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| **Subject** | **Duration** |  | **Dates** |
| English | 3 weeks | **Oral Communication:** Individual or group communication or presentation/performance. During a period of 3 weeks, with support/guidance by the teacher. | 14th March-April 1st  **Provisional Grade:** April 8th  **SLAR by:** 29th April (Post Easter) |
| Science | 3 weeks | **Extended Experimental Investigation (EEI):** A student will, over a three-week period, formulate a scientific hypothesis, plan and conduct an experimental investigation to test their hypothesis, generate and analyse primary data, and reflect on the process, with support/guidance from the teacher. | May 2nd –May 20th  **Provisional Grade:** May 27th  **SLAR by:** 27th May |
| Business | 4 weeks | **Business in Action Group Project:** Based on one of three options:   * Enterprise in action * Economics in action * Finance in action   During a maximum of four weeks with support/guidance from teacher. | 21st March-Apr 8th (Easter Holidays)  **Provisional Grade:** 29th Apr  **SLAR by:** 6th May |
| Visual Art | 4 months | **From Process to Realisation:** Group or individual project where students choose to work from one of a range of given themes to develop their ideas and create a realised work.  During a maximum of four months with support/guidance from teacher. | Jan 17th– March 25th  **Provisional Grade:** 1st Apr  **SLAR by:** April 8th |
| Home Economics | 8-10 weeks | **Creative Textiles:** This is an individual project. Students will produce evidence of the application of the design brief process to one of the following options:  Make a creative textile item for an individual or the home or recycle or upcycle a creative textile item for an individual or the home. | Feb 28th –May 6th  **Provisional Grade:** May 13th  **SLAR by:** May 20th |
| Maths | 3 weeks | **Mathematical Investigation:** A report may be presented in a wide range of formats. A student will, over a three-week period, follow the problem-solving cycle to investigate a mathematical problem.  Problem-solving cycle: define a problem; decompose it into manageable parts and/or simplify it using appropriate assumptions; translate the problem to mathematics if necessary; engage with the problem and solve it if possible; interpret any findings in the context of the original problem. | 25th April- 13th May  **Provisional Grade:** May 20th  **SLAR by:** 27th May |
| Music | N/A | **Composition Portfolio:** Two pieces chosen from their portfolio. Compositions are produced over time with support and guidance from teacher. | **Provisional Grade:** April 25th -13th May  **SLAR by:** May 27th |
| Geography | 3 weeks | **Geography in the news:** Structured inquiry through a response to a recent geographical event(s). Response to a media source. Response may be presented in a wide range of formats.  At the end of a three-week period students will report on their inquiry, based on a recent media source, relating to a geographical event. | 14th March-April 1st  **Provisional Grade:** April 8th  **SLAR by:** 29th April (Post Easter) |
| History | 3 weeks | **The Past in My Place:** Display which can be completed by a group, pair or individual.  During a maximum of 3 weeks with support/guidance from teacher. | May 4th- 25th May  **Provisional Grade:** May 27th  **SLAR by:** May 27th |
| MFL – French | 3 weeks | **Oral Communication in the target language:** Individual, pair or group communication using an interview, role-play, presentation (accompanied by question-and - answer session) or conversation in response to stimulus material.  During a maximum of three weeks, with support and guidance from teacher. | 14th March-April 1st  **Provisional Grade:** April 8th  **SLAR by:** 29th April (Post Easter) |
| Engineering | 3 weeks | **Engineering in Action:** Students will act as engineers to investigate real life applications of the principles and processes of engineering. Students can focus their investigation through the lens of a specific strand, a combination of two strands or can adopt an integrated approach across all three strands. The students will communicate their findings through any appropriate media. | 24th Jan-7th Feb  **Provisional Grade:** Feb 14th  **SLAR by:** Feb 21st |
| Wood Technology | 3 weeks | **Wood Science in our environment:** Students will explore/research a wood sciencerelated issue within a local/global context and present their findings of the issue. The student can communicate their findings through any appropriate media | 24th Jan-7th Feb  **Provisional Grade:** Feb 14th  **SLAR by:** Feb 21st |
| Graphics | 3 weeks | **Communicating through sketching:** Students will be asked to graphically communicate their ideas using two-dimensional and three-dimensional sketching techniques in response to a chosen stimulus theme. Students can communicate their work through any appropriate media. | 24th Jan-7th Feb  **Provisional Grade:** Feb 14th  **SLAR by:** Feb 21st |
| Applied Technology | 3 weeks | **\*New Investigation based project**  Students will be asked to complete an investigation-based project that will provide students with the opportunity to individually or collaboratively explore the role of controlled systems in their local environment such as their classroom, school, community, etc.  Through this process, students will investigate either:   * **an identified control system that provides a defined function**   **or**   * **a potential controlled system that could be introduced to provide a defined function.**   The findings of the students’ investigation can be presented through any appropriate media (such as practical work, verbal, electronic, written and/or a combination) | Monday 25th April - Monday 16th May  **Provisional Grade:** Mon 23rd May  **SLAR by:** Mon 30th May |
| Gaeilge | 3 Weeks  (same as 3rd years) | **\*optional** | Monday 1st November – Friday 22nd November  **Provisional Grade:** 29th November  **SLAR by:** December 6th |