

# THE PRIMARY PLANET



## YEARLY PLANS 2025/26 SCHOOL YEAR

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## MAIN FEATURES YEARLY PLAN 2025/26

SEPTEMBER: Why Sleep Is So Super	
<b>Subject:</b> SESE Science/SPHE	
<b>Strand:</b> Living Things/Myself	
<b>Strand Units:</b> Human Life / Taking care of my body	
<b>Class Level:</b> 4 <sup>th</sup> , 5 <sup>th</sup> and 6 <sup>th</sup> Class	
<b>Content:</b> Explore how sleep supports physical and emotional wellbeing. Understand its role in learning, focus, and health.	
<b>Learning Outcomes/Content Objectives:</b> <i>The child should be enabled to</i> <ul style="list-style-type: none"> <li>• become aware of the importance of sleep for physical and emotional health</li> <li>• identify the factors that help or hinder a good night's sleep (e.g. routine, screens, diet, stress)</li> <li>• recognise how rest and sleep contribute to overall wellbeing, growth and concentration</li> <li>• discuss how healthy lifestyle choices, including regular sleep, affect the functioning of the human body</li> <li>• appreciate that taking care of our body is part of caring for our mental and emotional health</li> </ul>	
<b>Linkage and integration:</b> <ul style="list-style-type: none"> <li>• SPHE: Emotional wellbeing</li> <li>• English: Recount writing / oral discussion</li> <li>• PE: Health and physical fitness</li> </ul>	

OCTOBER: Presidential Election Special	
<b>Subject:</b> SPHE / History / English	
<b>Strand:</b> Myself and the wider world / Story	
<b>Strand Units:</b> Developing citizenship / Stories from the lives of people in the past	
<b>Class Level:</b> 4 <sup>th</sup> , 5 <sup>th</sup> , and 6 <sup>th</sup> Class	
<b>Content:</b> Learn about the role of the President of Ireland, how elections work, and how voting gives people a voice in society. Children reflect on the importance of democracy and leadership.	
<b>Learning Outcomes/Content Objectives:</b> <i>The child should be enabled to</i> <ul style="list-style-type: none"> <li>• become aware of the importance of elections in democratic society</li> <li>• explore the role of the President and other national leaders</li> <li>• discuss how people make a contribution to the lives of others through leadership</li> <li>• listen to and retell stories of historical figures involved in politics and democracy</li> <li>• recognise the value of personal and civic responsibility</li> </ul>	
<b>Linkage and integration:</b> <ul style="list-style-type: none"> <li>• History: Political developments in modern Ireland</li> <li>• English: Discussion, oral language, persuasive writing</li> <li>• SPHE: Citizenship and community participation</li> </ul>	

NOVEMBER: AI Special (Science Week)	
<b>Subject:</b> SESE Science / SPHE / English	
<b>Strand:</b> Environmental Awareness and Care / Myself and the wider world	
<b>Strand Units:</b> Caring for the environment / Media education	
<b>Class Level:</b> 4 <sup>th</sup> , 5 <sup>th</sup> , and 6 <sup>th</sup> Class	
<b>Content:</b> Explore the science of artificial intelligence, its real-world applications, and how it is changing the way we live and learn. Encourage discussion around the benefits and challenges of new technologies.	
<b>Learning Outcomes/Content Objectives:</b> <i>The child should be enabled to</i> <ul style="list-style-type: none"> <li>• develop a basic understanding of what AI is and how it works</li> <li>• explore the ethical issues surrounding technology and data use</li> <li>• reflect on how technology influences everyday life</li> <li>• discuss environmental and social impacts of scientific developments</li> <li>• participate in classroom discussions and debates around new inventions</li> </ul>	
<b>Linkage and integration:</b> <ul style="list-style-type: none"> <li>• English: Oral discussion / Report writing</li> <li>• SPHE: Media education, critical thinking</li> <li>• Science: Science Week investigations and experiments</li> </ul>	
DECEMBER: Christmas Story & Poetry Special	
<b>Subject:</b> ENGLISH / SPHE	
<b>Strand:</b> Emotional and imaginative development / Myself	
<b>Strand Units:</b> Writing / Self-identity	
<b>Class Level:</b> 4 <sup>th</sup> , 5 <sup>th</sup> , and 6 <sup>th</sup> Class	
<b>Content:</b> This feature will comprise pupil's own writing (Christmas stories and poems), sent in over the month of November. A selection will be published as part of a TPP 4-page Christmas writing special.	
<b>Learning Outcomes/Content Objectives:</b> <i>The child should be enabled to</i> <ul style="list-style-type: none"> <li>• write for a variety of purposes and audiences</li> <li>• express personal experiences, thoughts, and feelings through story and poetry</li> <li>• develop confidence in their creative abilities</li> <li>• use imagination to create festive settings, characters, and plots</li> <li>• listen to and appreciate the creativity of others</li> </ul>	
<b>Linkage and integration:</b> <ul style="list-style-type: none"> <li>• SPHE: Self-expression and self-confidence</li> <li>• Arts Ed: Creative development</li> <li>• English: Genre writing – narrative and poetry</li> </ul>	

