



01

### Communication and Literacy

#### Module: Exploring Communication

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

#### Module: Communicating with Others

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

#### Module: Exploring Expression

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

02

### Numeracy

#### Module: Demonstrating an Awareness of Number

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

#### Module: Understanding Money

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

#### Module: Reading and Measuring Time

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

#### Module: Measurement

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