



This draft short-term planning framework is part of suite in support of the new Primary Language Curriculum. These planning frameworks are in draft form to provide teachers with the opportunity to feed back on how further improvements can be made. You can share your feedback through the online survey [here](#). You can customise the frameworks according to your planning preference and your own class context.

This draft short-term planning framework consists of two sections: *Expected Learning* and *Supporting the Learning*.

**Expected Learning:** In this section, *Expected Learning*, please identify the learning that is expected to take place for one or more groups of children. To identify the learning, you can refer to the learning outcomes, progression milestones and steps in the Primary Language Curriculum document or online at [www.curriculumonline.ie](http://www.curriculumonline.ie)

**1. Learning outcomes:** Insert the label of one to three learning outcomes that are the focus of the plan. While these outcomes will be the primary focus for the period covered by this plan, this is not done at the exclusion of other related learning outcomes.

🔗 *Watch out for this paper-clip symbol alongside some learning outcomes in the Language Curriculum. This symbol indicates that skills covered in this learning outcome are transferable to a learning outcome in the school's other language.*

**2. Elements:** Insert the name of the element/s corresponding with the selected learning outcome. There are three elements of language that are abbreviated to *Communicating*, *Understanding* and *Exploring and Using*. These same elements can be found in oral language, reading and writing.

**3. Milestones:** Select the letter of the milestone that best describes children's learning in relation to the outcomes you have chosen. Where you feel there is a need to differentiate the outcome, insert the appropriate milestone/s for each learning group. You may find it helpful to read the milestones online and watch their associated [examples of learning](#).

**4. Progression steps:** Select the part of a progression step that will be the focus for teaching and learning for the period covered by this plan. Given the breadth of any single progression step, it is not advised that an entire progression step would be included in the short-term plan.

The following questions may support your decisions about what part of a progression step to include in the plan:

- Do I wish to reinforce part of a progression step previously taught?
- Do I wish to focus on a different part of the progression step that the children have already begun?
- Is the child/group of children ready to move on to the next milestone and its related progression step? If so, remember to insert the letter relating to this new milestone in your plan.

**Supporting the Learning:** In this section, identify what you will teach and the learning experiences you will use to do this.

**Content:** Identify what you intend to teach. In the interests of clarity, the content may be presented separately under the three strands.

**Learning Experiences:** To support the natural linkage between the three strands, the learning experiences may be planned across the three strands. In this template, Learning Experiences is an umbrella term for the following areas: methodologies; inclusion/differentiation; resources; linkage and integration; assessment or how you plan to recognise the children's progress.

**Cuntas Míosúil and reflecting on the teaching and learning:** Using the Cuntas Míosúil, 'CM' column next to content, you may tick this box to record what has been taught. Using the narrative box at the end of the template, you may reflect further on the teaching and learning at the end of the month. In turn, these reflections will inform decisions about the next short-term plan. To guide your reflection, you may refer to the prompts provided in the template.

Support materials: When completing the *Supporting the Learning* section of the planning framework, you may like to visit [www.curriculumonline.ie](http://www.curriculumonline.ie) to look at the Language Curriculum [support materials](#).



## Short-term plan and Cuntas Míosúil (CM)

Date:		Stage/Class:		Subject:		Teacher:	
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### Expected Learning Supporting the Learning: *You may wish to refer to the progression*

Strand	Element	*Learning outcome	Milestones	Progression steps The group/child...	Content Theme/Topic:	CM	Learning experiences
Oral Language							
Reading							
Writing							

\* For the purposes of planning, Learning Outcomes selected are intended to be a focus only; this is not done at the exclusion of teaching other related Learning Outcomes. If you wish you may insert content and experiences for all outcomes that you intend to teach.

## Cuntas Míosúil

### Cuntas míosúil, reflections on...

The Teaching and Learning Process  
Learning Progression