

# Junior Cycle – Level 1 Learning Programmes

## Priority Learning Units (PLUs)



**PLU 1:  
Communication, Language  
and Literacy**

**ELEMENT: Developing communicative relationships**

- 1.1 Indicate awareness of sensory stimuli in the learning environment
- 1.2 Establish consistent patterns of attending to stimuli/personnel/activities in the immediate environment
- 1.3 Engage in an activity requiring joint attention with one or more people
- 1.4 Demonstrate turn-taking with a communicative partner
- 1.5 Show awareness of and/or use tone, body language, gestures, pace, vocalisations and volume to impact communication
- 1.6 Initiate communication with a familiar adult and peers
- 1.7 Engage in and enjoy a meaningful exchange with a communicative partner

**ELEMENT: Understanding**

- 1.8 Show recognition of personal and/or standardised objects of reference
- 1.9 Respond to verbal and non-verbal cues related to familiar communicative routines
- 1.10 Attend and respond to increased vocabulary in text
- 1.11 Consistently respond to familiar factual questions
- 1.12 Show signs of anticipating next steps in a familiar activity when presented with a stimulus
- 1.13 Predict outcomes for a familiar or unfamiliar story or event choosing from a range of possible outcomes

**ELEMENT: Exploring and using**

- 1.14 Clearly indicate preferred objects and/or activities and refuse non-preferred items
- 1.15 Request repetition and/or more of and/or change of objects or events
- 1.16 Make a request and/or express a need, verbally or non-verbally
- 1.17 Participate in the sharing of a familiar or personal story, activity or event
- 1.18 Communicate to express feelings verbally or non-verbally
- 1.19 Express interests and opinions through a range of verbal or non-verbal communication methods

**ELEMENT: Reading**

- 1.20 Illustrate signs of engagement and enjoyment with stories, texts, poetry, funny or favourite reading material
- 1.21 Choose and handle books, demonstrating familiarity with book-handling skills
- 1.22 Show recognition and understanding of symbols, signs, logos, familiar words, letters, or visual representations of items
- 1.23 Seek meaning from combinations of signs, symbols or text for enjoyment or practical purposes
- 1.24 Read a book, magazine, or other text with understanding
- 1.25 Recall a story read or personal experience using objects, marks, gestures or vocalisations

**ELEMENT: Written expression**

- 1.26 Show enjoyment while making marks and or texts, and use gestures, sounds or words to focus attention on these, showing signs of understanding that texts carry meaning
- 1.27 Engage in/with mechanics of mark-making exercises to create a form of text according to ability, using motor or eye-gaze skills as appropriate
- 1.28 Explore a variety of implements and surfaces for creating texts
- 1.29 Place marks, signs, symbols, or texts in the correct sequence and/or with the correct orientation to infer meaning
- 1.30 Use signs, symbols, or text to share experiences, thoughts, opinions, preferences with peers with growing confidence

**PLU 2:  
Numeracy**

**ELEMENT: Awareness of environment**

- 2.1 Discover and explore a range of objects/stimuli
- 2.2 Investigate objects/stimuli in motion
- 2.3 Recognise and/or show preferences for objects/stimuli
- 2.4 Match identical items that are familiar to the student
- 2.5 Recognise objects/stimuli that are the same and/or different in one or more ways
- 2.6 Participate in cause and effect activities
- 2.7 Explore the concept of object permanence

**ELEMENT: Pattern and sequence**

- 2.8 Explore pattern through a variety of sensory experiences
- 2.9 Observe patterns in the student's environment
- 2.10 Engage with language, objects, symbols, signs and stimuli associated with ordering and sequencing which forms part of the student's daily routine
- 2.11 Participate in activities where the aim is to repeat patterns
- 2.12 Recognise and/or anticipate familiar activities or routines with predictable patterns and sequences

**ELEMENT: Developing number sense**

- 2.13 Participate in counting activities
- 2.14 Explore and use familiar numerals
- 2.15 Explore the relationship between sets and numbers
- 2.16 Experiment with differences in quantity and the language associated with it
- 2.17 Explore the concepts of addition and subtraction

**ELEMENT: Shape and space**

- 2.18 Experiment with the movement of body parts in the immediate environment
- 2.19 Participate in activities where the language of movement and position is used
- 2.20 Explore the features and properties of 2D and 3D regular and irregular shapes through a variety of sensory experiences
- 2.21 Recognise and/or identify shapes in the immediate and local environment

**ELEMENT: Measures and data**

- 2.22 Investigate objects and language in relation to measurement
- 2.23 Participate in everyday activities associated with measurement in the student's environment
- 2.24 Participate in a shopping experience or in an activity where real money is used functionally
- 2.25 Participate in recording and displaying number and/or familiar data

