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|  | **THE PRIMARY PLANET CUNTAS MÍOSÚIL REPORT – May 2023 / ISSUE # 122** |  |
| **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: **Ceasefire - The Irish Civil War (part 5)** |  |
| **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 / HISTORY** | **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**: Biden & The Beast** |  |
| **Strand:** Myself and the wider world / Story |  |
| **Strand Unit:** Media Education / Developing Citizenship/ Stories from the lives of people in the past |  |
| **Content Objective(s) / Learning Outcome(s):**  |  |
|  **Media education** -- explore and understand how information is conveyed and practise relaying messages using a variety of methods -- explore the role of newspapers and other forms of print media in transmitting messages, the techniques used and the types of information included **Developing citizenship** -- realise and begin to understand the unequal distribution of the world’s resources **Stories from the lives of people in the past** -- 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 -- discuss the chronology of events in a story -- use appropriate timelines |  |

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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**: Life Beyond the Screen** |  |
| **Strand:** Myself,Myself and the Wider World |  |
| **Strand Unit:** Safety and Protection /Making Decisions / Media Education |  |
| **Content Objective(s) / Learning Outcome(s):**  |  |
|  **Safety and protection** -- explore rules and regulations at home, in school and in society and the importance of adhering to them **Making decisions** -- recognise that opportunities to exercise choice can increase as responsibilities are accepted and as the trust of others is earned -- recognise the important and legitimate role that adults have to play in making decisions and setting boundaries for young people -- acquire a growing sense of the importance of making informed decisions at many levels and identify some of the decisions he/she has to make**Media education** -- explore various recreation and leisure activities as an alternative to watching television --  |  |

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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: **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  |  |

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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: **Capilano Suspension Bridge Park, Canada** |  |
| **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 surviveThis month: **Saving the Bison** |  |
| **Strand: Living Things / Environmental awareness and care / Myself and the wider world** |  |
| **Strand Units:** Plant and animal life/Caring for the environment/ Environmental awareness / Developing Citizenship |  |
| **Content Objective(s) / Learning Outcome(s):**  |  |
|  **Plant and animal life**-- recognise that there is a great diversity of plants and animals in different regions and environments -- observe and explore some ways in which plant and animal behaviour is influenced by, or adapted to, environmental conditions -- identify the interrelationships and interdependence between plants and animals in local and other habitats**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: **Flat to the Mat** |  |
| **Strand: Environmental awareness and care / Living things**  |  |
| **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 masterpieceThis month: **Untitled (2022) by Ai Weiwei**  |  |
| **Strand: Construction**  |  |
| **Strand Unit: Making constructions/Looking and responding**  |  |
| **Content Objective(s) / Learning Outcome(s):**  |  |
| **Making Constructions**-- make imaginative structures -- explore and experiment with the properties and characteristics of materials in making structures**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 / Visual Arts** | **CM** |
| **Page** | **Content:** | Checkmark |
| 16, 17 | **MONTHLY FEATURE.** This month: **What a GEM!** |  |
| **Strand:** Early peoples and ancient societies / Construction |  |
| **Strand Units:** Egyptians / Making Constructions / Looking and Responding |  |
| **Content Objective(s) / Learning Outcome(s):**  |  |
| **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, investigate and talk about spatial arrangements, balance and outline in collections or photographs of natural and manufactured structures**Making Constructions**-- make drawings from observation to analyse form and structure -- explore and experiment with the properties and characteristics of materials in making structures**Egyptians** -- record the place of these peoples on appropriate timelines -- examine critically, and become familiar with, evidence we have which tells us about these people, especially evidence of these people which may be found locally and in Ireland, where appropriate -- become familiar with some aspects of the lives of these peoples |  |