

Appendix 3

The table below indicates some generic examples of ways for learners to apply and develop their literacy skills in different curriculum areas.

<p><u>Mathematics</u> Ways in which children and young people:</p> <ul style="list-style-type: none"> • discuss, communicate and explain their thinking; • use mathematical vocabulary correctly; • explain and justify their methods and conclusions; • interpret and discuss results in an appropriate way; • support the words used in reasoning and proof (if, then, therefore it follows that...); • use and interpret calendars, electronic / paper-based timetables and schedules; and • present findings on how mathematics impacts on the world, past, present and future.
<p><u>Expressive Arts</u> Ways in which children and young people:</p> <ul style="list-style-type: none"> • present and perform to an audience; • communicate their ideas, thoughts and feelings through art and design, drama, dance and music activities; • respond to the work of artists and designers by discussing their thoughts and feelings; • give and accept constructive comment on their own and others' work; • evaluating technical aspects and scripts; and • create, adapt and sustain different roles, experimenting with expression and voice.
<p><u>Health and wellbeing</u> Ways in which children and young people:</p> <ul style="list-style-type: none"> • identify, understand and express emotions; • use and share their experiences; • describe aspects, such as, some of the kinds of work that people do, importance of taking part in energetic activities, parts of the body and how they work; • investigate areas, such as, different careers/occupations, role of sport, foods, food labelling systems; • explain aspects, such as, the links between the energy used while being physically active, the food eaten and health and wellbeing; • explore and understand how advertising and the media influence consumers; and • follow and understand rules and procedures.
<p><u>Technologies</u> Ways in which children and young people:</p> <ul style="list-style-type: none"> • collaborate, lead and interact with others; • discuss and debate; • search and retrieve information to inform thinking within diverse learning contexts; and • present information.

Social Studies

Ways in which children and young people:

- observe, describe and record;
- compare and contrast to draw valid conclusions;
- explore and evaluate different types of sources and evidence;
- interact with others and develop an awareness of self and others;
- develop the capacity for critical thinking through accessing, analysing and using information from a wide variety of sources;
- discuss and debate;
- develop reasoned and justified points of view;
- develop and apply skills in interpreting and displaying graphical representation of information; and
- present information – oral, written, multimedia.

Religious and Moral Education

Ways in which children and young people:

- discuss in depth and debate;
- share developing views about values;
- discuss and share ideas, experiences and moral challenges in a variety of ways;
- explain key features of festivals and celebrations;
- interact and collaborate with others;
- respond to questions and issues;
- explore beliefs, values and issues through reading a variety of texts; and
- present information – oral, written, multimedia.

Information and communications technology

Ways in which children and young people:

- use computer software/games to develop their skills in language acquisition, reading and writing dependant on their age, stage and ability;
- use interactive whiteboards to develop literacy skills;
- to use word processing to plan, edit and organise texts;
- use the Internet to research topics, use higher-order literacy skills, including note taking and summarising;
- make storyboards and scriptwriting, through being creative, using digital and video cameras, in activities such as animation and film making;
- use presentation software such as PowerPoint; and
- take part activities such as text messaging, e-mailing, blogging and podcasting.

Sciences

Ways in which children and young people:

- use scientific language;
- explain their understanding of concepts;
- participate in informed discussions;
- ask questions or hypothesise;
- present, analyse and interpret data to draw conclusions;
- review and evaluate results to identify limitations and improvements;
- present and report on findings; and
- developing skills of reasoning to provide explanations and evaluations supported by evidence or justifications.