**ELEMENT: Time**

- 2.26 Engage with language, objects, symbols, signs, stimuli or activities associated with times of the day and/or days of the week
- 2.27 Explore language, objects and stimuli associated with significant personal and cultural events in the student's life
- 2.28 Participate in activities/ actions that are used to transition from one event to the next or to show the passage of time, waiting or turn-taking
- 2.29 Use instruments such as timers, visual timetables, objects of reference or clocks

**PLU 3:  
Personal Care and  
Wellbeing**

**ELEMENT: Self Awareness**

- 3.1 Demonstrate awareness of their own body
- 3.2 Show awareness of self in the immediate and/or wider environment
- 3.3 Recognise their own features as being unique to them
- 3.4 Demonstrate awareness of their own abilities and skills such as self-help skills or kindness to others
- 3.5 Exhibit perseverance and the motivation to develop and improve personal abilities and skills

**ELEMENT: Personal Care and hygiene**

- 3.6 Co-operate with adults who provide daily support
- 3.7 Participate in personal care routines
- 3.8 Indicate personal care needs or ask for help verbally or non-verbally
- 3.9 Make choices related to personal care
- 3.10 Complete personal care tasks independently

**ELEMENT: Food and nutrition**

- 3.11 Use the senses to explore different types of foods
- 3.12 Show preferences for foods
- 3.13 Communicate hunger, thirst and messages such as 'more please' or 'no more' when being supported to eat and drink
- 3.14 Use eating and drinking utensils
- 3.15 Participate in preparing food
- 3.16 Demonstrate basic hygiene procedures around food
- 3.17 Follow safety rules for using kitchen equipment
- 3.18 Participate in making healthy snacks
- 3.19 Plan, shop for and prepare personalised healthy food (with support if necessary)

**ELEMENT: Emotional wellbeing**

- 3.20 Express some feelings consistently (with or without intent) so that a familiar adult can respond appropriately
- 3.21 Show interest in the feelings expressed by others and react appropriately
- 3.22 Use coping strategies to self-regulate
- 3.23 Show interest and enjoyment in being with particular peers or familiar adults especially while engaging in hobbies and extra-curricular activities

**ELEMENT: Physical wellbeing**

- 3.24 Use the body to have an effect on objects in the environment
- 3.25 Move to improve gross motor control of the body
- 3.26 Practise fine motor control for self-help
- 3.27 Participate in activities to develop a healthy lifestyle
- 3.28 Identify preferred physical activities
- 3.29 Demonstrate enjoyment of co-operating with peers in team games and group activities

**ELEMENT: Personal safety**

- 3.30 Accept appropriate attention from others
- 3.31 Differentiate between familiar and unfamiliar people
- 3.32 Object to inappropriate attention and/or show awareness of another person/people who can help if uncomfortable in a situation
- 3.33 Follow agreed social rules
- 3.34 Show awareness of risks in familiar environments
- 3.35 Recognise public and private places and how they are different
- 3.36 Identify or name body parts using correct anatomical language
- 3.37 Follow social conventions of privacy
- 3.38 Demonstrate awareness of appropriate and inappropriate physical contact with others



**PLU 4:  
Being part of a  
community**

**ELEMENT: Relating to others**

- 4.1 Express contentment in the company of others
- 4.2 Acknowledge unfamiliar people
- 4.3 Show enjoyment from an interaction with another person or other people, and show a desire for it to continue
- 4.4 Respond consistently to familiar people
- 4.5 Indicate/choose preferred companion(s) for different activities
- 4.6 Communicate an ability to connect people with their roles
- 4.7 Engage in supported activities on daily life skills
- 4.8 Be a member of one or more groups in or outside of school, actively participating where possible
- 4.9 Communicate ideas of what it means to be 'a friend'

**ELEMENT: Using local facilities**

- 4.10 Participate appropriately in using different areas/rooms in their immediate environment
- 4.11 Visit and participate appropriately in using facilities in their environment
- 4.12 Demonstrate knowledge of where familiar items are stored/located in their environment
- 4.13 Make choices when using facilities
- 4.14 Show respect for items belonging to others and use them appropriately

**ELEMENT: Transitioning between environments**

- 4.15 Show recognition of being in familiar places
- 4.16 Respond with curiosity to unfamiliar environments
- 4.17 Co-operate in preparing for and transitioning to a new location
- 4.18 Actively engage in transitioning to a new location
- 4.19 Respond to cues (visual, verbal, gesture, sound) to locate familiar places
- 4.20 Indicate a desire/request to leave a group or go to another place

**ELEMENT: Being safe in the community**

- 4.21 Gain attention from an adult if feeling unsafe or uncomfortable
- 4.22 Communicate 'No'
- 4.23 Move/remain near to a carer/guardian when in unfamiliar places
- 4.24 Observe rules of safety in different environments
- 4.25 Show recognition of places and people in the community who can help us

