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|  | **THE PRIMARY PLANET CUNTAS MÍOSÚIL REPORT – February 2023 / ISSUE # 117** | |  |
| **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** | **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: The Irish Civil War** |  |
| **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 | |  |

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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**: Mind Yourself** |  |
| **Strand:** Myself/ Myself and others | |  |
| **Strand Unit:** Self-Identity / | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| **Taking care of my body**  -- begin to develop strategies to cope with various worries or difficulties that he or she may encounter  **Self-identity**  -- become more confident in coping with change and with situations that are unfamiliar  -- express personal opinions, feelings, thoughts and ideas with growing confidence  -- explore the factors that influence his/her self-image  -- recognise, describe and discuss individual personality traits, qualities, strengths, limitations, interests and abilities | |  |

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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 kind** |  |
| **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 | |  |

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| **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: **Aogashima Island, Japan** |  |
| **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 | |  |

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| **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: **Save the Florida Bonneted Bat** |  |
| **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 | |  |

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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: **Arrivals and Departures** |  |
| **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 | |  |

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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** | **CM** |
| **Page** | **Content:** |  |
| 15 | **PLANET ART : here** we feature a famous art masterpiece  This month: **Spacer (2019) by Shane Sutton** |  |
| **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 | |  |

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| **Subject** | **HISTORY/ SPHE** | **CM** |
| **Page** | **Content:** | Checkmark |
| 16, 17 | **MONTHLY FEATURE.**  This month: **The Rise and Rise of You Tube** |  |
| **Strand:** Story / Myself and the wider World | |  |
| **Strand Units:** Stories from the lives of people in the past / Media Education | |  |
| **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  **Media education**  -- explore the different ways in which information can be transmitted andlearn to be discerning and selective about this information, with particular regard to language, behaviour, authenticity and attitudes  -- explore and examine some issues that are frequently raised in the media, the way they are portrayed and the accuracy of these presentations  -- discuss and explore television, radio, videos, computer games, the internet (worldwide web and e-mail) and other media | |  |