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|  | **THE PRIMARY PLANET CUNTAS MÍOSÚIL REPORT – January 2023 / ISSUE # 118** | |  |
| **Subject** | **ENGLISH** | | **CM** |
| **Pages** | **Content:** | **Strands:** | Checkmark |
| 3, 4, 5, 6, 7, 29, 30, 31, 32 | **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**  -- Compare and synthesise information, thoughts, and ideas from a variety of text sources.  -- Acquire deep and broad vocabulary knowledge to facilitate independent comprehension of texts, to include subject-specific texts.  - **Communicating**  -- Choose, read and critically respond to texts in a range of genres and languages across the curriculum for pleasure, interest and specific purposes.  -- Develop their interest in and enjoyment of literature and reading in a variety of genres across the curriculum.  - **Exploring and using**  -- Express personal needs, opinions and preferences, explaining and justifying their perspective.  - **Communicating**  -- Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes. | | |  |

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| **Subject** | **HISTORY/ GEOGRAPHY** | **CM** |
| **Page** | **Content:** | Checkmark |
| 8 | **PLANET HISTORY:** Here, we feature a famous person from a county in Ireland. We look at their lives, the contribution they made to the world and the legacy they left behind. This month: **County: Irish Civil War** |  |
| **Strand:** Story | |  |
| **Strand Units:** Stories from the lives of people in the past | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| **Stories from the lives of people in the past**  -- discuss the attitudes and motivations of characters in their historical context  -- discuss the actions and feelings of characters  -- examine and begin to make deductions from some simple relevant evidence  -- 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 wide 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  **Northern Ireland**  -- begin to develop some appreciation of the ‘mind-set’ of former generations    **1916 and the foundation of the state**  -- develop a growing sense of personal, national, European and wider identities  -- acquire insights into the attitudes and actions of people in contemporary Ireland  -- begin to develop some appreciation of the ‘mind-set’ of former generations  -- explore, discuss, compare and develop some simple understanding of the attitudes, beliefs, motivations and actions of differing individuals and groups of people in the past  -- acquire some knowledge of the major personalities, events or developments in these periods  -- engage in simple studies of some of the more important aspects of periods in which political changes or movements have had an important influence on the lives of people in Ireland    **Modern Ireland**  -- record the place of peoples and events on appropriate timelines  -- become familiar with aspects of these periods  -- examine and become familiar with evidence which informs us about the lives of people in the periods studied, their thoughts and concerns, especially evidence which may be found locally  **County, regional and national centres**  -- become aware of the location of the counties of Ireland, some of their towns and cities; the origins and geographical significance of their place-names | |  |

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| **Subject** | **HISTORY** | **CM** |
| **Page** | **Content:** | Checkmark |
| 9 | **PLANET HISTORY: - HISTORICAL DIARY :**  Here, we feature historical events and diary style articles about what happened on the historical date. |  |
| **Strand: Story / Continuity and change over time** | |  |
| **Strand Units: Stories from lives of people in the past** | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| Stories from the lives of people in the past  -- use appropriate timelines  -- discuss the attitudes and motivations of characters in their historical context  -- listen to, discuss, retell and record a wide 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** | **SPHE** | **CM** |
| **Page** | **Content:** | Checkmark |
| 3 | **THE BIG STORY:** Here, we choose a major story so pupils can think about it and form their own opinions, based on facts – the most important element in good news reporting.  This month**: 2023 BT Young Scientist & Technology Exhibition** |  |
| **Strand:** Myself | |  |
| **Strand Unit: Self-Identity** | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| **Self-identity**  -- develop further the ability to express personal opinions, thoughts and ideas and listen to, respect, think about and comment critically and constructively on the views of others  -- identify realistic personal goals and targets and the strategies required to reach these | |  |

