

Senior Cycle Level 1 Learning Programme (SCL1LP)

Communication and Literacy

Exploring Communication

- Demonstrate awareness of sensory stimuli in the learning environment
- Interact with familiar and unfamiliar people in their environment
- Respond to verbal and nonverbal cues relating to familiar communicative routines
- Respond to familiar questions and statements
- Express contentment, happiness, sadness or upset
- Communicate with a partner by using devices or other communicative means
- Communicate own interests, preferences, choices or opinions
- Communicate needs
- Communicate to ask questions
- Demonstrate an understanding of the use of gestures, tone and volume of vocalisations
- Maintain patterns of attending to stimuli, sensory stimuli, people and activities in their environment
- Show signs of anticipation and prediction to familiar activity when presented with stimuli and sensory stimuli

Communicating with Others

- Demonstrate choice to preferred activities and/or objects
- Request repetition, change of objects, activity
- Participate in turn taking with others
- Engage in a range of interactions and exchanges with others including in play
- Respond to increased use of words and vocabulary, spoken and in text
- Show signs of engagement and enjoyment to a text being shared
- Demonstrate recognition of some familiar words, symbols, visuals, signs and objects of reference
- Independently or with support, follow simple instructions, verbal and non verbal

Exploring Expression

- Engage with the mechanics of creating a text, appropriate to the student
- Indicate enjoyment or dislike while creating an appropriate form of text, verbally or non-verbally
- Use a variety of materials and surfaces for creating texts
- Indicate or choose a material to create text
- Indicate verbally or non-verbally the understanding that texts, symbols, visuals and music carry meaning
- Show understanding of the left to right and top to bottom orientation of written text and page turning
- Indicate awareness of important and familiar letters, words, sounds, music, smells or tastes
- Engage with the creation of letters of personal importance
- Progressively use signs, symbols or text to share experiences, thoughts, opinions, preferences with others
- Demonstrate an ability to engage with the process of drawing with some level of control and direction

Numeracy

Demonstrate an Awareness of Number

- Explore, experience or participate in counting activities (concrete and non-concrete)
- Demonstrate one on one correspondence when counting
- Explore how counting can be used to solve problems relating to their everyday world
- Demonstrate an awareness of *more*, *less* and *many*
- Count forwards with verbal, concrete manipulatives, and pictorial support
- Count and quantify objects or people with support
- Connect numbers to counted objects using supports
- Demonstrate how numbers are used for quantifying sets
- Demonstrate that the last number in a counted group indicates the quantity of the set
- Use number appropriately in play situations
- Demonstrate knowledge of number with the use of appropriate materials and supports
- Recognise numbers of personal significance
- Demonstrate a knowledge of *one*, *more than one*, *some* and *a lot*
- Demonstrate an understanding of the concept of *none*, *zero* and *all gone*
- Recognise the number zero represents nothing/none in terms of quantity
- Represent data with objects of reference such as pictures or symbols

Understanding Money

- Demonstrate an awareness that coins and paper notes are both money
- Demonstrate an awareness that money has a purpose and value
- Demonstrate an awareness that items can be bought using coins, paper notes or a card
- Recognise the euro and cent symbols and that they represent money
- Recognise and use the language associated with money
- Purchase items using money
- Purchase items as part of a cashless transaction
- Attend to and/or count money

Reading and Measuring Time

- Experience the physical movement of the hands on an analogue clock in a clockwise direction to indicate the passing of time
- Demonstrate an awareness of the clock as a tool for the measurement of time
- Engage with the order of daily routine (at home and at school)
- Engage with key transitions throughout the day
- Show an awareness of or recognise key times of the school day
- Demonstrate awareness of the difference between nighttime and daytime, morning time and evening time
- Experience and attend to the language of time in relation to self, family and school events and activities
- Experience and attend to the language of days, months and key seasonal events
- With the use of appropriate aids, sequence events according to time
- Recognise a personally meaningful day of the week or month

Measurement

- Explore everyday items and objects in relation to measurement or size
- Engage with the language and real world activities associated with measurement
- Engage with or attend to conversations and practical, hands-on measurement activities
- Attend to activities and discussions in which direct comparisons are made describing measurable objects
- Respond to instructions and questions involving various forms of measurement
- Explore different objects to compare their measurements
- Engage with construction and spatial activities and puzzles
- Recognise and record comparisons, estimates and data on objects measured

Personal Care

Self-awareness and Self-care

- become aware of self
- express preferences, likes and dislikes
- indicate and demonstrate personal skills and abilities
- recognise personal features of themselves and others and indicate differences
- show awareness of body parts and indicate body parts using simple gestures
- explore movement and sensory experiences using different body parts
- recognise that sexual feelings are a typical part of growing up
- recognise physical development by identifying changes in clothes and physical features
- identify body parts and understand that some body parts are private
- understand the importance of clothing/covering
- distinguish between appropriate behaviours and inappropriate behaviours across a variety of contexts
- participate in setting goals with supports
- engage with transition routines and structures
- develop self-reliance in daily tasks
- respond to reminders or prompts for hygiene routines
- express their needs and preferences regarding personal care routines
- follow the sequence and routine of personal care task
- participate in daily personal hygiene care routines
- indicate if help is required with personal care activities and acknowledge assistance
- show increasing awareness of how cleanliness, hygiene and self-care can affect health and wellbeing and apply this understanding to everyday routines
- participate in changing clothes at transition times
- recognise errors and respond appropriately

Connecting with Myself and Others

- show awareness of others
- anticipate their turn during familiar activities
- engage with peers through specific actions or prompts
- engage in and practice appropriate interactions during cooperative activities
- demonstrate appropriate social interactions during activities
- establish and develop relationships with peers
- recognise who family and peers are
- recognise that there are different types of relationships
- demonstrate understanding of the meaning of "yes" and "no" and communicate it
- show awareness of their own boundaries and those of others
- initiate engagement with others
- notice the needs and feelings of others and show empathy through gestures or actions
- communicate to express needs, wants, feelings and emotions in social situations
- express emotions and feelings in a healthy way
- identify feelings of stress and respond appropriately
- identify and apply strategies to enable self-regulation
- apply coping mechanisms to deal with challenges

Minding Myself

- show an awareness of daily activities by following structure/routine/prompts
- transition from one location to the next following structure/routine/prompts
- follow safety routines in familiar environments
- recognise safe situations/places and the factors that can make a situation/place safe
- recognise unsafe situations/places and the factors that can make a situation/place unsafe
- engage in and demonstrate safety skills
- recognise immediate potential dangers around them
- recognise the importance of safety around medicines and link them to their use
- recognise the importance of safety around hazardous substances
- explore how to seek, give or deny permission respectfully when sharing possessions or personal space
- communicate effectively when they need help/assistance or feel unsafe
- show ways of getting help in unsafe situations and emergencies and identify people who can help
- respond appropriately in emergency situations
- demonstrate skills for personal safety
- understand the difference between appropriate and inappropriate behaviour towards self and others
- identify appropriate responses to inappropriate behaviour
- show awareness of personal space and communicate discomfort or consent regarding personal space or touch during routines
- recognise that boundaries apply to all forms of interactions with others
- demonstrate skills for personal safety by applying refusal skills



Oide

Tacaíocht le h-aghaidh Ghairmiúil i measc Craonnaíirí
Scóile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers