



**Oide**

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

## Theme/Activity Planning Tool

### Sample Planning Senior Cycle Curriculum Areas

#### Activity Overview:

Students take part in a **Circle Time/ Morning Meeting** to start the day in a calm, organised, and positive way. The session helps students connect with each other, build communication and social skills, and prepare for the day ahead.

| Senior Cycle Level 1 Curriculum Areas Learning Outcomes |   |   |   |  |
|---|---|---|---|--|
| <b>Communication &amp; Literacy</b>                     | a. Demonstrate awareness of sensory stimuli in the learning environment | b. Interact with familiar and unfamiliar people in their environment                  | d. Respond to familiar questions and statements | e. Express contentment, happiness, sadness or upset              |
| <b>Numeracy</b>   | c. Engage with the order of daily routine (at home and at school)       | k. Demonstrate knowledge of number with the use of appropriate materials and supports | l. Recognise numbers of personal significance   | e. Show an awareness of or recognise key times of the school day |
| <b>Personal Care</b>                                    | b. express preferences, likes and dislikes                              | m. engage with transition routines and structures                                     | a. show awareness of others                     | n. express emotions and feelings in a healthy way                |



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**Theme/activity:** Students take part in a Circle Time/ Morning Meeting to start the day in a calm, organised, and positive way. The session helps students connect with each other, build communication and social skills, and prepare for the day ahead.

| Senior Cycle Level 2 Curriculum Areas Learning Outcomes |   |  |   |   |
|---|---|--|---|---|
| Communication & Literacy                                | b. Demonstrate understanding and ability to use and respond to non-verbal and non-written communication | c. Demonstrate the use of non-verbal communication to express and share feelings | d. Demonstrate the use of non-verbal communication to express understanding of the feelings of others | e. Follow non-verbal instructions and directions              |
| Numeracy  | c. Engage with the order of daily routine (at home and at school)                                       | d. Engage with key transitions throughout the day                                | h. Experience and attend to the language of days, months and key seasonal events                      | j. Recognise a personally meaningful day of the week or month |
| Personal Care   | a. establish and manage a daily routine, including times of transition                                  | f. communicate in a respectful and effective manner                              | k. describe their emotions and recognise the link between thoughts, feelings and behaviours           | g. demonstrate sharing and turn taking in different contexts  |