JANUARY: Coming Up In 2026	
<b>Subject:</b> SESE / SPHE / English	
<b>Strand:</b> Time and chronology / Myself and the wider world	
<b>Strand Units:</b> Continuity and change / Developing citizenship	
<b>Class Level:</b> 4 <sup>th</sup> , 5 <sup>th</sup> , and 6 <sup>th</sup> Class	
<b>Content:</b> Look ahead to key events and milestones expected in 2026 – elections, sports, science missions, anniversaries and more.	
<b>Learning Outcomes/Content Objectives:</b> <i>The child should be enabled to</i> <ul style="list-style-type: none"> <li>• explore how time is measured and how calendars shape our lives</li> <li>• become aware of local, national and global events</li> <li>• recognise how new developments and dates can impact our lives</li> <li>• record information about future plans and anticipated events</li> <li>• understand the role of media in highlighting important dates</li> </ul>	
<b>Linkage and integration:</b> <ul style="list-style-type: none"> <li>• English: Note-taking, calendar research, report writing</li> <li>• SPHE: Goal-setting, current affairs</li> <li>• History: Time and chronology</li> </ul>	

FEBRUARY: Interview With Norah Patten (Women And Girls In Science)	
<b>Subject:</b> Science / SPHE / English	
<b>Strand:</b> Living Things / Myself	
<b>Strand Units:</b> Human Life / Self-identity	
<b>Class Level:</b> 4 <sup>th</sup> , 5 <sup>th</sup> , and 6 <sup>th</sup> Class	
<b>Content:</b> An interview-based feature exploring Norah Patten's journey in science and space exploration, highlighting role models and opportunities for girls in STEM.	
<b>Learning Outcomes/Content Objectives:</b> <i>The child should be enabled to</i> <ul style="list-style-type: none"> <li>• recognise contributions of Irish women in science and engineering</li> <li>• understand the role of education, perseverance, and ambition in achieving goals</li> <li>• listen to and recount stories of modern role models</li> <li>• reflect on personal interests in science, space and technology</li> <li>• engage in conversations around gender equality in careers</li> </ul>	
<b>Linkage and integration:</b> <ul style="list-style-type: none"> <li>• English: Interview writing / comprehension</li> <li>• SPHE: Gender equality / ambitions</li> <li>• Science: Careers in STEM</li> </ul>	

<b>MARCH: Ireland Special – The Best Things About Being Irish</b>	
<b>Subject:</b> SPHE / History / Geography	
<b>Strand:</b> Myself and my community / Local studies	
<b>Strand Units:</b> Identity and citizenship / My county or locality	
<b>Class Level:</b> 4 <sup>th</sup> , 5 <sup>th</sup> , and 6 <sup>th</sup> Class	
<b>Content:</b> Celebrate Irish culture, diversity, kindness and welcome – from food and language to community, festivals and inclusivity.	
<b>Learning Outcomes/Content Objectives:</b> <i>The child should be enabled to</i> <ul style="list-style-type: none"> <li>• explore what makes Ireland unique and special to live in</li> <li>• develop pride in Irish heritage and inclusivity</li> <li>• examine ways communities show welcome and belonging</li> <li>• learn about national symbols, traditions, and values</li> <li>• express personal thoughts about identity and connection</li> </ul>	
<b>Linkage and integration:</b> <ul style="list-style-type: none"> <li>• SPHE: Respect and belonging</li> <li>• History: National identity</li> <li>• Geography: People and places</li> </ul>	

