

FIRST® LEGO® League Discover Ireland curriculum link grid

Aistear – Early Childhood	
Wellbeing	
<p>Aim 1 Children will be strong psychologically and socially</p>	<ul style="list-style-type: none"> – Make strong attachments and develop warm and supportive relationships with family, peers and adults in out-of-home settings and in their community – Be confident and self-reliant – Respect themselves, others and the environment – Make decisions and choices about their own learning and development
<p>Aim 2 Children will be as healthy and fit as they can be</p>	<ul style="list-style-type: none"> – Gain increasing control and co-ordination of body movements – Discover, explore and refine gross and fine motor skills – Show good judgement when taking risks
<p>Aim 3 Children will be creative and spiritual</p>	<ul style="list-style-type: none"> – Express themselves creatively and experience the arts – Express themselves through a variety of types of play – Develop and nurture their sense of wonder and awe – Become reflective and think flexibly
<p>Aim 4 Children will have positive outlooks on learning and on life</p>	<ul style="list-style-type: none"> – Show increasing independence and be able to make choices and decisions – Demonstrate a sense of mastery and belief in their own abilities and display learning dispositions, such as determination and perseverance – Think positively, take learning risks, and become resilient and resourceful when things go wrong – Motivate themselves, and welcome and seek challenge
Identity and Belonging	
<p>Aim 1 Children will have strong self-identities and will feel respected and affirmed as unique individuals with their own life stories</p>	<ul style="list-style-type: none"> – Build respectful relationships with others – Understand that as individuals they are separate from others with their own needs, interests and abilities – Have a sense of 'who they are' and be able to describe their backgrounds, strengths and abilities – Feel valued and see themselves and their interests reflected in the environment – Express their own ideas, preferences and needs, and have these responded to with respect and consistency
<p>Aim 2 Children will have a sense of group identity where links with their family and community are acknowledged and extended</p>	<ul style="list-style-type: none"> – Feel that they have a place and a right to belong to the group – Know that members of their family and community are positively acknowledged and welcomed – See themselves as part of a wider community and know about their local area, including some of its places, features and people – Understand the different roles of people in the community
<p>Aim 3 Children will be able to express their rights and show an understanding and regard for the identity, rights and views of others</p>	<ul style="list-style-type: none"> – Express their views and help make decisions in matters that affect them – Understand the rules and the boundaries of acceptable behaviour – Interact, work co-operatively, and help others – Be aware of and respect others' needs, rights, feelings, culture, language, background, and religious beliefs – Have a sense of social justice and recognise and deal with unfair behaviour – Demonstrate the skills of co-operation, responsibility, negotiation, and conflict resolution
<p>Aim 4 Children will see themselves as capable learners</p>	<ul style="list-style-type: none"> – Develop a broad range of abilities and interests – Show an awareness of their own unique strengths, abilities and learning styles, and be willing to share their skills and knowledge with others – Show increasing confidence and self-assurance in directing their own learning – Demonstrate dispositions like curiosity, persistence and responsibility – Experience learning opportunities that are based on personal interests, and linked to their home, community and culture – Be motivated, and begin to think about and recognise their own progress and achievements

Aistear – Early Childhood

Communicating

<p>Aim 1 Children will use non-verbal communication skills</p>	<ul style="list-style-type: none"> – Use a range of body movements, facial expressions, and early vocalisations to show feelings and share information – Understand and use non-verbal communication rules, such as turn-taking and making eye contact – Interpret and respond to non-verbal communication by others – Combine non-verbal and verbal communication to get their point across – Express themselves creatively and imaginatively using non-verbal communication
<p>Aim 2 Children will use language</p>	<ul style="list-style-type: none"> – Interact with other children and adults by listening, discussing and taking turns in conversation – Use an expanding vocabulary of words and phrases, and show a growing understanding of syntax and meaning – Use language with confidence and competence for giving and receiving information, asking questions, requesting, refusing, negotiating, problem-solving, imagining and recreating roles and situations, and clarifying thinking, ideas and feelings
<p>Aim 3 Children will broaden their understanding of the world by making sense of experiences through language</p>	<ul style="list-style-type: none"> – Use language to interpret experiences, to solve problems, and to clarify thinking, ideas and feelings – Build awareness of the variety of symbols (pictures, print, numbers) used to communicate, and understand that these can be read by others – Develop counting skills, and a growing understanding of the meaning and use of numbers and mathematical language in an enjoyable and meaningful way
<p>Aim 4 Children will express themselves creatively and imaginatively</p>	<ul style="list-style-type: none"> – Share their feelings, thoughts and ideas by storytelling, making art, moving to music, role-playing, problem-solving, and responding to these experiences – Express themselves through the visual arts using skills such as cutting, drawing, gluing, sticking, painting, building, printing, sculpting, and sewing – Use language to imagine and recreate roles and experiences – Show confidence in trying out new things, taking risks, and thinking creatively

