

Junior Infant work (Monday 18 May – Friday 22 May)

Nursery Rhyme

- Go to YouTube and watch the 'Teddy Bear, Teddy Bear' (Little Baby Bum) video: <https://www.youtube.com/watch?v=5KhXLg6Y7WA>
- Go through the words with your child and allow them to recite them

Teddy bear, teddy bear, turn around
Teddy bear, teddy bear, touch the ground
Teddy bear, teddy bear, reach up high
Teddy bear, teddy bear, touch the sky

Teddy bear, teddy bear, bend down low
Teddy bear, teddy bear, touch your toes
Teddy bear, teddy bear, go to bed
Teddy bear, teddy bear, rest your head

Teddy bear, teddy bear, turn out the light
Teddy bear, teddy bear, say goodnight

- Recite regularly until your child becomes familiar with the rhyme and is able to sing it independently
- Allow your child to come up with actions to go 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. teddy (two claps), bear (one clap), turn (one clap), around (two claps)

Phonics

- We are going to focus on two sounds this week. These are 'y' and 'x'
- Introduce both the 'y' and 'x' sounds using the Jolly Phonics song and action linked to each letter (YouTube)

If you go to YouTube and search **JOLLY PHONICS SOUNDS AND SONGS (Complete)** you will find a video containing all 42 sounds. Skip to 'y' and 'x' and sing songs and practise actions.

- Brainstorm 'y' and 'x' words with your child. In the case of 'x' you can brainstorm words that end in the 'x' sound also as there aren't too many words beginning with 'x'.
- Have your child read the 'y' and 'x' words below by blending/sounding out as they do their word boxes.

'y' words

yak	yam
yap	yes
yet	yell

'x' words

ox	box
fox	fix
mix	six
wax	tax
next	exit

- Practise formation of 'y' and 'x' (Lowercase letters 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 the letters 'y' and 'x' and some simple words containing the sounds on a mini whiteboard (if available).
- Complete 'y' and 'x' pages in All Write Now-Pgs. 41 and 42
- Practise 'y' formation on **2 lines** in handwriting copy leaving a finger space between each 'y' formed. Your child could then choose two/three 'y' words and form simple sentences in their handwriting copy with your guidance using these and some of their Tricky words' e.g. "The sun is yellow", "I have a yo-yo" etc.. Have them draw a picture in the white space at the top of the page on completion.
- Follow the same procedure as above with 'x'

Please 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!!

I would focus on one sound at a time rather than introducing the two sounds together. You could focus on 'y' on Monday and Tuesday and 'x' on Wednesday and Thursday and revise both on Friday.

- Complete the attached worksheets which involve looking at the pictures, sounding out and writing the word. All are 3 letter words.
- Continue revising all Tricky Words and introduce the following:
there

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 1/2 of the Oxford Level 2 titles you haven't read to date and have a read of them.

- Read the sentences below containing tricky words and words based on old and new sounds:

1. The wind was strong.
2. I put jam on my toast.
3. The yak was on the hill.
4. We will get rain yet.
5. The fox sat on the box.
6. I have six sweets left.
7. The frog likes to hop.
8. The boat has big sails.
9. The rat has a long tail.
10. The tree is green.

Maths

Number:

Revision of Counting (1-5)

- Complete pages 83, 65, 66, 86, 61, 62, 121 (in this order)

Counting to 10

- Make sets of items to 10 using Lego pieces/pasta/cubes or whatever is available and have your child count the number of items in each set.
- Complete pg. 84.
This involves simply counting aloud the number of ducks, rabbits, pigs, cats and squares. Question your child based on the different sets e.g. Are there more cats than pigs? How many more cats are there? etc.
Allow them to colour the pictures on completion and please encourage them to stay inside the lines.

- Complete pg. 123

There are 10 items in each set on this page (10 hats, 10 books, 10 flowers, 10 circles).

Ask your child to count the number of items in each set and make groups of 9 hats, 7 books, 8 flowers, 6 circles and to colour the groups made.

SESE

- Discuss inside and outside sounds

Examples of inside sounds: a phone ringing, the TV or radio playing, water running, the kettle boiling, frying pan sizzling, drawers opening and closing, family members chatting etc.

Examples of outside sounds: birds singing, lawns being mowed, dogs barking, planes flying overhead, cars passing, horns blowing, sirens blaring, bees buzzing etc.

- Explain to your child that some sounds are loud and some sounds are soft and ask them if they can think of any examples of loud and soft sounds in their environment e.g. a dog barking would be much louder than a bee buzzing so the dog barking is a loud sound and the bee buzzing is a soft sound.
- Explain to them that the same can be said for musical instruments - they can produce loud or soft sounds and some can produce both depending on how they are played e.g. a drum or piano. The children should have a basic understanding of this as they have had the opportunity to experiment with and play simple percussion instruments in school.

Optional Activity

- Design and make your own shaker - Allow your child to be creative here and use their imaginations but guide them where necessary.

They could use a plastic bottle/a cardboard tube/a yoghurt pot as the shaker itself and fill it with items such as rice, sprinkles, pasta, paper clips, beads etc.

