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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**

**March 2022**

**ISSUE #62**

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| **Subject** | **HISTORY** | **CM** |
| **Page** | **Content:** | Checkmark |
| 6, 7 | **THE HISTORY FILES:** Here, we feature a story about one of the world’s most famous explorers. This month: **Gertrude Bell (1868-1926) modern Iraq** |  |
| **Strand:**  |  |
| **Strand Units:** Stories from the 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 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** | **GAEILGE** | **CM** |
| **Page** | **Content:** | Checkmark |
| 9 | **CÚINNE NA GAIELGE**This month: Ocáidí Speisialta |  |
| **Strand:** Léitheoireacht / Scríobhnóireacht  |  |
| **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 |
| 8 | **Art to HEART:** Looking at and responding to some of the most famous and iconic works of art, and learningabout the artist: **The Flower Carrier by Diego Rivera** |  |
| **Strand:** Story / Drawing  |  |
| **Strand Units:** Stories from the lives of people in the past / 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**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  |  |

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| **Subject** | **GEOGRAPHY** | **CM** |
| **Page** | **Content:** | Checkmark |
| 15 | **AROUND THE WORLD:** Each month, we feature a country in the world and discuss its stats, geographical, historical and cultural featuresThis month: **Ghana** |  |
| **Strand: Human Environments** |  |
| **Strand units: People and places in other areas / People and other lands** |
| **People and places in other areas** -- appreciate ways in which people in different areas depend on one another and on people living in other parts of the world **People and other lands** -- study some aspects of the environments and lives of people in one location in Europe and one location in another part of the world |

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| **Subject** | **SPHE** | **CM** |
| **Page** | **Content:**  | Checkmark |
| 11 | **MYSELF AND OTHERS:** Each month, we look at how we can best communicate and express our feelings to othersThis month: **4 good reasons to Try Hard** |  |
| **Strand:** Myself and Others  |  |
| **Strand Units: Self identity / myself and others** |  |
| **Content Objective(s) / Learning Outcome(s):** |  |
| **Self-identity** -- become increasingly responsible and autonomous -- identify realistic personal goals and targets and how these can be achieved in the short or long term -- recognise and reflect on choices that are made every day -- become more independent and self-reliant -- develop an appreciation of and talk about personal strengths, abilities and characteristics**My friends and other people** -- explore the different aspects of friendship -- appreciate the need for and the importance of friendship and interacting with others  |  |

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| **Subject** | **SCIENCE / HISTORY** | **CM** |
| **Page** | **Content:** | Checkmark |
| 19 | AMAZING ENGINEERING: Each month we feature a famous feat of engineering somewhere in the worldThis month: **The Turning Torso** |  |
| **Strand: All** |  |
| **Strand Units: Properties of characteristics of materials** |  |
| **Content Objective(s) / Learning Outcome(s):** |  |
| **Properties and characteristics of materials** -- investigate how materials may be used in construction -- describe and compare materials, noting the differences in colour, shape and textureHistory:-- refer to or use appropriate timelines -- identify some of the factors which have caused or prevented change -- study aspects of social, artistic, technological and scientific developments over long periods - Properties and characteristics of materials -- investigate how materials may be used in construction -- describe and compare materials, noting the differences in colour, shape and texture |  |

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| **Subject** | **Science** | **CM** |
| **Page** | **Content:**Awesome animals: Each month we look at an animal from the world of nature. We investigate the habitat, diet, and life of the animal, understanding its importance and relationship to the world and to humans and present the information in fact form. | Checkmark |
|  | **This month: Rhinos** |  |
| **Strand:** Living Things |  |
| **Strand Units:** Plants and animals |  |
| **Content Objective(s) / Learning Outcome(s):**  |  |
|  -- become aware of some of the basic life processes in animals -- discuss simple food chains -- come to appreciate that animals depend on plants and indirectly on the sun for food -- observe and explore some ways in which plant and animal behaviour is influenced by, or adapted to, environmental conditions -- develop an increasing awareness of plants and animals from wider environments |  |