Exploring and Thinking

<p>Aim 1 Children will learn about and make sense of the world around them</p>	<ul style="list-style-type: none"> – Engage, explore and experiment in their environment and use new physical skills including skills to manipulate objects and materials – Demonstrate a growing understanding of themselves and others in their community – Develop an understanding of change as part of their lives – Develop a sense of time, shape, space, and place. Come to understand concepts such as matching, comparing, ordering, sorting, size, weight, height, length, capacity, and money in an enjoyable and meaningful way
<p>Aim 2 Children will develop and use skills and strategies for observing, questioning, investigating, understanding, negotiating, and problem-solving, and come to see themselves as explorers and thinkers</p>	<ul style="list-style-type: none"> – Recognise patterns and make connections and associations between new learning and what they already know – Gather and use information from different sources using their increasing cognitive, physical and social skills – Use their experience and information to explore and develop working theories about how the world works, and think about how and why they learn things – Demonstrate their ability to reason, negotiate and think logically – Collaborate with others to share interests and to solve problems confidently – Use their creativity and imagination to think of new ways to solve problems
<p>Aim 3 Children will explore ways to represent ideas, feelings, thoughts, objects, and actions through symbols</p>	<ul style="list-style-type: none"> – Make marks and use drawing, painting and model-making to record objects, events and ideas – Express feelings, thoughts and ideas through improvising, moving, playing, talking, writing, storytelling, music and art – Use letters, words, sentences, numbers, signs, pictures, colour, and shapes to give and record information, to describe and to make sense of their own and others' experiences
<p>Aim 4 Children will have positive attitudes towards learning and develop dispositions like curiosity, playfulness, perseverance, confidence, resourcefulness, and risk-taking</p>	<ul style="list-style-type: none"> – Demonstrate growing confidence in being able to do things for themselves – Address challenges and cope with frustrations – Make decisions and take increasing responsibility for their own learning – Feel confident that their ideas, thoughts and questions will be listened to and taken seriously – Develop higher-order thinking skills such as problem-solving, predicting, analysing, questioning, and justifying – Act on their curiosity, take risks and be open to new ideas and uncertainty

Junior and Senior Infants

English

Oral Language Exploring and using	<ul style="list-style-type: none"> – Describe, predict and reflect upon actions, events and processes relating to real and imaginary contexts – Supply, explain and justify points of information to familiar and unfamiliar audiences using topic-specific language – Tell and retell imaginative stories and narratives of increasing complexity to familiar and unfamiliar audiences using appropriate sequencing, tense and oral vocabulary – Name, describe and categorise people, objects, experiences and concepts of increasing complexity, demonstrating growing depth of knowledge and improved understanding – Ask and answer a variety of open and closed questions to seek help, get information, develop understanding, clarify and extend thinking – Express personal needs, opinions and preferences, and make requests with confidence
Understanding	<ul style="list-style-type: none"> – Demonstrate understanding through the ability to give and follow instructions, comprehend texts and clearly state a case – Use sophisticated oral vocabulary and phrases, including the language of text, topic and subject-specific language, and express and use decontextualised language – Use different strategies such as a speaker's gestures, tone of voice, known words, pictures, sentence structure, definitions and descriptions to acquire and show understanding of new words, to include other languages where appropriate
Communicating	<ul style="list-style-type: none"> – Use language with confidence to work collaboratively with others and share outcomes with familiar and unfamiliar audiences – Show understanding of the listener's needs while, with support, initiating, sustaining and engaging in conversations on personal and curriculum-based topics and responding verbally and non-verbally – how interest in, demonstrate joint attention and actively listen and attend for enjoyment and for a particular purpose, and in other languages where appropriate
Reading Understanding	<ul style="list-style-type: none"> – Recognise, name and sound all lower- and upper-case letters and common letter patterns, displaying some word-identification strategies when reading instructional and independent-level texts – Identify and use basic conventions of print in text
Exploring and using	<ul style="list-style-type: none"> – Read instructional and independent-level texts in a range of genres with reasonable pace and understanding, and self-correct independently
Writing Communicating	<ul style="list-style-type: none"> – Attend to, take part in and have fun mark-making, drawing and writing, across languages where appropriate, to communicate with others
Understanding	<ul style="list-style-type: none"> – Spell high-frequency and high-interest words accurately

