

Junior Infant work (Monday 4 May - Friday 8 May)

Nursery Rhyme

- Go to YouTube and watch the 'Here we go round the Mulberry Bush' (Little Baby Bum) video: <https://www.youtube.com/watch?v=UFrEVhOPwvc>
- Go through the words with your child and allow them to recite them
- Recite regularly until your child becomes familiar with the rhyme and is able to sing it independently
- Practise the actions along with the rhyme
- Clap out the syllables: One clap for words with one syllable, two claps for words with 2 syllables etc. e.g. here (one clap), we (one clap), go (one clap), round (one clap), the (one clap), mulberry (two claps), bush (one clap).

Rhyming words

Explain to your child that when words end in the same sound we say that they **rhyme**

Examples: bed - fed - red

den - pen - ten

cake - take - snake

- Complete the attached 'Rhyming Words Cut and Paste' worksheet

Phonics

- Introduce new sound 'v' using Jolly Phonics song and action (YouTube)
- Brainstorm 'v' words with your child. I have listed some below.

van	vase	vampire
vest	vet	vegetables
violin	volcano	vulture

- Practise formation of 'v' (Lowercase letter only) with finger in the air, on the table and make with playdough and again trace with finger. Another nice way to practise letter formation is to trace with finger or unsharpened pencil in a tray of rice, sprinkles, sand, salt or sugar.

- Practise writing 'v' sound and some of the above 'v' words on a mini whiteboard (if available).
- Complete 'v' page in All Write Now-Pg. 38
- Practise 'v' formation on 2 lines in handwriting copy leaving a finger space between each 'v' formed. Your child could then choose three 'v' words and write 3 simple sentences with your guidance using these and some of their Tricky words' e.g. "I wear a vest", "Dad has a van" etc. and draw a picture in the white space at the top of the page on completion.
Remind your child to put their finger down at the end of each word to ensure correct spacing. If your child is finding certain words difficult to write you could write the word out on a piece of paper and have them copy it into their handwriting copy. Try not to write it in the copy for them!!
- Complete the attached 'v' worksheets.

If you go to YouTube and search **JOLLY PHONICS SOUNDS AND SONGS (Complete)** you will find a video containing all 42 sounds. Skip to 'v' and sing song and practise action. Feel free at any stage to continue revising all sounds prior to this.

- Practise reading the wordboxes below:
Wordbox 8a and 9a

Wordbox 8a

pe <u>ep</u>	spe <u>ed</u>
sport	<u>ai</u> m
cre <u>ep</u>	f <u>ai</u> nt
ma <u>in</u>	vet
mo <u>an</u>	well

Wordbox 9a

grip	w <u>ee</u> p
pack	h <u>or</u> n
grit	p <u>or</u> k
swum	swe <u>et</u>
west	stre <u>et</u>

- ❖ Underlined sounds in the above words - two letters together make one sound.
My little phrase in school to remind them is...
"the letters a and i go walking...a does the talking" (He is in the lead so he says his name) or "i and e go walking...i does the talking" (i says his name)
- Continue revising all Tricky Words and introduce the following:
like (long i sound)

Ideas as to how to learn new words/revise old words

- Write them out on flash cards and practise reading and forming sentences orally (similar to in Tricky Words envelope)
- Make with playdough and read
- Form with magnetic letters (if available) and read
- Trace in a tray of rice/sprinkles/sand, salt, sugar
- Practise writing them on a mini whiteboard
- Add old and new words to blank board games such as Snakes and Ladders and play as a family.
- If you make doubles of each of your words you could play a memory/matching game. Place one set of cards face down on one side of the table/floor and the other face down alongside them. Child has to pick a card from each set, read them and try and get a matching pair. If they get a match they keep the cards, if they don't they set them back where they got them and the next player takes their turn. The player with the most matches at the end is the winner.
(Children are familiar with this game)
- Play Bingo - Divide a piece of paper/mini whiteboard into 4 boxes. Leave tricky words on the table (faced up). Choose 4 of these words and write one in each box. The caller will start calling out words from the selection on the table. Players tick their words as they are called out. When all of your chosen words have been called, shout Bingo. The first player to call Bingo is the winner. Continue until all players have called Bingo.

Reading

- Continue making use of the free books available on the Oxford Owls website. Choose 1 of the Oxford Level 1+ titles you haven't read to date and have a read of them. If you have read all of the available Level 1+ books why not try a Level 2 book.
- Go to the CJ Fallon website which has free access to all books. Under All Resources filter your search to Level: Primary, Class: Junior Infants, Subject: English, Series: Wonderland, Title: Where can GG sit?
- Parent to read 'The Town Mouse and the Country Mouse' as part of History. Feel free to let your child attempt words they may be able to sound out/tricky words they may have covered to date.

Maths

Number:

Further work on addition by counting

- It is important that this be quite a hands on/active task involving counting the number of items in sets. Use physical objects to find how many items altogether in a set/how many items in total. You could use Lego pieces, blocks or pasta.

Please make use of the following vocabulary while finding totals:

_____ and _____ make _____

- Complete pg. 91, 94-96 (Mathemagic book) and attached worksheets based on the above

Junior Infant addition is very much based on counting objects within sets but if your child has a good understanding of the above we will look at addition using a number line in the coming weeks.