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| **Subject** | **SPHE** | **CM** |
| **Page** | Content**:** | Checkmark |
| 14 | **My Online Life:** here we have monthly hints and tips on how to stay safe online.  This month: **Be Real** |  |
| **Strand:** Myself,Myself and others/ Myself and the wider world | |  |
| **Strand Unit:** Safety and Protection /My friends and other people/ Media Education | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| **Safety and protection**  -- identify situations and places that may threaten personal safety  -- discuss a variety of risky situations and behaviour and assess and evaluate how these risks may be avoided or minimised and the implications of taking risks  -- explore rules and regulations at home, in school and in society and the importance of adhering to them  **My friends and other people**  -- explore how the opinions, views or expectations of others can influence how people relate to each other, either positively or negatively  -- explore and discuss how individuals can deal with being bullied, knowing that others are being bullied and being a bully  -- recognise, discuss and understand bullying and its effects  **Media education**  -- become aware of the different forms of advertising, its purpose and the messages it promotes  -- identify the audiences at which different aspects of the media are aimed  -- explore the role of newspapers and other forms of print media in transmitting messages, the techniques used and the types of information included  -- explore and understand how information is conveyed and practise relaying messages using a variety of methods | |  |

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| **Subject** | **SPHE** | **CM** |
| **Page** | **Content:** | Checkmark |
| 26 | **PLANET WELLBEING:** Each month, in Planet Wellbeing, we break down the stigma around mental health. From talking about our emotions to understanding what we can do to help others, it’s OK to not be OK.  This month: **Our Mental Health** |  |
| **Strand: Myself** | |  |
| **Strand Units:** Growing and changing/ Taking care of my body / Self-identity | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| **Growing and changing**  -- identify and learn about healthy ways to help him/her feel positive about himself/herself  -- understand how feelings help in understanding himself/herself  -- discuss and practise how to express and cope with various feelings in an appropriate manner  -- acquire the ability and confidence to identify, discuss and explore a range of feelings, especially those that are difficult to express  **Taking care of my body**  -- realise that there is a personal and communal responsibility for the health and well-being of himself/herself and others  -- identify and discuss the roles of various people who are concerned with the health of others  -- recognise and examine behaviour that is conducive to health and that which is harmful to health    **Self-identity**  -- recognise and appreciate that each person is a unique individual and that this individuality is expressed in many different ways  -- accept his/her own body image and explore some of the factors that affect his/her selfimage and beliefs about himself/herself | |  |

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| **Subject** | **SCIENCE / SPHE** | **CM** |
| **Page** | **Content:** | Checkmark |
| 13 | **PLANET FARMING:** We read about all things to do with farming.  This month: **Farming, Farming and More Farming** |  |
| **Strand: Environmental awareness and care / Living things / Myself** | |  |
| **Strand Units:** Science and the environment/ Plant and animal life/ Safety and Protection | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| **Science and the environment**  -- appreciate the application of science and technology in familiar contexts  **Plant and animal life**  -- become aware of some of the basic life processes in animals and plants  **Safety and protection**  -- identify some potential risks to health and safety in the environment  -- identify people, places and situations that may threaten personal safety | |  |

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| **Subject** | **HISTORY/SCIENCE/GEOGRAPHY** | **CM** |
| **Page** | **Content:** | Checkmark |
| 23 | **OUR PLACE IN SPACE**: here we take a look at how human fascination with space has changed and evolved over time, and the impact it has on the present and perhaps the future.  This month**: Rocket Science** |  |
| **Strand: Story/ Materials and Change/Forces/ Planet Earth and Space** | |  |
| **Strand Units:** Stories from the lives of people in the past | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| **Stories from the lives of people in the past**  -- use appropriate timelines  -- discuss the attitudes and motivations of characters in their historical context  -- examine and begin to make deductions from some simple relevant evidence  -- discuss the chronology of events in a story  -- listen to, discuss, retell and record a wide 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  **Materials and change**  -- investigate the effects of light, air and water on materials  -- investigate how a wide range of materials may be changed by mixing  -- explore the effects of heating and cooling on a range of solids, liquids and gases  **Forces**  -- come to appreciate that gravity is a force    **Planet Earth in Space**  -- recognise that the Earth, its moon, the sun, other planets and their satellites are separate bodies and are parts of the solar system | |  |

