

# Senior Cycle Level 2 Learning Programme (SCL2LP)

## Communication and Literacy

### Exploring Communication

- Use a variety of non-verbal communication methods
- Demonstrate understanding and ability to use and respond to non-verbal and non-written communication
- Demonstrate the use of non-verbal communication to express and share feelings
- Demonstrate the use of non-verbal communication to express understanding of the feelings of others
- Follow non-verbal instructions and directions
- Initiate, engage or maintain eye contact when being spoken to or otherwise demonstrate attention
- Participate in pair work, group work and classroom discussion
- Ask questions to progress a task and make suggestions to progress a task when working collaboratively
- Increase awareness of appropriate social conventions in all interactions
- Demonstrate understanding by responding to the stories of others
- Identify changes in language styles and tone dependent upon relationship and audience
- Distinguish between formal and informal language
- Show understanding by following instructions, requests, and explanations
- Present a story to a group using sequencing and/or oral vocabulary and/or visual supports

### Promoting Engagement

- Listen to others and demonstrate attention by responding
- Ask for, seek clarification or challenge the views and opinions of another
- Build upon what has already been said
- Provide an appropriate response to a comment or question
- Extract meaning from a conversation and provide a response
- Ask question(s) to extend own understanding and knowledge
- Present to peers on a topic of interest or address an audience
- Communicate personal needs, emotions and make requests
- Communicate hobbies or interests in a formal and an informal setting
- Communicate feelings and opinions in pair or group discussions
- Communicate a personal preference and give a rationale for that opinion
- Give an informed opinion or make a point on others' work
- Actively attend to and respond to the feelings and opinions of others
- Know how to ask for help, advice or make a complaint in person or via online appropriately and with confidence

### Exploring Reading

- Identify themselves as a reader
- Recognise that reading can be for pleasure and to gain information
- Independently choose a piece of reading
- Share opinions on a piece of reading and listen to others' opinions
- Identify accompanying images and use them to aid comprehension and enjoyment of text
- Identify new vocabulary from reading and relate it to known vocabulary
- Build upon functional reading fluidity
- Use the mechanics of reading to include vocabulary, patterns, pronunciation, grammar and spelling
- Understand and apply basic text conventions to aid comprehension, support and promote reading
- Read and understand everyday functional forms
- Identify and extract relevant information or key points from text
- Use an online dictionary or thesaurus to check meaning of words or search for a new word
- Employ key reading strategies and apply them in all reading and comprehension
- Use predictions, sounds and decoding strategies to aid a reading comprehension
- Clarify word meaning by using context, asking others or accessing online apps such as a dictionary or thesaurus

### Expression Through Writing

- Identify key forms of text which could include written, Braille, tactile, sign, electronic and digital
- Use the basics of grammar such as commas, full stops, capital letters, apostrophes to support written pieces
- Correct work with support for spellings and grammar
- Choose an appropriate format for written communication with others in a variety of contexts
- Understand and apply basic text conventions to support and promote writing
- Compose a formal piece of writing
- Use a structure such as introduction, supporting point(s) and/or conclusion with supports in formal writing
- Compose an informal piece of writing
- Compose an informal email, message or text
- Use a structure such as greeting, message, signing off for informal text
- Write a structured list
- Download and complete online form(s)
- Create a short Curriculum Vitae or complete a template

## Numeracy

### Understanding Number and Money

- Identify how many zeros for tens, hundreds, thousands and millions
- Estimate quantities to the nearest value in real world contexts in 10s, 100s or 1000s
- Use numbers to designate an amount or quantity
- Identify situations where it is appropriate to add or subtract numbers and complete the operation
- Identify, recognise and use symbols for addition and subtraction
- Identify natural numbers from 0 to 1000
- Identify situations where one would multiply or divide and engage in the multiplication or division operation in real world context
- Construct any sentence using the  $+$   $-$   $\div$   $=$   $x$  or words
- Recognise and name equal parts of a whole such as halves, quarters, thirds
- Connect halves and quarters to equal sharing and to groups
- Identify, name and express fractions of a quantity such as length, weight and capacity
- Identify, name and express fractions of a quantity such as time, an amount or a shape
- Engage with a fraction chart and identify equal fractions
- Demonstrate the rules of equal sharing in real world scenarios
- Use ratio to describe the relationship between two quantities
- Sort coins and paper notes into groups to create a total amount
- Recognise that different coins and paper notes have different values in a shopping experience
- Undertake transactions using money
- Calculate the total cost of a list of items
- Round off prices to nearest one, ten, fifty, hundred euro
- Estimate a bill or a receipt and estimate change due
- Interpret a bill or a receipt
- Recognise that money is received and spent in different ways
- Plan and estimate the cost and savings required to attend an event or purchase an item
- Make a payment or transfer money online/using a device

