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| **Subject** | **ENGLISH** | | **CM** |
| **Pages** | **Content:** | **Strands:** | Checkmark |
| 3, 4, 5, 21, 22, 23, 24 | **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**  -- Read texts in a variety of genres effortlessly with appropriate pace, accuracy and expression for a variety of audiences.  -- Respond to the aesthetic, creative, and imaginative aspects of a wide range of texts in various genres across the curriculum and defend their preferences and opinions.  -- Draw on an increasing knowledge of word structure and word parts, including prefixes, suffixes and root words, to independently uncover the meaning of words encountered in texts. Use knowledge of synonyms, antonyms, homonyms, homographs and homophones to clarify and discuss the meaning of new and known vocabulary.  -- Acquire deep and broad vocabulary knowledge to facilitate independent comprehension of texts, to include subject-specific texts.  **- Understanding**  -- Use existing language skills and knowledge to decipher text in other languages.  -- Use a range of word identification strategies flexibly and with confidence when reading instructional and independent-level texts across the curriculum.  -- Analyse and compare conventions of print in texts of increasing complexity.  - **Communicating**  -- Choose, read and critically respond to texts in a range of genres and languages across the curriculum for pleasure, interest and specific purposes.  -- Engage with texts of increasing complexity and discover and explore texts in various languages.  -- Develop their interest in and enjoyment of literature and reading in a variety of genres across the curriculum. | | |  |

**NEWS FLASH CUNTAS MÍOSÚIL**

**APRIL 2021**

**ISSUE #53**

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| **Subject** | **HISTORY** | **CM** |
| **Page** | **Content:** | Checkmark |
| 6, 7 | **THE HISTORY FILES:** Here, we feature an ancient civilization and look at the unique features of this time, in relation to buildings, people, education, food, homes and legacy. This month: **The Ancient Roman Civilisation** |  |
| **Strand:** Story / Early People and Early Societies | |  |
| **Strand Units:** Stories from the lives of people in the past / Romans | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| **- Early societies of the Romans**  -- record the place of these peoples on appropriate timelines  -- examine and become familiar with evidence we have which tells us about these people, especially evidence of these people which may be found locally  -- become familiar with aspects of the lives of these peoples  **- Stories from the lives of people in the past**  -- use appropriate timelines  -- discuss chronology of events (beginning, middle, end) 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  -- listen to, discuss, retell and record a 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** | **GEOGRAPHY / SPHE** | **CM** |
| **Page** | **Content:** | Checkmark |
| 8 | **PEOPLE WORKING IN THE COMMUNITY:**  This month: **Fundraising Manager** |  |
| **Strand:** | |  |
| **Strand Unit:** Developing Citizenship | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| **- People living and working in the local area and People living and working in a contrasting part of Ireland**  -- investigate work of people involved in transport and communications  -- explore and investigate, especially through practical studies, a small number of the common economic activities of people in the locality and in a contrasting part of Ireland  -- learn about and come to appreciate and respect the people and communities who live and work in the locality and in a contrasting part of Ireland  **- My friends and other people**  -- appreciate the need for and the importance of friendship and interacting with others | |  |

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| **Subject** | **GAEILGE** | **CM** |
| **Page** | **Content:** | Checkmark |
| 9 | **CÚINNE NA GAIELGE**  This month: Téama: Mo Éadaí  **An maith leat m’éadaí nua?** |  |
| **Strand:** Léitheoireacht / Scríobhnoireacht | |  |
| **Strand Unit:** Tuiscint | |  |
| **- Tuiscint**  -- Úsáid a bhaint as stór focal óna dtaithí phearsanta agus óna dtaithí ar phlé le téacs. Teanga a úsáid go spraíúil agus go cruthaitheach.  -- Úsáid a bhaint as roinnt litrithe chirt, ag tarraingt ar an eolas atá acu faoi phatrúin fuaime agus patrúin litreacha.  -- Litreacha ó aibítir na Gaeilge a aithint, a ainmniú, agus a fhuaimniú.  **- Tuiscint**  -- Úsáid a bhaint as an gcomhthéacs agus leideanna sa téacs chun focail nua a thuiscint agus a shealbhú.  -- Stór focal/teanga nua léitheoireachta a thuiscint, a shealbhú agus a phlé agus é a úsáid.  -- Struchtúr abairte a thabhairt faoi deara agus a phlé.  -- Gnásanna an chló a úsáid chun brí a bhaint as téacs. | |  |

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| **Subject** | **ART / HISTORY** | **CM** |
| **Page** | **Content:** | Checkmark |
| 10 | **Art to HEART:** Looking at responding to some of the most famous and iconic works of art, and learn about the artist: ***Girl with a Pearl Earring*** by Johannes Vermeer |  |
| **Strand:** Story / Drawing | |  |
| **Strand Units:** Stories from the lives of people in the past / Looking and Responding | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| **- Stories from the lives of people in the past**  -- 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 his/her work, the work of other children and the work of artists | |  |

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| **Subject** | **GEOGRAPHY** | **CM** |
| **Page** | **Content:** | Checkmark |
| 14 | **AROUND THE WORLD:** Each month, we feature a country in the world and discuss its stats, geographical, historical and cultural features  This month: Ecuador |  |
| **Strand:** Myself and the Wider World | |  |
| **Strand Units:** Developing citizenship | |  |
| **- Developing citizenship**  -- begin to develop an awareness of the lives and culture of some people in the European Union  -- appreciate the diversity of people or groups within communities and the importance of mutual respect, empathy and understanding for living together in peace and harmony | |  |

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| **Subject** | **SPHE** | **CM** |
| **Page** | **Content:** | Checkmark |
| 15 | **MYSELF AND OTHERS:** Each month, we look at how we can best communicate and expressour feelings to others  This month: **Be a Good Neighbour** |  |
| **Strand:** Myself and Others | |  |
| **Strand Units:** My friends and other people | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| **- My friends and other people**  -- respect and show consideration for the views, beliefs and values of others  -- practice and recognise the importance of care and consideration, courtesy and good manners when interacting with others  -- acknowledge that friends often circulate in groups, which can be healthy or unhealthy  -- examine different types of friendship  -- explore the different aspects of friendship  -- appreciate the need for and the importance of friendship and interacting with others | |  |

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| **Subject** | **PE** | **CM** |
| **Page** | **Content:** | Checkmark |
| 20, 21 | **THE WACKY WORLD OF SPORT & SPORTS PAGES:** This month: Kabaddi |  |
| **Strand:** Games | |  |
| **Strand Units:** Understanding and appreciation of games | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| **- Understanding and appreciation of games**  -- develop problem-solving and decision-making strategies, and an understanding of the tactics and strategies for use in modified games situations  -- discuss and improve control in movement skills relevant to games | |  |

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| **Subject** | **SCIENCE** | | **CM** | |
| **Page** | **Content:** | | Checkmark | |
| 22, 23 | **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. | |  | |
| **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 | |  | |

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| **Subject** | **HISTORY** | | **CM** | |
| **Page** | **Content:** | | Checkmark | |
| 11-13 | **MAIN FEATURE:** The 500th anniversary of the death of Portuguese explorer Ferdinand Magellan | |  | |
| **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  -- discuss the actions and feelings of characters  -- discuss chronology of events (beginning, middle, end) in a story  -- listen to local people telling stories about their past  -- 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 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 | |  | |