the child should develop:

- applying and problem-solving
- communicating and expressing
- integrating and connecting
- reasoning
- implementing
- understanding
- and recalling.

This mathematics curriculum provides opportunities for the child to explore the nature of mathematics and to acquire the knowledge, concepts and skills required for everyday living and for use in other subject areas.

English:

The English curriculum is for children from Junior Infants to Sixth Class. The curriculum identifies the importance of language in the learning process.

The content is presented under three strands:

- Oral Language
- Reading
- Writing.

To give expression to these the curriculum is structured in four strands:

- Receptiveness to language
- Competence and confidence in using language
- Developing cognitive abilities through language
- Emotional and imaginative development through language

Aims:

The aims of the English language curriculum are to

- promote positive attitudes and develop an appreciation of the value of language – Spoken, Read and Written.
- create, foster and maintain the child's interest in expression and communication
- develop the child's ability to engage appropriately in listener-speaker relationships
- develop confidence and competence in listening, speaking, reading and writing
- develop cognitive ability and the capacity to clarify thinking through oral language, writing and reading
- enable the child to read and write independently
- enhance emotional, imaginative and aesthetic development through oral, reading and writing experiences.

Broad objectives:

When due account is taken of intrinsic abilities and varying circumstances, the English language curriculum should enable the child to

- gain pleasure and fulfillment from language activity
- develop the skill of listening actively and appreciate the significance of tone of voice, facial expression and gesture
- learn to understand the conventions of oral language interaction and use oral language in a variety of social situations
- expand his/her vocabulary and develop a command of grammar, syntax and punctuation
- become fluent and explicit in communicating ideas and experiences

- explore and develop ideas and concepts through talk, directed discussion and writing
- identify and evaluate the key points, issues and central meaning of a text or oral presentation and organise efficiently the information gained
- justify and defend opinions and present a coherent argument orally and in writing
- use oral language to manipulate images in problem-solving
- express intuitions, feelings, impressions, ideas and reactions in response to real and imaginary situations through talk, discussion and writing
- organise, clarify, interpret and extend experience through oral language activity and writing
- explore and express reactions to poetry, fiction and the arts, and refine aesthetic response through oral language activity and writing
- create, develop and sustain imaginary situations through talk, discussion and improvisational drama
- compose, relate and write his/her own stories and poems
- explore, experiment with and enjoy all the playful aspects of language
- develop print awareness, an understanding of the purposes of print , and a control over the different ways meaning is derived from print
- develop a range of reading skills and abilities that would include phonemic awareness, word identification strategies and a growing sight vocabulary
- develop an appropriate range of comprehension strategies
- develop an awareness of the richness and diversity of reading material available and read from a variety of texts of gradually increasingly complexity
- choose his/her reading material and engage in and enjoy sustained silent reading
- develop a sense of discrimination with regard to the use of language and images in the media
- write for different purposes and different audiences
- Write in a variety of genres appropriate to school and outside needs
- learn to edit and refine writing and develop a sense of appropriate presentation
- develop a personal style of writing and learn to distinguish and to use appropriate levels of formality
- share writing and responses to reading experience with other children and adults
- use computer technology in learning to write and for information retrieval
- enhance reading and writing development through the involvement of parents or guardians.

Gaeilge:

The Irish curriculum is for children from Junior Infants to Sixth Class. The curriculum is presented in two separate sections: one for English medium schools and the other for Irish medium schools.

The content is presented under four strands:

- Éisteacht (Listening)
- Labhairt (Speaking)
- Léitheoireacht (Reading)
- Scríbhneoireacht (Writing).

Aidhmeanna:

Is iad aidhmeanna an churaclaim Ghaeilge ná

- úsáid na Gaeilge mar ghnáth-theanga chumarsáide a chur chun cinn
- dearcadh dearfach i leith na Gaeilge agus spéis agus dúil inti a chothú
- taitneamh a bheith le baint as foghlaim na Gaeilge
- cumas éisteachta agus labhartha an pháiste a fhorbairt agus a m(h)uinín chun an Ghaeilge a úsáid a chothú
- cumas léitheoireachta agus scríbhneoireachta an pháiste a chothú ag leibhéal a oireann dó/di féin agus don chineál scoile
- éisteacht, labhairt, léitheoireacht agus scríbhneoireacht a fhorbairt ar bhealach comhtháite
- feasacht teanga agus feasacht cultúir a chothú
- cúram a dhéanamh d'fhorbairt shóisialta, chognaíoch, mhothúchánach, shamhlaíoch agus aeistéitiúil an pháiste
- cur le líofacht, le cruinneas foghraíochta agus le saibhreas teanga an pháiste.

Cuspóirí ginearálta :

Agus leibhéal éagsúla cumais agus cúinsí ar leith á gcur san áireamh, ba chóir go gcuirfeadh an curaclam Gaeilge ar chumas an pháiste

- an Ghaeilge a shealbhú mar thoradh ar ionchur taitneamhach ó thús na foghlama
- taitneamh a bhaint as rainn, dánta, amhráin rithimiúla, imeartas focal, rabhlóga agus drámaí
- a c(h)umas cumarsáide a fhorbairt trí chluichí teanga agus tascanna
- na scileanna teanga a fhorbairt de réir a chéile trí ábhar teagaisc agus foghlama comhaimseartha atá tarraingteach agus spreagúil a úsáid • éisteacht go neamhfhoirmiúil agus brí a bhaint as caint nó as comhrá nach bhfuil sé/sí páirteach ann
- éisteacht ghníomhach a fhorbairt trí thascanna agus trí chluichí éisteachta beirte agus i ngrúpaí
- páirt a ghlacadh i gcomhrá faoi thopaicí a bhfuil spéis aige/aici féin iontu
- an Ghaeilge a úsáid i gcomhthéacsanna éagsúla chun caidreamh sóisialta a dhéanamh •

- tuiscint a fháil ar ghramadach na Gaeilge trí úsáid a bhaint as an teanga i gcomhthéacsanna réalaíocha
- scileanna éagsúla na léitheoireachta a fhoghlaim i gclár réamhléitheoireachta
- scileanna na léitheoireachta a fhorbairt trí ábhar taitneamhach a léamh
- straitéisí éagsúla tuisceana a fhorbairt trí chleachtaí agus cluichí léitheoireachta
- téacsanna gairide pearsanta agus cruthaitheacha a scríobh
- tuiscint a fháil ar phróiseas na scríbhneoireachta trí athdhréachtú a dhéanamh
- an ríomhaire pearsanta a úsáid i gcomhair na scríbhneoireachta agus chun eolas a fháil
- foghlaim trí Ghaeilge in ábhair eile an churaclaim
- gnéithe comóna agus difriúla idir theangacha a thuiscint trí fheasacht teanga a chothú
- an Ghaeilge agus cultúr na hÉireann a shuíomh taobh le taobh le cultúir éagsúla na hEorpa
- forbairt chognaíoch agus theangeolaíoch a aithint mar thoradh ar fhoghlaim na Gaeilge.