<b>APRIL: Rubbish Talk – The Circular Economy</b>	
<b>Subject:</b> SESE Science / SPHE / Geography	
<b>Strand:</b> Environmental Awareness and Care / Myself and the wider world	
<b>Strand Units:</b> Science and the environment / Caring for the environment / Media education	
<b>Class Level:</b> 4 <sup>th</sup> , 5 <sup>th</sup> , and 6 <sup>th</sup> Class	
<b>Content:</b> Explore what happens to our rubbish, why there's no such thing as 'away', and how the circular economy aims to reuse and repurpose waste instead of sending it to landfill.	
<b>Learning Outcomes/Content Objectives:</b> <i>The child should be enabled to</i> <ul style="list-style-type: none"> <li>• understand what the circular economy is and how it works</li> <li>• explore the impact of waste on people, animals, and the environment</li> <li>• examine ways individuals and communities can reduce, reuse, and recycle</li> <li>• recognise how personal and local actions connect to global environmental goals</li> <li>• critically assess media messages about environmental responsibility</li> </ul>	
<b>Linkage and integration:</b> <ul style="list-style-type: none"> <li>• SPHE: Environmental care and personal choices</li> <li>• Geography: Natural environments and human impact</li> <li>• English: Argument writing / persuasive discussion</li> </ul>	

<b>MAY: Ireland's Museums</b>
<b>Subject:</b> History / Geography / Arts Education
<b>Strand:</b> Local studies / Human environments / Cultural heritage
<b>Strand Units:</b> My county or locality / People and communities / Culture and heritage
<b>Class Level:</b> 4 <sup>th</sup> , 5 <sup>th</sup> , and 6 <sup>th</sup> Class
<b>Content:</b> Explore some of Ireland's best-known and lesser-known museums, what they preserve, and why they matter for future generations.
<b>Learning Outcomes/Content Objectives:</b> <i>The child should be enabled to</i> <ul style="list-style-type: none"> <li>• become familiar with a variety of Irish museums and their collections</li> <li>• recognise how museums protect, interpret and share Ireland's stories</li> <li>• explore the value of art, artefacts and exhibitions in understanding the past</li> <li>• discuss how museums are connected to local identity and heritage</li> <li>• consider how cultural institutions serve the community</li> </ul>
<b>Linkage and integration:</b> <ul style="list-style-type: none"> <li>• Geography: Human environments</li> <li>• History: Local studies</li> <li>• Arts Education: Visual appreciation</li> </ul>

<b>JUNE: World Cup</b>
<b>Subject:</b> PE / SPHE / Geography
<b>Strand:</b> Games / Myself and the wider world / Human environments
<b>Strand Units:</b> Games and fair play / Global citizenship / People and other lands
<b>Class Level:</b> 4 <sup>th</sup> , 5 <sup>th</sup> , and 6 <sup>th</sup> Class
<b>Content:</b> Celebrate the global joy of football and explore how the World Cup brings countries, cultures and people together through sport.
<b>Learning Outcomes/Content Objectives:</b> <i>The child should be enabled to</i> <ul style="list-style-type: none"> <li>• learn about the origins and structure of the World Cup tournament</li> <li>• explore the values of teamwork, respect and international friendship</li> <li>• compare geographical, cultural and sporting traditions of participating countries</li> <li>• reflect on the impact of major sporting events on global unity</li> <li>• take part in games that promote participation and cooperation</li> </ul>
<b>Linkage and integration:</b> <ul style="list-style-type: none"> <li>• PE: Game rules, tactics, and team skills</li> <li>• SPHE: Community and global responsibility</li> <li>• Geography: Countries and cultures of the world</li> </ul>

