



Planning

Units of Learning (UoLs) — Possible Building Blocks

Units of Learning are the primary means of delivering the specification. A unit may span several weeks, a term, cover a theme(s), varied texts or a major text study.

Departments may agree on common units. Individual teachers may adapt these to meet the needs of specific classes.

Possible Components of a Unit of Learning

A. Unit Identity

- Title / theme
- Year group / level
- Duration / timeframe
- Position within the overall Scheme of Work (SOW)

B. Learning Outcomes

- Relevant learning outcomes (JC&SC), elements (JC Level 1&2 PLU), student dimensions/indicators (TY) and module descriptors (LCA and SC Level 1&2 Modules)

C. Key Learning

- Key knowledge, understanding, skills and values/(dispositions)
- Coverage across strands (where applicable)
- Student's prior knowledge

D. Student Learning Experiences

These form the core of the unit and should include:

- Teaching approaches and methodologies
- Prior knowledge/skills
- Learning activities and tasks
- Reading, writing, speaking, listening, viewing, and creating
- Use of texts and other resources
- Opportunities for collaboration, structured talk and independent work
- Development of key skills (JC)/ key competencies (SC)

E. Inclusion

- Adaptations for the specific cohort may include:
- Access, engagement, expression and support for all students
- Mixed-ability strategies
- Supports for additional educational needs
- Extension opportunities for exceptionally able students
- Language supports (including EAL)
- DEIS / SSE priorities where relevant

F. Literacy and Numeracy Links

Where appropriate, indicate support for whole-school priorities such as:

- Vocabulary development
- Reading strategies
- Writing fluency and accuracy
- Oral communication
- Use of evidence and reasoning

G. Assessment Approaches

Both formative and summative assessment may be included, for example:

- Classroom tasks
- Student reflection
- Written assignments
- Oral tasks
- Links with CBAs, AACs, module credits, and all Junior Cycle and Leaving Certificate examinations.
- Creative responses
- Portfolio work
- Examination-style questions
- Group, peer and self-assessment

Assessment should align with learning outcomes and learning experiences.

H. Teacher Reflection (Post-Teaching)

Reflective notes support future planning and departmental learning:

- What worked well?
- What challenges arose?
- How did students respond?
- What should be adjusted next time?
- Were intended outcomes achieved?