|  |  |  |  |
| --- | --- | --- | --- |
|  | **THE PRIMARY PLANET CUNTAS MÍOSÚIL REPORT – April 2023 / ISSUE # 119** | |  |
| **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. | | |  |

|  |  |  |
| --- | --- | --- |
| **Subject** | **HISTORY** | **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: **Death and Destruction - The Irish Civil War (part 3)** |  |
| **Strand:** Story | |  |
| **Strand Units:** Stories from the lives of people in the past | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| -- 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 | |  |

|  |  |  |
| --- | --- | --- |
| **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 | |  |

|  |  |  |
| --- | --- | --- |
| **Subject** | **Science /** | **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**: Wanted: Citizen Scientists** |  |
| **Strand:** Environmental awareness and care / Myself and the wider world / | |  |
| **Strand Unit: Caring for the environment /Science and the environment / Environmental awareness / Media Education / Developing Citizenship / Forces** | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| **Caring for the environment**  -- come to appreciate individual, community and national responsibility for environmental care  -- identify and discuss a local, national or global environmental issue  -- participate in activities that contribute to the enhancement of the environment  **Science and the environment**  -- recognise and investigate aspects of human activities that may have positive or adverse effects on environments  -- recognise the contribution of scientists to society  -- examine some ways that science and technology have contributed positively to the use of the Earth's resources  -- appreciate the application of science and technology in familiar contexts  **Environmental awareness**  -- come to appreciate the need to conserve resources  -- foster an appreciation of the ways in which people use the Earth's resources  -- become aware of the importance of the Earth's renewable and non-renewable resources  -- identify positive aspects of natural and built environments through observation, discussion and recording  **Developing citizenship**  -- appreciate the environment and develop a sense of individual and community responsibility for caring for the environment and being custodians of the Earth for future generations  -- identify some local issues of concern and explore possible action that could be taken to address these issues  -- recognise and explore the positive contributions made to the local community by various organisations, ethnic, social or community groups and individuals  -- practise ways of working together and of developing a sense of belonging | |  |

|  |  |  |
| --- | --- | --- |
| **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**: Cyberbullying (part 2)** |  |
| **Strand:** Myself,Myself and others | |  |
| **Strand Unit:** Safety and Protection /Making Decisions / Self-Identity /My friends and other people | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| **Making decisions**  -- make individual and group decisions  -- recognise and explore how the views, opinions, expectations and responses of others can influence personal decisions or actions  -- recognise and explore the risks and the consequences of making a particular decision  -- become aware of and think about choices and decisions that he/she makes every day  **Safety and protection**  -- begin to assess the consequences of risky behaviour  -- identify people, places and situations that may threaten personal safety  -- explore the rules and regulations that exist in school, at home and in society and the importance of adhering to these rules for keeping himself/herself and others safe  **Self-identity**  -- become increasingly responsible and autonomous  -- express personal opinions, feelings, thoughts and ideas with growing confidence  -- realise that each person has a unique contribution to make to various groups, situations and friendships  **My friends and other people**  -- explore and examine ways of dealing with bullying  -- recognise, discuss and understand bullying  -- respect and show consideration for the views, beliefs and values of others  -- practise and recognise the importance of care and consideration, courtesy and good manners when interacting with others  -- begin to cope with disharmony in, or loss of, friendships  -- appreciate the need for and the importance of friendship and interacting with others | |  |

|  |  |  |
| --- | --- | --- |
| **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: **How are you?** |  |
| **Strand: Myself/ Myself and other people** | |  |
| **Strand Units: Relating to others /Growing and Changing** | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| **Relating to others**  -- listen actively to others and respect what each person has to say  -- explore and practise the many verbal and non-verbal ways in which people communicate with each other  **Growing and changing**  -- 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 | |  |

|  |  |  |
| --- | --- | --- |
| **Subject** | **GEOGRAPHY** | **CM** |
| **Page** | **Content:** | Checkmark |
| 19 | **PLANET PLACES:** Each month, in Planet Places, we choose a famous landmark from around the world and ﬁnd out why it's such a popular spot for tourists.  This month: **Yanjing City, China** |  |
| **Strand:** Natural Environments / Environmental awareness and care | |  |
| **Strand Units:** Physical features of Europe and the world/ Weather, Climate and Atmosphere/ Caring for the Environment / Environmental Awareness | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| **Environmental awareness**  -- foster an appreciation of the ways in which people use the Earth's resources  -- come to appreciate the need to conserve the Earth's resources  -- explore some examples of the interrelationship of climate, natural features, flora, fauna and human life in different environments in Ireland and in some of the main climatic regions of the world    **Caring for the environment**  -- examine a number of ways in which local and other environments could be improved or enhanced    **Weather, climate and atmosphere**  -- develop simple understanding of some atmospheric features  -- explore the relationship of climate to plant, animal and human life    **Physical features of Europe and the world**  -- become familiar with the names and approximate location of a small number of major world physical features | |  |

|  |  |  |
| --- | --- | --- |
| **Subject** | **SCIENCE / SPHE** | **CM** |
| **Page** | **Content:** | Checkmark |
| 28 | **ANIMAL SOS**: here we feature an animal species that is in need of human support in order to thrive and survive  This month: **The Donkey Sanctuary** |  |
| **Strand: Environmental awareness and care / Myself and the wider world** | |  |
| **Strand Units:** Caring for the environment/ Environmental awareness / Developing Citizenship | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| **Developing citizenship**  -- appreciate the environment and develop a sense of individual and community responsibility for caring for the environment and being custodians of the Earth for future generations  -- realise and begin to understand the unequal distribution of the world’s resources  -- become aware of some of the cultures, lifestyles and languages of some countries in the European Union and the wider world  -- recognise and explore the positive contributions made to the local community by various organisations, ethnic, social or community groups and individuals  **Environmental awareness**  -- explore some examples of the interrelationship of living and non-living aspects of local and other environments  -- foster an appreciation of the ways in which people use the Earth's resources  -- come to appreciate the need to conserve resources  **Caring for the environment**  -- identify and discuss a local, national or global environmental issue  -- participate in activities that contribute to the enhancement of the environment | |  |

|  |  |  |
| --- | --- | --- |
| **Subject** | **SCIENCE / SPHE** | **CM** |
| **Page** | **Content:** | Checkmark |
| 13 | **PLANET FARMING:** We read about all things to do with farming.  This month: **Money, Money, Money** |  |
| **Strand: Environmental awareness and care / Living things / Myself** | |  |
| **Strand Units: Science and the environment/ Plant and animal life** | |  |
| **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 | |  |

|  |  |  |
| --- | --- | --- |
| **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 | |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 | |  | |

|  |  |  |
| --- | --- | --- |
| **Subject** | **Art** | **CM** |
| **Page** | **Content:** |  |
| 15 | **PLANET ART : here** we feature a famous art masterpiece  This month: **Sunday Stroll (1841) by Carl Spitzweg** |  |
| **Strand: Painting** | |  |
| **Strand Unit: Looking and responding** | |  |
| **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 | |  |

|  |  |  |
| --- | --- | --- |
| **Subject** | **History** | **CM** |
| **Page** | **Content:** | Checkmark |
| 16, 17 | **MONTHLY FEATURE.**  This month: **The Good Friday Agreement** |  |
| **Strand: Politics, conflict and society / Eras of change and conflict** | |  |
| **Strand Units: Northern Ireland /Modern Ireland** | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| **Northern Ireland**  -- 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  -- 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 | |  |