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|  | **THE PRIMARY PLANET CUNTAS MÍOSÚIL REPORT – MARCH 2022 /ISSUE #110** | |  |
| **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: Tyrone – Typhoid Mary** |  |
| **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: **Exxon Valdez Oil Spill** |  |
| **Strand: Story / Continuity and change over time** | |  |
| **Strand Units: Stories from 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 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 / History** | **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: **The Russia-Ukraine Crisis** |  |
| **Strand:** Myself and the Wider World / Myself/ Story | |  |
| **Strand Unit:** Developing Citizenship /Self-Identity / Stories from the lives of people in the past / | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| **Developing citizenship**  -- 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  **Self-identity**  -- take increasing personal responsibility for himself/herself  -- develop further the ability to express personal opinions, thoughts and ideas and listen to, respect, think about and comment critically and constructively on the views of others  -- identify realistic personal goals and targets and the strategies required to reach these    **Stories from the lives of people in the past**  -- use appropriate timelines  -- discuss the attitudes and motivations of characters in their historical context  -- discuss the chronology of events 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 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  - Developing citizenship | |  |

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| **Subject** | **SPHE** | **CM** |
| **Page** | **Content:** | Checkmark |
| 14 | **My Online Life:** here we have monthly hints and tips on how to stay safe online.  This month: Real Life vs Screen Life |  |
| **Strand:** Myself,Myself and the Wider World | |  |
| **Strand Unit:** Safety and Protection /Media Education | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| **Safety and protection**  -- identify situations and places that may threaten personal safety  -- discuss a variety of risky situations and behaviour and assess and evaluate how these risks may be avoided or minimised and the implications of taking risks  -- explore rules and regulations at home, in school and in society and the importance of adhering to them  **Media Education**  -- identify the audiences at which different aspects of the media are aimed  -- explore and examine some issues that are frequently raised in the media, the way they are portrayed and the accuracy of these presentations  -- explore the different ways in which information can be transmitted and learn to be discerning and selective about this information, with particular regard to language, behaviour, authenticity and attitudes  -- discuss and explore television, radio, videos, computer games, the internet (worldwide web and e-mail) and other media | |  |

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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: **Sequoia National Park, California USA** |  |
| **Strand:** Natural Environments / Environmental awareness and care | |  |
| **Strand Units:** Physical features of Europe and the world/ Weather, Climate and Atmosphere/ Caring for the Environment / Environmental Awareness | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| **Environmental awareness**  -- foster an appreciation of the ways in which people use the Earth's resources  -- come to appreciate the need to conserve the Earth's resources  -- explore some examples of the interrelationship of climate, natural features, flora, fauna and human life in different environments in Ireland and in some of the main climatic regions of the world    **Caring for the environment**  -- examine a number of ways in which local and other environments could be improved or enhanced    **Weather, climate and atmosphere**  -- develop simple understanding of some atmospheric features  -- explore the relationship of climate to plant, animal and human life    **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** | **GEOGRAPHY** | **CM** |
| **Page** | **Content: Tonga’s Disasters** | Checkmark |
| 16, 17, 18 | This month’s feature |  |
| **Strand:** Natural Environments | |  |
| **Strand Units:** Physical features of Europe and the world/Rocks and Soil / Weather, Climate and Atmosphere/ | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| **Rocks and soil**  -- develop simple understanding of the structure of the Earth, using terms such as core, mantle, crust, plates of the crust, lava flow, volcano, earthquake  **Weather, climate and atmosphere**  -- develop simple understanding of some atmospheric features  -- explore the relationship of climate to plant, animal and human life    **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 Scottish Tiger** |  |
| **Strand: Environmental awareness and care / Myself and the wider world** | |  |
| **Strand Units:** Caring for the environment/ Environmental awareness / Developing Citizenship | |  |
| **Content Objective(s) / Learning Outcome(s):** | |  |
| **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  -- become aware of some of the cultures, lifestyles and languages of some countries in the European Union and the wider world  -- recognise and explore the positive contributions made to the local community by various organisations, ethnic, social or community groups and individuals  **Environmental awareness**  -- explore some examples of the interrelationship of living and non-living aspects of local and other environments  -- foster an appreciation of the ways in which people use the Earth's resources  -- come to appreciate the need to conserve resources  **Caring for the environment**  -- identify and discuss a local, national or global environmental issue  -- participate in activities that contribute to the enhancement of the environment | |  |

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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: **There’ll be good days and bad** |  |
| **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 19th Century** |  |
| **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):** | |  |
| **Stories from the lives of people in the past**  -- use appropriate timelines  -- discuss the attitudes and motivations of characters in their historical context  -- examine and begin to make deductions from some simple relevant evidence  -- discuss the chronology of events in a story  -- 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  **Science and the environment**  -- recognise the contribution of scientists to society  -- appreciate the application of science and technology in familiar contexts | |  |

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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. |  |
| **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** | **Art / History** | **CM** |
| **Page** | **Content:** |  |
| 18 | **PLANET ART: here** we feature a famous art masterpiece  This month: **The Wreck Buoy (1849)** |  |
| **Strand: Painting / Life, Society, work and culture in the past** | |  |
| **Strand Unit: Looking and responding / Life in mediaeval towns and countryside (Europe)** | |  |
| **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  **Life in mediaeval towns and countryside**  -- 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 | |  |

