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|  | **THE PRIMARY PLANET CUNTAS MÍOSÚIL REPORT – December / ISSUE # 107**I **2021** | |  |
| **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: **County: Armagh – Redmond O’Hanlon** |  |
| **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 a historical event and a diary style article about what happened on the historical date.  This month: **Ford Motor Company began the Moving Assembly line** |  |
| **Strand: Story / Continuity and change over time** | |  |
| **Strand Units: Stories from lives of people in the past / Transport / Workshops and Factories** | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| Transport, Workshops and Factories  -- identify the factors which may have caused or prevented change  -- identify examples of change and continuity in the ‘line of development’  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 / Geography** | **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: **COP26: Too little too late?** |  |
| **Strand:** Myself and the Wider World / Environmental awareness and care | |  |
| **Strand Unit:** Developing Citizenship / Environmental awareness/ Caring for the Environment | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| **- Developing citizenship**  -- realise and begin to understand the unequal distribution of the world’s resources  -- 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  -- begin to explore the concept of democracy  -- identify some local issues of concern and explore possible action that could be taken to address these issues  -- recognise and explore the positive contributions made to the local community by various organisations, ethnic, social or community groups and individuals  **Environmental awareness**  -- come to appreciate the need to conserve the Earth's resources  -- foster an appreciation of the ways in which people use the Earth's resources  -- become aware of the importance of the Earth's renewable and non-renewable resources  -- recognise and investigate aspects of human activities which may have positive or adverse effects on environments  **Caring for the environment**  -- come to appreciate individual, community and national responsibility for environmental care  -- identify and discuss a local, national or global environmental issue | |  |

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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: Iguazu Falls |  |
| **Strand:** Natural Environments / Environmental awareness and care / Human environments | |  |
| **Strand Units:** Physical features of Europe and the world/ environmental awareness / weather, climate and atmosphere / people and other lands | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| **People and other lands**  -- learn to value and respect the diversity of peoples and their lifestyles in these areas and other parts of the world  -- become aware of various ethnic, religious and linguistic groups of peoples in Ireland, Europe and the wider world  **Environmental awareness**  -- foster an appreciation of the ways in which people use the Earth's resources  -- become aware of the importance of the Earth's renewable and non-renewable resources  **Weather, climate and atmosphere**  -- explore the relationship of climate to plant, animal and human life  -- become aware of the characteristics of some major climatic regions in different parts of the world  **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 survive  This month: **Save the Wolves** |  |
| **Strand: Environmental awareness and care / Myself and the wider world** | |  |
| **Strand Units:** Caring for the environment / Developing Citizenship | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| **Caring for the environment**  -- identify and discuss a local, national or global environmental issue  -- come to appreciate individual, community and national responsibility for environmental care  -- examine a number of ways in which the local environment could be improved or enhanced  **Science and the environment**  -- recognise the contribution of scientists to society  -- recognise and investigate human activities which have positive or adverse effects on local and wider environments  Environmental awareness  -- recognise how the actions of people may impact upon environments  **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 | |  |

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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: Winter Warmth**.** |  |
| **Strand: Environmental awareness and care / Living things / Myself** | |  |
| **Strand Units:** Science and the environment/ Plant and animal life/ Safety and Protection | |  |
| **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  **Safety and protection**  -- identify some potential risks to health and safety in the environment  -- identify people, places and situations that may threaten personal safety | |  |

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| **Subject** | **SCIENCE / HISTORY** | **CM** |
| **Page** | **Content:** | Checkmark |
| 23 | OUR PLACE IN SPACE: here we take a look at hoe human fascination with space has changed an evolved over time, and the impact it has on the present and perhaps the future.  This month: **The Age of Reason** |  |
| **Strand: Environmental awareness and care / Story** | |  |
| **Strand Units:** Science and the Environment / Stories from the lives of people in the past | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| **Science and the environment**  -- recognise the contribution of scientists to society  -- begin to explore and appreciate the application of science and technology in familiar contexts  **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  -- use appropriate timelines  -- 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** | **MATHS** | **CM** |
| **Page** | **Content:** | Checkmark |
| 20 | **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 Christmas**.** |  |
| **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 | **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! | |  | |
| **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 |
| 15, 16, 17 | **THE WRITING CORNER:**  This month: **Christmas Poetry Special** |  |
| **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** | **Art / History** | **CM** |
| **Page** | **Content:** |  |
| 14 | **PLANET ART : here** we feature a famous art masterpiece  This month: Joy Ride by Grandma Moses (1953) |  |
| **Strand: Painting / Life, Society, work and culture in the past** | |  |
| **Strand Unit: Looking and responding / Language and culture in late 19th century and early 20th century** | |  |
| **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  **Language and culture in late 19th century and early 20th century**  -- examine and become familiar with evidence which informs us about the lives of people in the periods studied, their thoughts and concerns.  -- record the place of peoples and events on appropriate timelines | |  |

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| **Subject** | **SCIENCE / SPHE** | **CM** |
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| INSERT BOOKLET | **STEM matters:** A mini-magazine which is full of Science Technology, Engineering and maths.  This month**: Lighting our Futures** |  |
| **Strand: Energy and Forces / Myself and the wider world** | |  |
| **Strand Units: Light**  **Developing citizenship** | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| **Light**  -- appreciate the importance of sight  -- investigate how mirrors and other shiny surfaces are good reflectors of light  -- investigate the refraction of light  -- investigate the splitting and mixing of light  -- know that light travels from a source  -- learn that light is a form of energy  **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  -- recognise and explore the positive contributions made to the local community by various organisations, ethnic, social or community groups and individuals  **Skills/Concepts/Aspects/Language Functions:**  Analysing > Recording and communicating  -- record and present findings and conclusions using a variety of methods  oral and written accounts,charts, graphs and diagrams presentations using word processing or publishing programs  Analysing > Interpreting  -- draw conclusions from suitable aspects of the evidence collected  -- interpret information and offer explanations  Working scientifically > Estimating and measuring  -- use appropriate simple instruments and techniques to collect and record data on length, weight, mass, capacity, time and temperature thermometers, rulers, scales, stop-watches, measuring jugs, record sheets, spring balances and forcemeters  Working scientifically > Investigating and experimenting  -- design, plan and carry out simple experiments, having regard to one or two variables and their control and the need to sequence tasks and tests  Working scientifically > Predicting  -- propose ideas or simple theories that may be tested by experimentation  -- make inferences based on suggestions and observations  -- offer suggestions (hypotheses) based on a number of observations and data available about the likely results of the investigations  Working scientifically > Observing  -- distinguish between the significant and less significant observations  Working scientifically > Questioning  -- ask questions that will help in drawing conclusions and interpreting information | |  |