Mathematics

	Junior Infants	Senior Infants
Early Mathematical Activities Comparing	<ul style="list-style-type: none"> – compare sets without counting – compare objects according to length, width, height, weight, quantity, thickness or size 	
Matching	<ul style="list-style-type: none"> – match equivalent and non-equivalent sets using one-to-one correspondence 	
Classifying	<ul style="list-style-type: none"> – identify the complement of a set (i.e. elements not in a set) – classify objects on the basis of one attribute, such as colour, shape, texture or size 	
Counting	<ul style="list-style-type: none"> – count the number of objects in a set, 1-10 	
Number Comparing		<ul style="list-style-type: none"> – count the number of objects in a set, 0-20
Matching	<ul style="list-style-type: none"> – use the language of ordinal number: first, last 	<ul style="list-style-type: none"> – use the language of ordinal number: first, second, third, last

Mathematics		
	Junior Infants	Senior Infants
Space and shape Spatial awareness	<ul style="list-style-type: none"> – explore, discuss, develop and use the vocabulary of spatial relations 	
2-D shapes	<ul style="list-style-type: none"> – sort and name 2-D shapes: square, circle, triangle, rectangle – solve problems involving shape 	<ul style="list-style-type: none"> – sort, describe and name 2-D shapes: square, circle, triangle, rectangle – give simple moving and turning directions – solve problems involving shape and space – combine and divide 2-D shapes to make larger or smaller shapes
3-D shapes	<ul style="list-style-type: none"> – solve tasks and problems involving shape – sort 3-D shapes, regular and irregular 	<ul style="list-style-type: none"> – solve tasks and problems involving shape – combine 3-D shapes to make other shapes – sort, describe and name 3-D shapes: cube, cuboid, sphere and cylinder
Measures Length	<ul style="list-style-type: none"> – compare and order objects according to length or height – develop an understanding of the concept of length through exploration, discussion, and use of appropriate vocabulary 	<ul style="list-style-type: none"> – select and use appropriate non-standard units to measure length, width or height. Discuss reasons for choice – estimate and measure length in non-standard units – compare and order objects according to length or height – develop an understanding of the concept of length through exploration, discussion, and use of appropriate vocabulary
Data Representing and interpreting data	<ul style="list-style-type: none"> – match sets, equal and unequal – sort and classify sets of objects by one criterion 	<ul style="list-style-type: none"> – sort and classify sets of objects by one and two criteria
Science		
Energy and Forces Children will use non-verbal communication skills	<ul style="list-style-type: none"> – investigate how forces act on objects – explore how the shape of objects can be changed by squashing, pulling and other forces – explore, through informal activity with toys, forces such as pushing and pulling 	
Social, Personal and Health Education		
Myself and others Relating to others	<ul style="list-style-type: none"> – resolve conflicts with others – practise care and consideration, courtesy and good manners when interacting with others – use verbal and non-verbal behaviour to perform social functions – listen and respond to the opinions and views of others 	
My friends and other people	<ul style="list-style-type: none"> – recognise and appreciate differences in people and know how to treat others with dignity and respect 	
Visual Arts		
Drawing Making Drawings	<ul style="list-style-type: none"> – experiment with the marks that can be made with different drawing instruments on a range of surfaces – discover and draw line and shape as seen in natural and manufactured objects and discover that lines can make shapes 	
Construction Making constructions	<ul style="list-style-type: none"> – make imaginative structures – explore and experiment with the properties and characteristics of materials in making structures 	
Looking and responding	<ul style="list-style-type: none"> – look at and talk about his/her work and the work of other children – look at and talk about structures that are easily accessible and close at hand, at visually stimulating structures and at a range of common artefacts – look at, investigate and talk about spatial arrangements and balance in collections of objects and in photographs of natural and built structures 	

Geography

Human environments

Living in the local community

- make simple drawings of these places, immediate surroundings and journeys to and from these places
- become aware of and discuss play spaces
- associate activities with areas within the school and outside the school
- associate activities with areas within the home and outside the home

Drama

Drama to explore feelings, knowledge and ideas, leading to understanding

Exploring and making drama

- develop the instinct for make-believe play into drama
- develop the ability to play in role as an integral part of the action

Physical Education

Games

Creating and playing games

- play simple playground games
- create and develop games in pairs