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|  | **THE PRIMARY PLANET CUNTAS MÍOSÚIL REPORT – FEBRUARY** I **ISSUE #99** I **2021** | |  |
| **Subject** | **ENGLISH** | | **CM** |
| **Pages** | **Content:** | **Strands:** | Checkmark |
| 3, 4, 5, 6, 9, 28, 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: Offaly, Person: Mary Ward** |  |
| **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** | **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: Surviving Lockdown |  |
| 25 | **A BETTER WORLD:** Here, we look at some of the issues facing our planet and environment, and investigate how we can make a diﬀerence. By focusing on the United Nation's SDGs, we can learn what the needs of underdeveloped nations are and how they can be helped.  This month: **SDG #14 Life Under Water** |  |
| 25 | **PLANET WELLBEING:** Our mental health and wellbeing is every bit as important as our physical health. So, it’s only right that we learn to look after it. Talking about our problems, thinking positive thoughts, and taking time to relax, are just some of the ways we can do this. This month: **A Problem Shared is a Problem Halved: Worried about slipping into a rut regarding poor diet and unhealthy lifestyle** |  |
| **Strand:** Myself,Myself and the Wider World | |  |
| **Strand Unit:** Developing Citizenship, Making Decisions | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| **- Developing citizenship**  -- become aware of elements of his/her own cultural heritage and traditions  -- recognise and explore the positive contributions made to the local community by various organisations, ethnic, social or community groups and individuals  -- recognise and understand the role of the individual and various groups in the community  -- 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  **- Making decisions**  -- identify sources of help in solving problems  -- recognise the important and legitimate role that adults have to play in making decisions and setting boundaries for young people | |  |

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| **Subject** | **ENGLISH / SCIENCE** | **CM** |
| **Page** | **Content:** | Checkmark |
| 11 | **PLANET FOOD:** Each month we bring you a simple recipe for children to try out in the kitchen. This month: **Perfect Pancakes** |  |
| **Strand:** Reading / Materials | |  |
| **Strand Units:** Exploring and using /Materials and change / Properties and characteristics of materials | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| **- Exploring and using**  -- Compare and synthesise information, thoughts, and ideas from a variety of text sources.  -- Read texts in a variety of genres effortlessly with appropriate pace, accuracy and expression for a variety of audiences.  -- Compare, contrast and critically reflect on the intent of different authors and discuss various interpretations of text in a wide range of genres.  -- Acquire deep and broad vocabulary knowledge to facilitate independent comprehension of texts, to include subject-specific texts.  **- Materials and change**  -- explore some simple ways in which materials may be separated  -- investigate the effects of light, air and water on materials  -- investigate how a wide range of materials may be changed by mixing  -- recognise how heating and cooling can be used to preserve food  -- explore the effects of heating and cooling on a range of solids, liquids and gases  **- Properties and characteristics of materials**  -- identify how materials are used  -- identify and investigate a widening range of common materials in the immediate environment | |  |

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| **Subject** | **GEOGRAPHY** | **CM** |
| **Page** | **Content:** | Checkmark |
| 18 | **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: **The Marble Caves, Chile** |  |
| **Strand:** Natural Environments | |  |
| **Strand Units:** Physical features of Europe and the world | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| **- Physical features of Europe and the world**  -- become familiar with the names and approximate location of a small number of major world physical features  -- learn about a small number of the major natural features of the world | |  |

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| **Subject** | **SCIENCE** | **CM** |
| **Page** | **Content:** | Checkmark |
| 19 | **PLANET WILDLIFE:** Each month, in Planet Wildlife, we venture into the wild with Terra Firma to investigate and uncover the secret lives of some of our native Irish animals, birds and insects.This month: **The Natterjack Toad** |  |
| 19 | **AVA’s ANIMAL FACTS:** Each month Ava present four amazing animal facts based on a particular animal theme. This month: Creatures of the Sea: Dolphin, Shrimp, Sea Sponge |  |
| **Strand:** 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 and plants  -- become familiar with the characteristics of some major groups of living things  -- 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  -- develop an increasing awareness of plants and animals from wider environments | |  |

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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. This month’s story is based on veteran darts players Paul Lim (Aka the Singapore Slinger) |  |
| **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, 23 | **PLANET STEM:** In Planet STEM, 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!  **PLANET TECH:** Each month, in Planet Tech, you will ﬁnd out what is taking the tech world by storm with the latest in gadgets, gizmos and gaming. We also compare and contrast old and new versions of common devices. This month: The oven | |  | |
| **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** | **ENGLISH** | **CM** |
| **Page** | **Content:** | Checkmark |
| 27 | **THE WRITING CORNER:** Each month, we provide an opening sentence for children to write a creative paragraph on.  This month: Theme: **100? No, it couldn't be, could it?** |  |
| **Strand:** Writing | |  |
| **Strand Units:** Exploring and using / Understanding / Communicating | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| **- Exploring and using**  -- Select, justify, and recommend appropriate writing and presentation styles to create and present texts in a range of formats.  -- Discuss and evaluate others’ interpretation of their texts.  -- Examine and critically reflect on their own intent and influences as authors.  -- Use appropriate language to evaluate and discuss revisions and edits to texts created in a range of genres for a variety of purposes and audiences.  -- Identify and evaluate skills and strategies associated with writing as a process and use them to create texts independently and/or collaboratively across a range of genres, in other languages where appropriate and across the curriculum for a variety of purposes and audiences.  -- Use a variety of writing techniques to further develop and demonstrate an individual voice in their writing, including awareness of dialect.  -- Use, analyse and evaluate the typical text structure and language features associated with a wide variety of genres across the curriculum.  -- Create text for a wide variety of authentic purposes, demonstrating an increasing understanding of the influence of the audience on their work.  **- Understanding**  -- Evaluate how vocabulary is used in various contexts in their writing.  -- Evaluate the aesthetic, creative, figurative and imaginative dimensions of language in their writing.  -- Analyse how letter-sound correspondences, common spelling patterns and meaningful word parts and roots impact on spelling, using this knowledge to correctly spell words in their writing.  -- Use a variety of simple, compound and complex sentence structures, varying sentence length to suit the audience, style and tone of their writing.  **- Communicating**  -- Evaluate and critically choose appropriate tools, strategies, content and topics to create text in a range of genres across the curriculum for a variety of purposes and audiences.  -- Use writing as a tool to clarify and structure thought and to express individuality.  -- Engage positively and purposefully while creating text in a variety of genres, other languages where appropriate, and across the curriculum. | |  |

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| **Subject** | **SPHE** | **CM** |
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| 27 | **MAIN FEATURE:**  This month: Taking the Fight to Fake News, in relation to Safer Internet Day (February 9) equips readers with information on what fake news is, how you can spot it, why it exists and what we can do to protect ourselves and others from the harm it can cause. The feature takes a close look at the main features of fake news and false information online: Clickbait, Sloppy Journalism, Misleading Headlines, Propaganda |  |
| **Strand:** Myself and the Wider World | |  |
| **Strand Units:** Media Education | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| -- become increasingly critical and discerning in his/her own attitude to advertising and the techniques used to promote products, life-styles and ideas  -- 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 practice relaying messages using a variety of methods | |  |