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| **Subject** | **ENGLISH** | **CM** |
| **Pages** | **Content:** | **Strands:** | Checkmark |
| 3, 4, 5, 21, 22, 23, 24 | **News, Sport, Entertainment and Current Affairs** | **Oral Language, Reading** |  |
| **Strand Units:** Communicating, Understanding, Exploring and Using (Oral Language and Reading) |  |
| **Content Objective(s) / Learning Outcome(s):**  |  |
| **Exploring and using** -- Read texts in a variety of genres effortlessly with appropriate pace, accuracy and expression for a variety of audiences. -- Respond to the aesthetic, creative, and imaginative aspects of a wide range of texts in various genres across the curriculum and defend their preferences and opinions. -- Draw on an increasing knowledge of word structure and word parts, including prefixes, suffixes and root words, to independently uncover the meaning of words encountered in texts. Use knowledge of synonyms, antonyms, homonyms, homographs and homophones to clarify and discuss the meaning of new and known vocabulary. -- Acquire deep and broad vocabulary knowledge to facilitate independent comprehension of texts, to include subject-specific texts. **Understanding** -- Use existing language skills and knowledge to decipher text in other languages. -- Use a range of word identification strategies flexibly and with confidence when reading instructional and independent-level texts across the curriculum. -- Analyse and compare conventions of print in texts of increasing complexity. **Communicating** -- Choose, read and critically respond to texts in a range of genres and languages across the curriculum for pleasure, interest and specific purposes. -- Engage with texts of increasing complexity and discover and explore texts in various languages. -- Develop their interest in and enjoyment of literature and reading in a variety of genres across the curriculum. |  |

**NEWS FLASH CUNTAS MÍOSÚIL**

**June 2023**

**ISSUE #75**

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| **Subject** | **HISTORY** | **CM** |
| **Page** | **Content:** | Checkmark |
| 6, 7 | **THE HISTORY DIARY:** Here, we feature a story about historical events that changed the world This month: **Two Shots that Changed the World**  |  |
| **Strand:** Stories / Human Environments |  |
| **Strand Units:** Stories from the lives of people in the past / People and other lands |  |
| **Content Objective(s) / Learning Outcome(s):**  |  |
| **Stories from the lives of people in the past** -- use appropriate timelines -- discuss chronology of events (beginning, middle, end) in a story -- become aware of the lives of women, men and children from different social, cultural, ethnic and religious backgrounds, including the lives of 'ordinary' as well as 'more famous' people -- listen to, discuss, retell and record a range of stories from the lives of people who have made a contribution to local and/or national life and to the lives of people in other countries through technological, scientific, cultural and artistic activities as well as those who have contributed to social and political developments |  |

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| **Subject** | **VISUAL ARTS**  | **CM** |
| **Page** | **Content:** | Checkmark |
| 8 | **Art to HEART:** **Red Room (1908) by Henri Matisse** |  |
| **Strand:**  Construction |  |
| **Strand Units:** Making Constructions / Looking and Responding  |  |
| **Content Objective(s) / Learning Outcome(s):**  |  |
| **Painting** -- discover harmony and contrast in natural and manufactured objects and through themes chosen for their colour possibilities -- express his/her imaginative life and interpret imaginative themes using colour expressively -- make paintings based on recalled feelings and experiences, exploring the spatial effects of colour and tone, using overlapping, and with some consideration of scale**Looking and Responding** -- look at and talk about his/her work, the work of other children and the work of artists |  |

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| **Subject** | **SCIENCE / HISTORY** | **CM** |
| **Page** | **Content:** | Checkmark |
| 10 | **AMAZING ENGINEERING**: Each month we feature a famous feat of engineering somewhere in the worldThis month: **Marina Bay Sands** |  |
| **Strand:** Materials / Continuity and change over time |  |
| **Strand Units:** Properties of characteristics of materials / Homes and houses |  |
| **Content Objective(s) / Learning Outcome(s):** |  |
| **Properties and characteristics of materials** -- investigate how materials may be used in construction -- describe and compare materials, noting the differences in colour, shape and texture**Homes and houses** -- refer to or use appropriate timelines -- study aspects of social, artistic, technological and scientific developments over long periods |  |

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| **Subject** | **GEOGRAPHY** | **CM** |
| **Page** | **Content:** | Checkmark |
| 18-19 | **AROUND THE WORLD:** Each month, we feature a country in the world and discuss its stats, geographical, historical and cultural featuresThis month: **New Zealand** |  |
| **Strand: Human Environments** |  |
| **Strand units: People and places in other areas / People and other lands** |
| **People and places in other areas** -- appreciate ways in which people in different areas depend on one another and on people living in other parts of the world - study some aspects of the environments and lives of people in one location  **People and other lands** -- study some aspects of the environments and lives of people in one location in Europe and one location in another part of the world |

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| **Subject** | **Science** | **CM** |
| **Page**20 | **Content:****Ireland’s Wildlife:** Each month we look at an animal from Ireland. We investigate the habitat, diet, and life of the animal, understanding its importance and relationship to the world and to humans and present the information in fact form. | Checkmark |
|  | **This month: Bats** |  |
| **Strand:** Living Things |  |
| **Strand Units:** Plants and animals |  |
| **Content Objective(s) / Learning Outcome(s):**  |  |
|  -- become aware of some of the basic life processes in animals -- discuss simple food chains -- come to appreciate that animals depend on plants and indirectly on the sun for food -- observe and explore some ways in which plant and animal behaviour is influenced by, or adapted to, environmental conditions -- develop an increasing awareness of plants and animals from wider environments |  |

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| **Subject** | **Science** | **CM** |
| **Page** | **Content:** | Checkmark |
| 12, 13, 14 | **Monthly Feature****This month**: **World Croc Day** |  |
| **Strands: Living things** |  |
| **Strand Units: Plant and animal life** |  |
| **Content Objective(s) / Learning Outcome(s):** |  |
| **Plant and animal life** -- become aware of some of the basic life processes in animals -- discuss simple food chains -- come to appreciate that animals depend on plants and indirectly on the sun for food -- observe and explore some ways in which plant and animal behaviour is influenced by, or adapted to, environmental conditions -- develop an increasing awareness of plants and animals from wider environments -- observe, identify and investigate the animals and plants that live in local environments |  |