**ELEMENT: Contributing to the community**

- 4.26 Respond to positive reinforcement from others
- 4.27 Behave appropriately in familiar routine or special events and where possible play their expected role within it
- 4.28 Show awareness that actions have consequences
- 4.29 Participate in the care of the immediate and local environment
- 4.30 Engage in a task or job in the community



**PLU 5:  
The Arts**

**ELEMENT: Visual art**

- 5.1 Explore and experience a variety of mark-making tools, media and materials, surfaces, and techniques, including using parts of the body
- 5.2 Show interest in coloured light, colour in the environment and in art materials
- 5.3 Look at and handle natural and manufactured objects with different textures, shapes and patterns
- 5.4 Gather, explore and use 3D materials (new and recycled)
- 5.5 Participate in creating artwork based on real or imagined stimuli
- 5.6 Use visual art to communicate, including the creative expression of emotion
- 5.7 Work independently and/or collaboratively to produce a piece of art
- 5.8 Observe, appreciate and/or react to the work of self and others, including the work of famous local or global artists

**ELEMENT: Music**

- 5.9 Identify the source and direction of a sound
- 5.10 Listen and respond to a wide range of sounds and music (environmental, body percussion, vocal, instrumental, digital, technological, from a variety of traditions and cultures)
- 5.11 Respond to the elements of music (pitch, pulse, duration, dynamics, structure, timbre, texture, style, tempo)
- 5.12 Experiment with creating vocal sounds
- 5.13 Use parts of the body to make sounds by moving on/through a reactive environment
- 5.14 Explore and use a variety of sound-making equipment
- 5.15 Participate in choosing and/or making appropriate sounds for stories, events and celebrations
- 5.16 Participate in group music-making activities
- 5.17 Create short pieces of music using relevant digital technologies
- 5.18 Link sounds to pictorial representations
- 5.19 Play an uncomplicated tune on a chosen instrument

**ELEMENT: Drama**

- 5.20 Show an awareness of being part of an audience
- 5.21 Explore and react to props, costumes, actions and sensory stimuli in a dramatic context
- 5.22 Participate in the re/telling of contemporary/ historical/cultural events or stories through interactive games and/or dramatic activities
- 5.23 Show an awareness of being part of an acting group
- 5.24 Co-operate or work alongside/in parallel with others in making, choosing, and using props, costumes and sets
- 5.25 Work independently or collaboratively to produce a rehearsed piece of drama for an audience
- 5.26 Express and/or identify emotions in a dramatic context



**PLU 6:  
Physical Education (PE)**

**ELEMENT: Movement Skills (athletics/gymnastics)**

- 6.1 Move whole or some body parts (arms, head, track with eyes etc.) voluntarily
- 6.2 Move whole or some body parts to explore immediate environment
- 6.3 Move purposefully/with intent
- 6.4 Develop consistent movements to have an effect on equipment or in response to a stimulus
- 6.5 Refine gross motor skills, supported by equipment where appropriate
- 6.6 Refine fine motor skills, supported by equipment where appropriate
- 6.7 Move whole body or individual limbs in a range of directions and at different speeds
- 6.8 Become aware of sensory signals as prompts for movement
- 6.9 Participate in activities which promote cardiovascular exercise and fitness

**ELEMENT: Co-operative activity (games)**

- 6.10 Participate in physical activities in parallel with/alongside others
- 6.11 Engage in an activity requiring joint attention with one or more people
- 6.12 Explore equipment and/or elements of traditional and invented games or sports in circuit activities
- 6.13 Participate in games with one or more people
- 6.14 Show awareness of, or interest in, being part of a team
- 6.15 Support and/or play sports for enjoyment as a member of the community (Special Olympics, representing class/school team etc.)

**ELEMENT: Creative movement (dance)**

- 6.16 Observe the movements of another and attempt to copy or imitate with sight of self in a mirror
- 6.17 Move whole or parts of body creatively in response to stimuli
- 6.18 Develop awareness of pathways and directions of movement
- 6.19 Link two or more movements to create a sequence of movements
- 6.20 Interact with another/others to create co-ordinated movements
- 6.21 Move with control/poise showing awareness of others and the environment
- 6.22 Express emotional response to stimuli through movement

**ELEMENT: Aquatics**

- 6.23 Explore water in different situations and environments
- 6.24 Enter and exit swimming pool safely
- 6.25 Tolerate and adjust to water moving over body
- 6.26 Explore the effects of water buoyancy on self/others and other objects/floatation devices
- 6.27 Move through water in different directions— forwards, backwards, sideways, jumping, using swimming strokes etc.
- 6.28 Practise breath control—blowing and holding breath
- 6.29 Float on back and front in water
- 6.30 Move on the flat of the back through water



*\*text includes all products of language use: oral, gesture, sign, written, visual, electronic and digital*

An tSraith Shóisearach do Mhúinteoirí

**JuniorCYCLE**  
for teachers