SESE (Science)

- Investigate how objects move on different surfaces (carpet, wooden floor, tiles, tarmac etc.) through experimentation with a selection of movable toys (balls, cars, marbles, blocks etc.).
- Explain to your child that each time we play with a toy we are using push and pull forces to make it move.
- Discuss which toys move best, which surfaces work best and whether they used a push or pull force or even both to make it move. They should recognise that objects move more easily on smooth surfaces.
- Identify other objects (besides toys) that use push or pull forces to make them move e.g. the buttons on the TV controller (push), a wheelbarrow (push), a trolley (push), a lawnmower (push), a suitcase (pull), a Hoover (pull/push depending on how modern it is), a sled (pull), a rope (pull)
- Complete the attached 'Push or pull' worksheet
- Explore how the shape of objects can be changed through stretching, twisting, squashing, rolling, pulling etc. Playdough/marble would work well for this. You could also try using paper/tinfoil/elastic.

SESE (History)

- Read the attached story 'The Town Mouse and the Country Mouse' with your child. Allow them to attempt words they may recognise and words they can sound out.
- Discuss the order of events using time related vocabulary: first, next, then, last
- Complete the attached sequencing activity - Number the sentences in order of occurrence

Gaeilge/Irish

Bua na Cainte (downloaded file)

Use 'trial' for the username and password if prompted for one

- Select theme 'An Teilifís' (the television)
- Complete Ceacht 5 (Lesson 5) - Listen to the comhrá (conversation)

- ❖ Cad atá ar an teilifís? Tá _____ ar an teilifís (bó, lao, caora, uan, muc, banbh) - *What is on the TV? A cow, calf, sheep, lamb, pig, piglet is on the TV*
- ❖ Cad é sin? Sin _____ (bó, lao, caora, uan, muc, banbh) - *What is it? It is a cow, calf, sheep, lamb, pig, piglet*
- ❖ An bhfuil _____ ar an teilifís? Tá/Níl _____ ar an teilifís - *Is _____ on the TV? Yes/No _____ is/isn't on the TV*
- Listen to and practise singing the song 'Tá Feirm ag an bhFeirmeoir' (*The farmer has a farm*). This is similar to 'Old Mac Donald'. New words - feirm (*farm*), feirmeoir (*farmer*), anseo (*here*), ansiúd (*there*)
- Complete the interactive tasks to reinforce the above vocabulary (under game controller symbol)
- Complete attached pg. 38 - Call out the following instructions:
 1. Meaitseáil bó agus lao (*Match the cow and calf*)
 2. Meaitseáil caora agus uan (*Match the sheep and lamb*)
 3. Meaitseáil muc agus banbh (*Match the pig and piglet*)
- Complete Ceacht 6 (Lesson 6) - Listen to the comhrá (conversation)
 - ❖ An bhfuil _____ ag Niamh? (bó, lao, caora, uan, muc, banbh) - *Does Niamh have a _____ (cow, calf, sheep, lamb, pig, piglet)?*
 - ❖ Tá/Níl _____ ag Niamh - *Niamh does/doesn't have a _____*
- Complete the interactive tasks to reinforce the above vocabulary (under game controller symbol)

Please do each lesson more than once to ensure understanding

Religion

Login details for access to Grow in Love website

Email: trial@growinlove.ie

Password: growinlove

- Choose the book Junior Infants/P1
- Choose Theme 8: Water
- Choose Lesson 1: Water is wonderful!

- Begin by asking your child the following questions:
 1. What ways do we use water at home?
 2. What would it be like if we didn't have water?
 3. What things could we not do?
 4. What do you think it would be like to live in a place where there is no clean water/where it doesn't rain for months and months?
 5. Is it only people that need water to live?
 6. What else needs water to live?
- Select 'Mesi Goes for Water' pictures and read and discuss the attached story
- Watch and discuss the Enestina video. I will post questions below.
 1. In what ways is Enestina's family similar/different to your family?
 2. In what ways is Enestina's school similar/different to your school?
 3. What would be different for Enestina if there were taps in her house and school?
- Complete the 'Everything needs water' worksheet
- Discuss ways we can save water

- Choose Lesson 2: Welcomed with water
- Watch and discuss the 'Holy Water' video
- Select 'Welcomed with Water' pictures and read and discuss the attached story
- Watch and discuss the 'Baptism' video
- Discuss your child's baptism with them
- Complete the 'My Baptism' worksheet

Optional Art Activity - Shaving foam ice-cream cone

1. Cut out a triangular piece of card and design as an ice-cream cone
2. Mix some shaving foam and school glue (PVA type glue) in a bowl/container. Try and use the same amount of each.
3. Add some paint or a drop or two of food colouring and mix.
4. Add this mix to the top of the cone using a paintbrush to create the ice cream scoops.
5. You could add real sprinkles/chocolate chips/cocoa powder/glitter etc. Use your imagination.
6. Leave to dry

I have added some google images below to guide/give you some ideas

If you don't have shaving foam or glue feel free to just paint the ice-cream scoops as normal



I will post a message on See Saw as to documents to be uploaded as they are completed throughout the week.