THE BIG STORY	
<b>Subject: English / SPHE</b>	
<b>Strand: Oral Language / Reading / Myself and the Wider World</b>	
<b>Strand Units: Communicating / Understanding / Exploring and Using / Developing Citizenship / Media Education</b>	
<b>Class Level: 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> Class</b>	
<p><b>Content:</b> Every month, one or two major stories dominate the front pages, headlines and online forums. In <i>The Big Story</i>, we select one of these topics so that children can engage with it meaningfully and form their own opinions based on facts – the most important element in good news reporting.</p>	
<p><b>Learning Outcomes/Content Objectives:</b> <i>The child should be enabled to</i></p> <p><b>English – Oral Language &amp; Reading</b></p> <ul style="list-style-type: none"> <li>• Respond creatively and critically to what they have heard and experienced</li> <li>• Select how and when to ask and answer a range of question types (open, closed, leading, rhetorical) for different purposes</li> <li>• Describe, predict, reflect on and evaluate actions, events and experiences from real and imaginary contexts</li> <li>• Express personal needs, opinions and preferences clearly and with justification</li> <li>• Develop an enjoyment of reading in various genres across the curriculum</li> <li>• Compare and synthesise information, thoughts and ideas from a variety of text sources</li> <li>• Explore and use simple broadcasting, production and communication techniques</li> </ul> <p><b>SPHE – Media Education &amp; Citizenship</b></p> <ul style="list-style-type: none"> <li>• Become more critical and discerning in their attitude to advertising and persuasive media</li> <li>• Identify the target audience of different media messages</li> <li>• Recognise unequal treatment in media (gender roles, stereotypes, etc.)</li> <li>• Explore how newspapers and other media transmit messages and influence thinking</li> <li>• Practise relaying messages using a variety of methods (e.g. news reports, video, posters)</li> <li>• Appreciate the environment and understand responsibility as individuals and communities</li> <li>• Understand the unequal distribution of the world's resources</li> <li>• Explore how justice and peace can be promoted locally and globally</li> <li>• Recognise cultural diversity in society and how to respect these differences</li> <li>• Explore the concept of democracy and participation</li> <li>• Recognise positive contributions made by different groups and individuals in the community</li> <li>• Explore local traditions and develop pride in their place</li> </ul>	
<p><b>Note:</b></p> <p>The exact story and topic for each month will be determined in real time, based on the current events most relevant and age-appropriate for children. This ensures that <i>The Big Story</i> remains timely, balanced, and encourages thoughtful discussion and debate in a safe and supported way.</p>	

## OUR ISLAND'S HISTORY

**Subject:** History

**Strand:** Story

**Strand Units:** Stories from the lives of people in the past

**Class Level:** 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> Class

**Content:** Each month, *Our Island's History* explores key people, periods and events that helped shape Ireland's culture, identity and future. From post-Famine Ireland to the birth of the Irish Free State, this series supports the development of historical empathy, critical thinking, and understanding of change and continuity.

**Learning Outcomes/Content Objectives:** *The child should be enabled to*

- Discuss the actions, feelings, attitudes and motivations of people in their historical context
- Explore the lives of women, men and children from diverse backgrounds, including 'ordinary' people as well as notable figures
- Listen to, discuss, retell and record a wide range of stories about individuals who have contributed to Irish life – culturally, politically, socially or scientifically

**Development of skills/concepts/aspects/language functions:** *The child should be enabled to:*

- Develop an understanding of time and chronology and place people, objects and events in sequence
- Use correct terminology and conventions for recording dates and time (e.g. BC, AD, period names)
- Explore similarities and differences between past and present, and between different historical periods
- Recognise the causes and consequences of change in Irish history
- Appreciate that historical events often have multiple causes and outcomes
- Examine and evaluate a variety of historical evidence – including photographs, oral histories, artefacts, buildings, songs, stories, written sources, and media
- Imagine and discuss the motives and emotions of people in the past
- Consider how different groups might have experienced or interpreted the same event

Month	Topic
September	Post-Famine Ireland
October	The Fenians
November	The Land Wars
December	Parnell and Home Rule
January	The Cultural Revival
February	The Easter Rising
March	The War of Independence
April	The Treaty and Partition
May	The Civil War
June	A Nation is Born



## PLANET PLACES

**Subject: Geography**

**Strand: Natural environments**

**Strand Unit: Physical features of Europe and the world**

**Class Level: 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> Class**

**Content:** Each month we visit a famous landmark or tourist hotspot in the world and examine the geographical features, locations, history and cultural importance of the places.

**Learning Outcomes/Content Objectives:** *The child should be enabled to*

- Become familiar with the names and approximate location of a small number of major world physical features
- Learn about a small number of the major natural features of Europe and the wider world

**Development of skills/concepts/aspects/language functions:** *The child should be enabled to*

- Become familiar with distinctive natural and human features of places in Europe and beyond
- Develop an understanding of the relative location and size of natural features and countries
- Learn to recognise countries, capitals, major cities and continents
- Compare and interpret maps, globes, satellite and aerial images
- Ask questions about natural and human processes and their interaction (e.g. Why is this site protected? What causes this natural feature to form?)
- Interpret geographical information and offer explanations
- Record and present findings using oral, written, visual and digital formats

Month	Place
September	Kotor, Montenegro
October	Bacalar Lagoon, Mexico
November	Maria Island National Park, Tasmania
December	Perito Moreno Glacier, Argentina
January	Komodo National Park, Indonesia
February	Red Rocks Amphitheatre, Denver, US
March	Three Whale Rock, Thailand
April	Hormuz Island, Iran
May	Miyazaki Prefecture, Japan
June	Pico Ruivo, Madeira, Portugal

## PLANET STEM: MEET THE ORGANS

**Subject: Science**

**Strand: Living Things**

**Strand Unit: Human Life**

**Class Level: 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> Class**

**Content:** Each month we feature a specific organ of the human body and explore its function, structure, and importance in keeping us alive and healthy. The series builds curiosity, introduces basic biology, and links to health and wellbeing in a fun, age-appropriate way.

**Development of skills/concepts/aspects/language functions:** *The child should be enabled to*

- Ask questions about animals, plants, objects and events in the immediate environment and their relationships
- Observe, describe and discuss physical, natural and human elements and processes in the environment
- Distinguish between significant and less significant observations
- Collect information and data from a variety of sources, including classroom investigations, books, media and digital tools
- Draw conclusions from suitable aspects of the evidence collected
- Record and present findings using oral, written, pictorial and digital methods (e.g. charts, diagrams, presentations)

### Content

September	The Heart
October	The Brain
November	The Lungs
December	The Stomach
January	The Liver
February	The Kidneys
March	The Small Intestine
April	Pancreas
May	Bladder
June	End of Year Body Examination

## PLANET MOTORS

**Subject: Science / Maths**

**Strand: Materials / Energy and forces / Measures**

**Strand Unit: Materials / Forces / Science and the environment**

**Class Level: 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> Class**

**Content:** Each month, we feature a supercar from around the world that is currently in production or announced. We explore its body and engine specifications and present 5 Fast Facts to highlight its standout features. This feature brings STEM to life by linking real-world technology, innovation and maths.

**Learning Outcomes/Content Objectives:** *The child should be enabled to*

- identify and explore how objects and materials may be moved.
- identify and investigate a widening range of common materials in the immediate environment.
- examine the changes that take place in materials when physical forces are applied.
- appreciate the application of science and technology in familiar contexts.
- examine some ways that science and technology have contributed positively to the use of the Earth's resources

**Development of skills/concepts/aspects/language functions:** *The child should be enabled to*

- Recognise and apply mathematics in the environment (e.g. speed, acceleration, fuel consumption, ratios, weights, measurements)

### Content

Month	Car
September	Aston Martin Valhalla
October	McLaren W1
November	Lamborghini Temerario
December	Ferrari F80
January	MG Cyberster Black
February	Porsche 992.2 GT3
March	Bentley Batur
April	BMW Vision Neue Klasse X
May	Maserati GT2 Stradale
June	Scout Traveler

ANIMAL SOS	
<b>Subject: Science</b>	
<b>Strand: Living Things</b>	
<b>Strand Unit: Plant and animal life</b>	
<b>Class Level: 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> Class</b>	
<b>Content:</b> Each month, <i>Animal SOS</i> features a species facing extinction or serious threat in its natural habitat. Through geography, science and conservation, we explore each animal's unique characteristics, the dangers they face, and the actions being taken by individuals and organisations to protect them.	
<b>Learning Outcomes/Content Objectives:</b> <i>The child should be enabled to</i> <ul style="list-style-type: none"> <li>• Become aware of basic life processes in animals and plants</li> <li>• Become familiar with the characteristics of major groups of living things</li> <li>• Recognise the diversity of animals across global habitats and environments</li> <li>• Explore how behaviour is influenced by or adapted to environmental conditions</li> <li>• Identify interdependence between plants and animals</li> <li>• Develop awareness of wildlife conservation efforts</li> <li>• Observe and examine animals and ecosystems using visual, digital and text-based resources</li> </ul>	
<b>Development of skills/concepts/aspects/language functions:</b> <i>The child should be enabled to</i> <ul style="list-style-type: none"> <li>• Ask questions about animals, habitats, and environmental relationships</li> <li>• Observe and describe natural features and processes</li> <li>• Distinguish between significant and less significant observations</li> <li>• Collect and analyse data from various sources: media, books, maps, videos, expert interviews</li> <li>• Draw logical conclusions based on gathered evidence</li> <li>• Record and present findings through oral, written, visual and digital formats</li> </ul>	
<b>Month</b>	
September	Borneo Elephants
October	Kerry Bog Pony
November	Whale Shark
December	Lapland Reindeer
January	Secretary Bird
February	Squirrel Monkey
March	Striped Legless Lizard
April	Giant Golden-Crowned Flying Fox
May	Numbat
June	Mountain Tapir

## TPP READING CLUB

**Subject: English**

**Strand: Reading / Writing**

**Strand Unit: Exploring and using / Understanding / Communicating**

**Class Level: 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> Class**

**Content:** The TPP Reading Club features book reviews, recommendations and author interviews. Of course, we welcome all book reviews from you, our readers. Pupils can email them to [schools@theprimaryplanet.ie](mailto:schools@theprimaryplanet.ie)

**Learning Outcomes/Content Objectives:** *The child should be enabled to*

- 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.
- Evaluate how vocabulary is used in various contexts in their writing.
- Evaluate the aesthetic, creative, figurative and imaginative dimensions of language in their writing.
- Examine, select and justify appropriate vocabulary to create text of increasing complexity across a range of genres and other languages where appropriate for a variety of purposes and audiences.
- Use appropriate reference materials to independently check and correct spelling.
- 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.
- Use increasingly-nuanced print conventions in their independent writing.
- 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.

WRITING CORNER	
<b>Subject: English</b>	
<b>Strand: Reading / Writing</b>	
<b>Strand Unit: Exploring and using / Understanding / Communicating</b>	
<b>Class Level: 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> Class</b>	
<p><b>Content:</b> In The Writing Corner, we're looking for short stories and poems that will enthrall TPP readers from start to finish. Each month we publish a winning story or poem (based on our writing theme) and send a super-exclusive TPP hoodie out to the winning author.</p>	
<p><b>Learning Outcomes/Content Objectives:</b> <i>The child should be enabled to</i></p> <ul style="list-style-type: none"> <li>• Experience writing for different audiences and with different purposes (to entertain, to describe, to communicate ideas and feelings).</li> <li>• Use imagination and personal experience to create short stories and poems.</li> <li>• Draft, revise, edit and publish their writing, with an emphasis on clarity, creativity and reader impact.</li> <li>• Develop competence in spelling, grammar, punctuation and paragraphing through purposeful writing tasks.</li> <li>• Write independently and collaboratively, sharing and discussing work with peers.</li> <li>• Explore and appreciate the work of other young writers, developing an awareness of different voices, styles and genres.</li> <li>• Gain satisfaction from producing finished work that is shared and celebrated with a wider audience.</li> </ul>	

Month	Prompt/Theme
September	Hallowe'en – What a Nightmare!
October	Rise of the Robots!
November	Christmas Writing Challenge
December	My Wishlist for 2026
January	My Life as an Astronaut
February	My Favourite Thing About Ireland and Being Irish
March	Hidden Treasure
April	An Unforgettable Adventure
May	My World Cup Dream
June	A New Start

## RISING STARS

**Subject: History / PE**

**Strand: Story / Games**

**Strand Unit: Stories from the lives of people in the past / Understanding and appreciation of games**

**Class Level: 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> Class**

**Content:** Each month we feature a famous sportsperson, considered by many to be the greatest in their sport. Here we explore the lives and achievements of these people, identifying the attributes and mindset that led them to become one of the greatest.

**Learning Outcomes/Content Objectives:** *The child should be enabled to*

- discuss the attitudes and motivations of characters in their historical context
- discuss the actions and feelings of characters
- 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
- become aware of sporting events and players locally, nationally and internationally

**Development of skills/concepts/aspects/language functions:** *The child should be enabled to*

- imagine and discuss the feelings and motives of people in the past
- discuss how an event in the past may have been perceived by those who participated in it

### **Content**

<b>Month</b>	<b>Sport</b>
September	Kate O'Connor (athletics)
October	Conor Kelly (athletics)
November	Edwin Edogbo (rugby)
December	Sorcha Gormley (football)
January	Jessie Stapleton (soccer)
February	Mason Melia (soccer)
March	Nicola Tuthill (hammer)
April	Oisín Joyce (javelin)
May	Cormac Spain (hurling)
June	Anika Thompson (athletics)

## TONY'S WORLD CUP COUNTDOWN

<b>Subject: History / PE</b>	
<b>Strand: Story / Games</b>	
<b>Strand Unit: Stories from the lives of people in the past / Understanding and appreciation of games</b>	
<b>Class Level: 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> Class</b>	
<b>Content:</b> A 10-part monthly series exploring the history, drama and global impact of the FIFA World Cup – including key players, matches, records, upsets and Ireland's role on the world stage.	
<b>Learning Outcomes/Content Objectives:</b> <i>The child should be enabled to</i> <ul style="list-style-type: none"> <li>• Discuss the attitudes, motivations and feelings of players and fans in a historical context</li> <li>• Explore and sequence key events in World Cup history</li> <li>• Learn about the lives of men, women and children who shaped sporting history</li> <li>• Examine stories of people who contributed to global sporting, cultural and social events</li> <li>• Discuss how international games have impacted local, national and global communities</li> <li>• Recognise famous games and players from World Cup tournaments over time</li> </ul>	
<b>Development of skills/concepts/aspects/language functions:</b> <i>The child should be enabled to</i> <ul style="list-style-type: none"> <li>• Imagine and describe the emotions of people involved in major World Cup moments</li> <li>• Consider how key sporting events were experienced at the time</li> <li>• Retell stories of success, surprise and sporting pride from World Cup history</li> </ul>	
<b>Month</b>	
September	What Is the World Cup?
October	Hosts with the Most
November	World Cup Upsets
December	Goals, Goals, Goals!
January	Record Breakers
February	Weird & Wonderful Moments
March	Mascots and Music
April	Ireland at the World Cup
May	Who Will Win?



## PLANET ART

**Subject: Visual Art**

**Strand: Paint and Colour / Drawing**

**Strand Unit: Painting / Looking and Responding**

**Class Level: 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> Class**

**Content:** Every month in Planet Art, we feature a piece of art for you to enjoy. A world of amazing colour, technique and interest awaits, as you take a turn at critiquing works of art.

**Learning Outcomes/Content Objectives:** *The child should be enabled to*

- look at and talk about his/her work, the work of other children and the work of artists.
- explore the relationship between how things feel and how they look.
- discover harmony and contrast in natural and manufactured objects and through themes chosen for their colour possibilities.
- discover how line can convey movement and rhythm

Month	
September	<i>Girl with Sunflowers</i> (1941) – Diego Rivera
October	<i>In the Studio</i> (1881) – Marie Bashkirtseff
November	<i>The Ghost of Kohada Koheiji</i> (1826–1836) – Katsushika Hokusai
December	<i>Portinari Altarpiece Triptych</i> (1475) – Hugo van der Goes
January	<i>Trompe-l’Oeil Still Life with a Flower Garland and a Curtain</i> (1658) – Adriaen van der Spelt & Frans van Mieris
February	<i>Listed for the Connaught Rangers</i> (1878) – Elizabeth Thompson (Lady Butler)
March	<i>Love among the Ruins</i> (1873) – Edward Burne-Jones
April	<i>We Are Making A New World</i> (1918) – Paul Nash
May	<i>Summer Evening at Skagen Beach</i> – The Artist and His Wife (1899) – Peder Severin Krøyer
June	<i>The Drying Sails</i> (1905) – André Derain

PLANET FOOD	
<b>Subject: Science / Maths</b>	
<b>Strand: Materials / Energy and forces / Measures</b>	
<b>Strand Unit: Materials / Forces / Materials and Change / Science and the environment</b>	
<b>Class Level: 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> Class</b>	
<b>Content:</b> Welcome to Planet Food – tasty recipes made simple! With clear steps and easy ingredients, you'll be cooking up delicious dishes in no time. Aprons on – let's get started!	
<b>Learning Outcomes/Content Objectives:</b> <i>The child should be enabled to</i> <ul style="list-style-type: none"> <li>• identify and explore how objects and materials may be moved.</li> <li>• identify and investigate a widening range of common materials in the immediate environment.</li> <li>• examine the changes that take place in materials when physical forces are applied.</li> <li>• appreciate the application of science and technology in familiar contexts.</li> </ul>	
<b>Development of skills/concepts/aspects/language functions:</b> <i>The child should be enabled to</i> <ul style="list-style-type: none"> <li>• Recognise and apply mathematics in the environment (e.g. speed, acceleration, fuel consumption, ratios, weights, measurements)</li> </ul>	
Month	Food
September	Simple Scones
October	Great Granola
November	Super Soups
December	Hola, Buñuelos
January	French Toast
February	Perfect Pancakes
March	Yummy Boxty
April	Cookie Time
May	Perfect Pizza
June	Eggy Omlettes

## OUR PLACE IN SPACE

**Subject: Science / Geography**

**Strand: Environmental Awareness and Care / Energy and Forces / Natural Environments**

**Strand Unit: Science and the Environment / The Earth in Space / Planet Earth in Space / Caring for the Environment**

**Class Level: 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> Class**

**Content:** Humans have always been fascinated with the stars and the planets. In Our Place in Space we look at how this fascination has evolved over time and how our curiosity about the universe continues to grow.

**Learning Outcomes/Content Objectives:** *The child should be enabled to*

- Develop an understanding of the Earth, Moon, Sun and planets as part of the solar system.
- Recognise how the Earth's movements cause day and night, the seasons and the phases of the Moon.
- Explore how people in the past explained the night sky and how scientific ideas have changed over time.
- Identify contributions of scientists and explorers in the field of astronomy and space travel.
- Appreciate the importance of caring for the Earth as our unique home in space.
- Develop an awareness of how observations from space can help us understand and protect our planet.

**Linkage:** With History: early peoples' explanations of the stars and the development of astronomy. With Mathematics: using measures, angles and time to explore movements in space.

Month	
September	Ancient Times
October	Ancient Greeks
November	The Renaissance Part I
December	The Renaissance Part II
January	The Age of Reason
February	18th Century Breakthroughs Part I
March	18th Century Breakthroughs Part II
April	19th Century Breakthroughs Part I
May	19th Century Breakthroughs Part II
June	Spectroscopy and Space

PLANET MUSIC	
<b>Subject: Music</b>	
<b>Strand: Listening and Responding / Performing / Composing</b>	
<b>Strand Unit: Listening and Responding to music in a wide variety of styles, genres and traditions</b> <b>Performing: song singing / playing instruments / literacy</b> <b>Composing: creating and exploring sound</b>	
<b>Class Level: 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> Class</b>	
<b>Content:</b> From the lilting melodies of birdsong to the catchy rhythm of your favourite song, music is everywhere. Join us in Planet Music as we explore the sounds, stories and legends that make music a part of life for all of us.	
<b>Learning Outcomes/Content Objectives:</b> <i>The child should be enabled to</i> <ul style="list-style-type: none"> <li>• Explore sounds in their environment and in different musical traditions</li> <li>• Respond to and discuss stories and legends connected with music</li> <li>• Engage in performance and simple composition activities inspired by themes, rhythms and melodies encountered</li> <li>• Appreciate music as a shared part of human life and cultural identity</li> </ul>	
<b>Linkage:</b> This unit links with Drama through storytelling and role-play based on music legends, and with SESE (History) through exploring cultural traditions and historical contexts of music.	
Month	Theme
September	What is Music? (Intro to Planet Music)
October	Making That Sound (musical instruments)
November	Creating That Sound (composers)
December	Christmas Music
January	Cracking the Musical Code (music notation)
February	Getting Started (instruments for beginners – e.g. tin whistle, recorder, ukulele)
March	Riverdance and the Power of Irish Music
April	Musical Time Travellers (music from different eras)
May	How Soundtracks Create a Story
June	Instruments from Around the World

COUNTY BY COUNTY	
<b>Subject: Geography / SPHE</b>	
<b>Strand: Natural Environments / Environmental Awareness and Care / Myself and the Wider World</b>	
<b>Strand Unit: The Local Natural Environment / The Human Environment (where relevant) / Developing Citizenship</b>	
<b>Class Level: 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> Class</b>	
<b>Content:</b> The TPP team is on a tour of Ireland this year – and you’re invited! Where we begin and where we go for each new issue, however, will be up to you. That's right, pupils get to vote for which county appears next!	
<b>Learning Outcomes/Content Objectives:</b> <i>The child should be enabled to</i> <ul style="list-style-type: none"> <li>• Develop a sense of place by exploring the physical and human features of different Irish counties.</li> <li>• Compare and contrast communities, environments and traditions across Ireland.</li> <li>• Recognise interrelationships between the physical landscape and human activity (e.g. farming, settlement, tourism).</li> <li>• Appreciate the diversity of people, cultures and environments within Ireland.</li> <li>• Use maps, photographs and other sources to gather and communicate geographical information.</li> <li>• Develop decision-making skills and democratic participation by voting on which counties to explore.</li> </ul>	
<b>Linkage:</b> With History: local and national events, heritage sites, and county-specific traditions. With English: writing reports, persuasive texts (e.g. campaigning for their county to be chosen). With SPHE: exploring identity, belonging and active citizenship through participation in the voting process.	