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| **Subject** | **MATHS** | **CM** |
| **Page** | **Content:** | Checkmark |
| 20/ 21 | **PLANET PUZZLES:** Each month, we present a Maths story through the form of a news article, and provide a series of maths problems to solve based on the information given. Children must use their problem-solving skills to figure out how to work out the correct answer. |  |
| **Strand: Number** | |  |
| **Strand Units:** Place value, Operations, Fractions, Decimals and Percentages, Number Theory | |  |
| **Skills** | |  |
| -- Applying and Problem-solving  -- Communicating and Expressing  -- Integrating and connecting  -- Reasoning  -- Implementing  -- Understanding and Recalling | |  |

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| **Subject** | **SCIENCE** | | **CM** | |
| **Page** | **Content:** | | Checkmark | |
| 22 | **STEM NEWS:** In STEM NEWS , we present the latest in science news from around the world, while in Science Fact or Fiction, we debunk the myths and bring you the facts on all things Science, Technology, Engineering and Maths! | |  | |
| **Strand: All** | |  | |
| **Strand Units:** Varies | |  | |
| **Development of skills/concepts/aspects/language functions:** | |  | |
| **Working scientifically > Questioning**  -- ask questions that will identify problems to be solved Does light travel in straight lines? How can this be tested?  -- ask questions that will help in drawing conclusions and interpreting information  **Working scientifically > Predicting**  -- offer suggestions (hypotheses) based on a number of observations and data available about the likely results of the investigations  -- make inferences based on suggestions and observations  **Working scientifically > Investigating and experimenting**  -- realise that an experiment is unfair if relevant variables are not controlled  **Analysing > Interpreting**  -- interpret information and offer explanations  -- draw conclusions from suitable aspects of the evidence collected  **Designing and making > Evaluating**  -- review the methods used in investigations and assess their usefulness  -- appraise results against group's initial plan and intentions  **Working scientifically > Investigating and experimenting**  -- appreciate the importance of repeating tests and experiments | |  | |

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| **Subject** | **Art / History** | **CM** |
| **Page** | **Content:** |  |
| 15 | **PLANET ART:** here we feature a famous art masterpiece  This month: **A Bigger Grand Canyon (1998) by David Hockney** |  |
| **Strand: Painting / Life, Society, work and culture in the past** | |  |
| **Strand Unit: Looking and responding / Life in mediaeval towns and countrysides** | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| **Looking and Responding**  -- look at and talk about his/her work, the work of other children and the work of artists  **Life in mediaeval towns and country sides**  -- examine and become familiar with evidence which informs us about the lives of people in the periods studied, their thoughts and concerns.  -- record the place of peoples and events on appropriate timelines | |  |

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| **Subject** | **HISTORY / VISUAL ARTS** | **CM** |
| **Page** | **Content:** | Checkmark |
| 16, 17, 18 | **MONTHLY FEATURE**  This month: **LEGO 65** |  |
| **Strand:** Story / Construction | |  |
| **Strand Units:** Stories from the lives of people in the past / Looking and Responding / Making Constructions | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| **Stories from the lives of people in the past**  - use appropriate timelines  - discuss the attitudes and motivations of characters in their historical context  - discuss the chronology of events 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  **Looking and Responding**  -- look at and talk about impressive examples of buildings created in the past in different parts of the world and at contemporary architecture, sculpture, engineering and design (slides or prints)  -- look at and talk about his/her work and the work of other children  -- look at, investigate and talk about spatial arrangements, balance and outline in collections or photographs of natural and manufactured structures  **Making Constructions**  -- make imaginative structures  -- make drawings from observation to analyse form and structure | |  |