

## FIRST® LEGO® League Discover Northern Ireland curriculum link grid

| Foundation Stage             |  |  |
|------------------------------|--|--|
| Language and Literacy        |  |  |
| Focus                        | Experiences  | Progression  |
| <b>Talking and Listening</b> | Children should have opportunities, arising from classroom and other first-hand experiences, to develop their talking and listening in a range of contexts and for a variety of purposes.  | <ul style="list-style-type: none"> <li>– express themselves with increasing clarity and confidence, using a growing vocabulary and more complex sentence structure</li> <li>– answer questions to give information and demonstrate understanding</li> <li>– ask questions to find information or seek an explanation</li> <li>– offer reasons to support opinions given</li> <li>– listen to and carry out increasingly complex instructions</li> </ul>                |
| <b>Reading</b>               | As children begin to realise that print has meaning and that reading can make sense of print, they should be encouraged to develop a curiosity about words, how they sound, the patterns within words and how they are composed.                           | <ul style="list-style-type: none"> <li>– understand that words are made up of sounds and syllables and that sounds are represented by letters</li> <li>– recognise different types of text and identify specific features of some genres</li> <li>– read and follow simple instructions</li> <li>– use a range of reading cues with increasing independence and begin to self-correct</li> <li>– read on sight some words in a range of meaningful contexts</li> </ul> |
| <b>Writing</b>               | In order to help children, experience and understand the purposes of writing, they should have opportunities to talk about why people write and be given opportunities to experiment with their own written communication (emergent/experimental writing). | <ul style="list-style-type: none"> <li>– write without prompting and make decisions about how and what they will write</li> <li>– begin to problem solve how to write using sound/symbol correspondence as the first strategy</li> <li>– begin to show evidence of sequence in recount and instructions</li> <li>– use a wide range of vocabulary in their writing</li> <li>– begin to demarcate sentences</li> </ul>  |

| Mathematics and Numeracy          |   |   |
|-----------------------------------|---|---|
| Focus                             | Experiences   | Progression   |
| <b>Understanding Number</b>       | Understand mathematical language and then begin to use the language to talk about their work. Children should begin to develop their skills in mental mathematics during counting activities. | <ul style="list-style-type: none"> <li>– understand the conservation of number</li> <li>– count forwards and backwards from different starting points</li> <li>– recognise numbers to at least 20</li> <li>– carry out mental calculations such as 1 more/less than up to 20, doubles up to 10 and mentally add and subtract within 10</li> <li>– understand that 'teen' numbers are made up of 10 plus another number</li> </ul>   |
| <b>Measures</b>                   | Develop much of their early mathematical understanding during play, where the activities provided offer opportunities for them to estimate size, weight, capacity and length.                 | <ul style="list-style-type: none"> <li>– order three objects of different length, weight, capacity, area; talk about the ordering using appropriate language</li> <li>– find an object of similar length, weight, capacity, area</li> <li>– begin to explore the notion of conservation of length, weight, capacity in practical situations, engage in discussion about their observations</li> <li>– choose and use, with guidance, non-standard units to measure length/capacity/ weight</li> </ul> |
| <b>Shape and space</b>            | Explore ideas related to number, shape, size, and relationships.  | <ul style="list-style-type: none"> <li>– explore and talk about shapes in the environment</li> <li>– build and make models with 3D shapes</li> <li>– create pictures and patterns with 2D shapes</li> <li>– sort collections of shapes in several ways; describe the arrangements</li> <li>– describe and name common 3-D and 2-D shapes</li> <li>– explore movement through space during indoor and outdoor play activities</li> </ul>   |
| <b>Patterns and relationships</b> | Explore ideas related to number, pattern, order, and relationships.   | <ul style="list-style-type: none"> <li>– copy a simple pattern, for example, <i>green cube, blue cube, green cube</i></li> <li>– continue a simple pattern</li> <li>– create patterns</li> </ul>  |

| The World Around Us        |  |   |
|----------------------------|--|---|
| Strand                     | Pupils should be enabled to explore  | Children are learning   |
| <b>Interdependence</b>     | <ul style="list-style-type: none"> <li>– Am I the same as everyone else?</li> </ul>  | <ul style="list-style-type: none"> <li>– about the jobs people do within the local community</li> </ul>   |
| <b>Place</b>               | <ul style="list-style-type: none"> <li>– What is in my world?</li> <li>– What is beyond my world?</li> </ul>   | <ul style="list-style-type: none"> <li>– to recognise the different materials used every day</li> <li>– about the variety of buildings in their locality, including their purpose</li> <li>– that we can travel to other places, and the means of travel</li> </ul>   |
| <b>Movement and Energy</b> | <ul style="list-style-type: none"> <li>– How and why do things move now and in the past?</li> <li>– How do things work?</li> <li>– How has this place changed?</li> </ul>    | <ul style="list-style-type: none"> <li>– to recognise things around us that move</li> <li>– some of the ways in which things are made to move</li> <li>– an awareness that they move things by pushing or pulling them</li> <li>– an awareness of what makes everyday things work</li> <li>– some of the changes to their locality over time, (eg school, buildings, use of materials or toys)</li> </ul> |
| <b>Change Over Time</b>    | <ul style="list-style-type: none"> <li>– How do things change?</li> <li>– What kind of changes happen, or might happen?</li> <li>– How can we make change happen?</li> </ul> | <ul style="list-style-type: none"> <li>– how they can change the materials they play with</li> <li>– about some of the changes of familiar things over time</li> <li>– some of the ways we can change our immediate environment, both positively and negatively</li> </ul>  |

| The Arts              |   |  |
|-----------------------|---|--|
| Area                  | Pupils should be enabled to   | Progression  |
| <b>Art and Design</b> | <ul style="list-style-type: none"> <li>– observe and respond to things seen, handled, remembered and imagined</li> <li>– explore and use a wide range of materials and processes</li> <li>– talk about own and other pupils work, and how the work was made.</li> </ul> | <ul style="list-style-type: none"> <li>– use senses to explore real things, developing the capacity for focusing attention to detail</li> <li>– begin to use visual language to describe what has been examined and observed</li> <li>– talk about the processes involved in creating own work</li> <li>– explore and discover qualities of various materials in order to make choices and to create their own unique pictures and structures</li> </ul> |
| <b>Drama</b>          | <ul style="list-style-type: none"> <li>– develop their creativity through imaginative play.</li> </ul>  | <ul style="list-style-type: none"> <li>– co-operate during role play, negotiate roles, agree rules and act out scenarios</li> </ul>  |

| Personal Development and Mutual Understanding                |   |   |
|--|---|---|
| Area   | Pupils should be enabled to   | Progression   |
| <b>Personal Understanding and Health</b>                     | <ul style="list-style-type: none"> <li>– the importance of keeping healthy and how to keep safe in familiar and unfamiliar environments.</li> </ul> | <ul style="list-style-type: none"> <li>– show some self-control and express their own feelings and emotions appropriately</li> <li>– show a positive attitude to learning</li> </ul>  |
| <b>Mutual Understanding in the Local and Wider community</b> | <ul style="list-style-type: none"> <li>– their responsibilities for self and others.</li> </ul>   | <ul style="list-style-type: none"> <li>– form good relationships with adults and other pupils</li> <li>– show independence and know when to seek help</li> <li>– show respect when working and playing together and recognise the need for rules</li> </ul> |