### Understanding and Managing Time

- Recognise different instruments for telling the time
- Identify times on an analogue clock
- Read the time from a digital clock
- Examine time in 12 hour and 24 hour formats
- Recognise or identify the difference between a.m. and p.m.
- Use language related to time in different settings
- Recognise key times of the day on a clock
- Recognise how many seconds in a minute, minutes in an hour, hours in a day, days in a week, weeks in a month, months in a year
- Interpret and use a timeline
- Interpret and use a timetable
- Demonstrate the ability to calculate and interpret the passage of time
- Relate a difference in time to different places/regions
- Identify and use time management skills such as: adapt to be ready on time, prepare before a given time, allow time to clear up
- Identify and sequence events in their daily routine using associated language and aid
- Estimate and predict the time needed to undertake an activity or task
- Undertake an activity within a prescribed time and predict when a given amount of time has passed
- Use a calendar or timetable, in any format, for forward planning
- Use a transport timetable to calculate how long a journey will take
- Plan an entire day's activity using time, including journey times
- Recognise dates in a variety of formats

### Understanding Measurement, Location and Position

- Handle and evaluate everyday objects for physical differences
- Read, understand and use terms, language and symbols to describe units of length, distance, capacity, temperature and weight
- Interpret metric units of measurement for length, distance, capacity, temperature and weight
- Measure and record the length of an object and the distance between two objects with appropriate support
- Compare and contrast the length, height, distance, capacity and weight of objects and record results appropriately
- Identify relationships between the length, height, distance, capacity and weight of two items
- Compare, contrast and order objects according to length, height and weight
- Interpret data presented in simple tables, bar charts, pie charts or patterns
- Select and use appropriate measuring tools to record and present length, distance, capacity and weight
- Understand the importance of accuracy in measurement of length, height, distance, capacity, temperature and weight in real world scenarios
- Demonstrate an awareness of the position of their body in space
- Demonstrate direction and movement while using one's body
- Use appropriate vocabulary and gestures to describe positions such as on top of, at the bottom, inside, underneath, to the right of, to the left of
- Draw and use a simple map
- Locate key locations of one's community while using a map and describe and show the location
- Calculate and record the distance between two places on a map
- Show the location of an object on a simple grid system
- Recognise one's location in the community and use simple maps and routes to track and experience movement
- Plan, describe and prepare a journey for a day trip or event

## Personal Care

- establish and manage a daily routine, including times of transition
- explore ways to support their personal health and wellbeing including physical activity, nutrition, sleep, social connections and hobbies
- describe personal hygiene routines and demonstrate increased responsibility for personal care
- recognise positive and negative peer influence, both online and in person and demonstrate an appropriate response
- recognise rights, responsibilities and protections before the law as they grow into adulthood
- communicate in a respectful and effective manner
- demonstrate sharing and turn taking in different contexts
- communicate needs and wants assertively and respectfully
- demonstrate refusal skills appropriately and effectively
- demonstrate how to address disagreements respectfully
- describe their emotions and recognise the link between thoughts, feelings and behaviours
- recognise helpful and unhelpful thinking patterns and behaviours and explore helpful ways of responding to and managing thoughts, feelings and behaviours
- recognise sensory overload and identify ways of responding

- explore ways of managing stress and anxiety
- recognise and appreciate their own unique identities
- explore the range of relationships that are important to them and ways to nurture these
- demonstrate the skills needed for healthy relationships, both in person and online, including communicating respectfully, managing emotions, respecting boundaries
- recognise examples/situations where people are treated unfairly or experience exclusion and identify helpful responses
- recognise what sexual activity is, in the context of an adult healthy, respectful relationship
- appreciate the need to give and receive consent in the context of all interpersonal relationships, including within an adult sexual relationship
- explore ways to support their sexual health
- identify places and/or situations where they do and don't feel safe and demonstrate skills for assessing and avoiding risks
- discuss ways to manage scenarios where they may feel pressure to engage in unhealthy or harmful behaviours
- identify ways in which substance use can impact on physical, social and emotional health
- understand the consequences, including legal consequences, of accessing or sharing sexually explicit material
- recognise health services and supports available locally and online and demonstrate how to access them



Oide

Tuairim an tScoláir  
Chairdeán na n-  
Scoláir | *meic Ceannair*  
Scoláir agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers