**Starlight 4th Class: Fortnightly Plans**



*Note: This document suggests two specific learning experiences per strand for each fortnightly plan. However, as the majority of the learning outcomes are covered in every unit, teachers may prefer to select their own learning experiences. In this case, detailed mapping for all learning outcomes for every unit is also available on Folensonline.*

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| **September: Week 1 & 2****Unit: 1****Theme: SPACE AND TECHNOLOGY: THE SPACE RACE** |
| **STRAND: Oral Language** | **STRAND: Reading** | **STRAND: Writing** |
| **Learning Outcomes Covered** | **Learning Outcomes Covered** | **Learning Outcomes Covered** |
| **Elements**Communicating: LO1, LO2, LO3Understanding: LO4, LO5, LO6Exploring and Using: LO7, LO9, LO11, LO12 | **Elements**Communicating: LO1, LO2Understanding: LO3, LO4, LO5, LO6Exploring and Using: LO7, LO9, LO10 | **Elements**Communicating: LO1, LO2Understanding: LO3, LO4, LO5Exploring and Using: LO6, LO7, LO9 |
| **Oral Language: Key Learning Experiences** | **Reading: Key Learning Experiences** | **Writing: Key Learning Experiences** |
| The child should be able to:* Actively listen to and extract meaning from a variety of mediums (e.g. text/video) on the topic of the space race. **(LO 1)**
* Listen and respond to an oral recount about the space race.
* Create their own oral recount on the same topic. **(LO 2)**
 | The child should be able to:* Develop their interest in and enjoyment of literature by reading and understanding historical recounts. **(LO 1)**
* Read and critically respond to two recounts for pleasure, interest and to understand the structure and purpose of recounts. **(LO 2)**
 | The child should be able to:* Use writing as a tool to clarify and structure thought and to express individuality when planning and writing a structured recount. **(LO 1)**
* Critically select an appropriate event or experience to write a recount about (e.g. the Apollo 13 mission to the Moon, the Mars Rover Opportunity’s journey to Mars). **(LO 2)**
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| **Oral language text type** | **Oral language poem** | **Reading Genre** | **Comprehension Strategy** | **Grammar** | **Writing skills** | **Writing genre** |
| Oral recount  | n/a | Recount | InferringVisualisingDetermining importance | 1a: Capital letters (part 1)1b: Capital letters (part 2) | 1a: Time words and phrases1b: Formal and informal language | 1a: Planning a recount1b: Writing a recount |
| **Oral Vocabulary** | **Reading vocabulary** |
| Tier 1 examples: bombs, weapons, astronauts, launched, satellite, orbit, demonstrate, president, successfulTier 2 examples: allies, superiority, weaponry, military, technology, declared, triumphant, mistrustingTier 3 examples: Soviet Union, cosmonauts | Text 1a: competing, launched, satellite, technology, orbited, probe, challenge, desperate, decade, intention, astronauts, announcedText 1b: parachute, eventually, applied, volunteer, medical, interview, trainees, persistent, attitude, recognition, represented, pioneer |
| **Content** | **Content** | **Content** |
| Week 1*Lesson 1*Digital poster (Story mode)Digital poster: Talk and discussionPair talking tasks: Word playPair/group talking task (Oral recount): Space race sequence*Lesson 2* Digital poster (Story mode): RecapDigital poster (Question mode)Animals in spaceWeek 2 *Lesson 3*Digital poster (Explore mode): Talk and discussion Pair talking task: Meet ValentinaTo be or not to be: An astronaut*Lesson 4* Digital poster (Let’s Talk! mode): Why space exploration is so importantGroup talking task: Living on the moon: Science or science fiction? | *Starlight 4th Class Combined Reading and Skills Book* Week 1Text 1a: The Race to Space (p. 6 – 8)Comprehension questions: Fact finding (p.9)Comprehension questions: Read between the lines (p.9)Vocabulary activity (p.9-10)Week 2Text 1b: Valentina Tereshkova (p. 12 – 14)Comprehension questions: Fact finding (p.15)Comprehension questions: Read between the lines (p.15)Vocabulary activity (p.15-16)  | *Starlight 4th Class Combined Reading and Skills Book* Week 1Grammar: Capital letters (part 1) (p. 10)Writing skills: Time words and phrases (p. 11)Writing genre: Planning a recount (p. 11)Week 2Grammar: Capital letters (part 2) (p. 16)Writing skills: Formal and informal language (p. 17)Writing genre: Writing a recount (p. 17) |
| **Assessment** | **Assessment** | **Assessment** |
| Oral language assessment checklist | Reading assessment checklistTeacher-designed tests and tasks Questioning: Use the prompts.Conferencing Teacher observation | Writing assessment checklistSelf-assessment: Children self-assess their recount using smiley faces.Portfolio assessment: Children can add their recount to an assessment portfolio. |
| **Differentiation** | **Differentiation** | **Differentiation** |
| Starters and flyers modes in the digital posterBelow-, on- and above-level questions in the digital poster | Challenge questions in combined reading and skills book Early finishers/Alternative questions worksheets | All children carry out the same writing tasks (Starlight 4th Class Combined Reading and Skills Book p. 11 and p. 17). Writing is differentiated by outcome. |
| **Integration** |
| *Arts – Drama*Children role play in groups, taking on the roles of the astronauts who landed on the Moon for the first time. How do they feel? What do they learn about the Moon and the Earth?*SESE – History – Story*Children focus on the story of how the early astronauts reached the Moon and draw up a timeline to show the dates of key events. They choose one interesting event or person, and research to find out more about it/them.*Gaeilge*Review time words *as Gaeilge* (‘*inniú*’, ‘*inné*’, ‘*amárach*’, ‘*anois*’, ‘*ar dtús*’, ‘*ansin*’, ‘*tar éis*’, ‘*tamaill*’, ‘*tar éis sin*’, ‘*faoi deireadh*’, etc.). |

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| **September: Week 3 & 4****Unit: 2****Theme: SPACE AND TECHNOLOGY: BIG AND SMALL** |
| **STRAND: Oral Language** | **STRAND: Reading** | **STRAND: Writing** |
| **Learning Outcomes Covered** | **Learning Outcomes Covered** | **Learning Outcomes Covered** |
| **Elements**Communicating: LO1, LO2, LO3Understanding: LO4, LO5, LO6Exploring and Using: LO7, LO10, LO11, LO12 | **Elements**Communicating: LO1, LO2Understanding: LO3, LO4, LO5, LO6Exploring and Using: LO7, LO8, LO9, LO10 | **Elements**Communicating: LO1, LO2Understanding: LO3, LO4, LO5Exploring and Using: LO6, LO7, LO9 |
| **Oral Language: Key Learning Experiences** | **Reading: Key Learning Experiences** | **Writing: Key Learning Experiences** |
| The child should be able to:* Listen and respond to an oral report.

Create an oral report based on the wordless picture book Zoom. **(LO 2)*** Prepare and present an oral report about the universe/the microscopic world. **(LO 11)**
 | The child should be able to:* Acquire new vocabulary around the topic of nanotechnology (e.g. nanoparticle, atom, microscope).

Use knowledge of word derivations and context clues to clarify and discuss the meaning of new vocabulary. **(LO 6)*** Identify and discuss the features of the report genre including use of introduction and conclusion, clear division of content into headed subsections, clear paragraphing, use of formal language. **(LO 7)**
 | The child should be able to:* 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. (Looking for tricky parts in words and using strategies to remember how to spell them.) **(LO 4)**
* Use the appropriate text structures and language features when writing a report including headings, sub-headings, clear openings and endings, topic sentences and paragraphs. **(LO 6)**
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| **Oral language text type** | **Oral language poem** | **Reading Genre** | **Comprehension Strategy** | **Grammar** | **Writing skills** | **Writing genre** |
| Oral report | ‘Elephant’ by Alan Brownjohn | Report | InferringQuestioningMonitoring comprehension | 2a: Capital letters and end punctuation (part 1)2b: Capital letters and end punctuation (part 2) | 2a: Using subheadings2b: Paragraphs | 2a: Using a KWL chart to plan a report2b: Writing a report |
| **Oral Vocabulary** | **Reading vocabulary** |
| Tier 1 examples: gigantic, minute, bird’s-eye view, broadest, tiny, gigantic, millimetre, ragged, microscope, powerful, transparentTier 2 examples: magnified, to scale, diameter, minuscule, substantial, ridged, resembleTier 3 examples: micrometre | Text 2a: ancient, atoms, particles, carbon, regular, substance, forms, microscopes,harness, inventions, nanoparticles, fabric, bacteria, fi lter, fossil fuels, environment,possibilitiesText 2b: construct, honour, worship, sophisticated, techniques, skyscrapers, structures,pharaohs, impressive, craftsmen, spire, collapsed, obelisk, iconic |
| **Content** | **Content** | **Content** |
| Week 1*Lesson 1*Digital poster (Story mode)Digital poster (Explore mode): Talk and discussionCircle time talking task: Echo callWhole-class talking task: Astounding astronomy*Lesson 2* Digital poster (Story mode): RecapDigital poster (Question mode)Whole-class discussion (Oral report): Zoom inPair talking task: Astronomic addressWeek 2 *Lesson 3*Digital poster (Explore mode): Talk and discussion Group talking task (Oral report): The microscopic world*Lesson 4* Digital poster (Poem mode): ‘Elephant’ | *Starlight 4th Class Combined Reading and Skills Book* Week 1Text 2a: Nanotechnology: It’s a Small World! (p.18 - 20)Comprehension questions: Fact finding (p.21)Comprehension questions: Read between the lines (p.21)Vocabulary activity (p.21 - 22)Week 2Text 2b: Build It Big! (p.24 - 26)Comprehension questions: Fact finding (p.27)Comprehension questions: Read between the lines (p.27)Vocabulary activity (p.27 - 28)  | *Starlight 4th Class Combined Reading and Skills Book* Week 1Grammar: Capital letters and end punctuation (part 1) (p.22)Writing skills: Using subheadings (p.23)Writing genre: Using a KWL chart to plan a report (p.23)Week 2Grammar: Capital letters and end punctuation (part 2) (p.28)Writing skills: Paragraphs (p.29)Writing genre: Writing a report (p.29) |
| **Assessment** | **Assessment** | **Assessment** |
| Oral language assessment checklist | Reading assessment checklistTeacher-designed tests and tasks Questioning: Use the prompts.Conferencing Teacher observation | Writing assessment checklistSelf-assessment: Children self-assess their report using smiley faces.Portfolio assessment: Children can add their report to an assessment portfolio. |
| **Differentiation** | **Differentiation** | **Differentiation** |
| Starters and flyers modes in the digital posterBelow-, on- and above-level questions in the digital poster | Challenge questions in combined reading and skills book Early finishers/Alternative questions worksheets | All children carry out the same writing tasks (Starlight 4th Class Combined Reading and Skills Book p.23 and p.29). Writing is differentiated by outcome. |
| **Integration** |
| *Visual Arts – Developing form in clay*Children make a clay or papier mâché model of a tall building they have visited or would like to visit.*SESE – Science and Geography – Environmental awareness and care*Children fi nd out more about one use of nanotechnology that has made a positive contribution to society (e.g. nanotechnology in medicine, or ‘green nanotechnology’ which aims to create more environmentally friendly materials).*Gaeilge*Review size words *as Gaeilge* (‘*mór*’, ‘*an-mhór*’, ‘*rómhór*’; ‘*ard*’, ‘*fada*’, ‘*beag*’, ‘*íseal*’, ‘*gear*’, etc.).Review comparatives *as Gaeilge* (‘*mór*’, ‘*níos mó*’, ‘*beag*’, ‘*níos lú*’, etc.). |