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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**

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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: Captain Cook (1728-1779) Australia and Oceania |  |
| **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: Ar Scoil |  |
| **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 |
| 10 | **Art to HEART:** Looking at responding to some of the most famous and iconic works of art, and learn about the artist: Charles Burton Barber – *In Disgrace* (1893) |  |
| **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 |
| 14 | **AROUND THE WORLD:** Each month, we feature a country in the world and discuss its stats, geographical, historical and cultural features  This month: Cameroon |  |  |
| **Strand: Human Environments** | |  |  |
| **Strand units: People and places in other areas / People and other lands** | |  |
| **Content Objective(s) / Learning Outcome(s):**  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 |
| 15 | **MYSELF AND OTHERS:** Each month, we look at how we can best communicate and express our feelings to others  This month: Why it’s important to … Listen |  |
| **Strand:** Myself and Others | |  |
| **Strand Units: Self identity / myself and my family** | |  |
| **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    Myself and my family  -- recognise that each member has a place and role in the family and contributes to the effective functioning of the family unit  -- identify the behaviour that is important for harmony in families  -- appreciate his/her own family and identify ways in which members of families can help, support and care for each other | |  |

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| **Subject** | **SCIENCE** | | **CM** | |
| **Page** | **Content:** | | Checkmark | |
| 22, 23 | AMAZING ENGINEERING: Each month we feature a famous feat of engineering somewhere in the world  This month: Bran Castle, Romania | |  | |
| **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 texture  History:  -- 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 | |  | |
| **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** | **SPHE** | **CM** |
| **Page** | **Content:** | Checkmark |
| 11-13 | **MAIN FEATURE:** Minecraft’s 10-year anniversary |  |
| **Strand:** Myself and the Wider World | |  |
| **Strand Units:** Developing Citizenship / Media education | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| **Media education**  -- begin to explore some of the techniques that are used in marketing and advertising  -- discuss and explore television, radio, videos, computer games, the internet (worldwide web and e-mail) and other media  -- 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    **Developing citizenship**  -- explore some of the issues and concerns in the local or national community  -- examine how justice, fairness and equality may or may not be exemplified in a community  -- 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  -- recognise how each person has both an individual and a communal responsibility to the community  -- be aware of the importance of mutual respect and sensitivity to the different values and attitudes held by others | |  |

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| **Subject** | **Science** | **CM** |
| **Page** | **Content:** 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:** The gorilla |  |
| **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 | |  |