Whatever they decide to use, make sure it is fully sealed before they start shaking it or you could find yourself cleaning up a mess.

They can decorate it however they like on completion.

I'll attach some google images below in case anyone would like some ideas.



Gaeilge/Irish

Bua na Cainte

For anyone who is struggling to access Bua na Cainte please follow the steps below:

1. Go to the Assignments page on our school website.
 2. Under 'Previous Assignments' select 'Assignments week beginning 20/04/2020'.
 3. Open 'J.I. work 20/04/20'.
 4. Scroll down and click on the blue link under the heading *Gaeilge*
 5. Choose PC or Mac followed by the Junior Infant file
 6. Once downloaded use 'trial' for the username and password
- Select theme 'Siopadóireact' (shopping)
 - Complete Ceacht 1 (Lesson 1) - Listen to comhrá 1.1 agus 1.2 (conversation 1.1 and 1.2)

Ceacht 1.1

- ❖ Féach ar an siopa - [Look at the shop](#)

- ❖ Téigh go dtí an siopa agus faigh _____. (banana, úll, oráiste, líreacán, bainne, subh, ceapaire, uachtar reoite) - *Go to the shop and get (a banana, an apple, an orange, a lolly pop, milk, jam, a sandwich, ice-cream)*

Ceacht 1.2

- ❖ Cad atá sa siopa? - *What is in the shop?*
- ❖ Tá _____ sa siopa. (oráiste, banana, uachtar reoite, úll, bainne, ceapaire, im, líreacán) - *There is (an orange, a banana, ice-cream, an apple, milk, a sandwich, butter, a lolly pop) in the shop.*
- Complete the interactive tasks to reinforce the above vocabulary (under game controller symbol)
- Listen to the amhrán (song) 'Aon, Dó, Trí, Ceathair, Cúig, Sé' (One, Two, Three, Four, Five, Six) and recite. Do this until your child can recite/sing it independently. Your child should be very familiar with the numbers as *Gaeilge*. We covered a haon go dtí a deich (one to ten) in school.

Aon, Dó, Trí, Ceathair, Cúig, Sé (One, Two, Three, Four, Five, Six)

Cístí deasa i gcomhair an tae (Nice cakes for tea)

Uachtar reoite, banana buí (Ice-cream, a yellow banana)

Líreacán agus oráistí (A lolly pop and oranges)

- Complete Ceacht 2 (Lesson 2) - Listen to comhrá 2.1 agus 2.2 (conversation 2.1 and 2.2)

Ceacht 2.1

- ❖ Ceannaigh _____. (oráiste, bainne, brisocaí, ceapaire, im, banana, seacláid) - *Buy (an orange, milk, biscuits, a sandwich, butter, a banana, chocolate)*

Ceacht 2.2

- ❖ An bhfuil _____ sa siopa bia? - *Is _____ in the food shop?*
- ❖ Tá/Níl _____ sa siopa bia. (uachtar reoite, úll, líreacán, banana, oráiste, cístí deasa) - *There is/There isn't _____ in the food shop. (ice-cream, an apple, a lolly pop, a banana, an orange, nice cakes)*

- Complete the interactive tasks to reinforce the above vocabulary (under game controller symbol)
- Listen to the rann (rhyme) 'Siopa Milseán' (Sweet Shop) and recite. Do this until your child can recite it independently.

Siopa milseán (Sweet shop)

Rith isteach (Run inside)

Ceannaigh milseáin (Buy sweets)

Siúil amach (Walk out)

For the second verse replace milseáin (sweets) with uachtar reoite (ice-cream).

For the third verse replace uachtar reoite (ice-cream) with líreacán (lolly pop).

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 9: We Give Thanks
- Choose Lesson 2: At Mass we give thanks
- Select the 'Thank You God for...' pictures
- Tell your child that you are going to read them a story about the Freeman family. Read and discuss the attached story 'Thank You God for....'
- After reading (to assess understanding) ask the questions below:
 1. Where did Dad, Ruairí and Darragh go?
 2. What day of the week do you think this story happened on? Why?
 3. Do you remember a time when you went to Mass? Who did you go with?
 4. Who did you see when you went to Mass? Who did Ruairí, Darragh and Dad see?

- Chat about our Parish. Explain to your child that the word 'parish' describes a particular area in which God's family live and that the people who live in a parish care, share and pray together. Give local examples to help your child understand.
- Show your child Poster 11 (linked to this lesson on the Grow in Love website) which shows people standing to sing the first hymn/song at the beginning of Mass.
- Explain to your child that one of the next things that happens at Mass is that the people who are gathered - the parish family - listen to stories from the Bible.
- Introduce the phrase 'Thanks be to God' and explain to your child that this is something we sometimes say after we hear a story from the Bible.
- Read the attached 'Creation' story.
- Conclude by saying 'The Word of the Lord' and encourage your child to respond 'Thanks be to God'
- Chat about Mass with your child - who they go with, who they see, what they do at mass, what would they give thanks to God for at Mass
- Complete the attached worksheets

Fine Motor Skills/Art (Optional)

- Make a Rocket using 2D shapes (File attached)

There is a selection of rockets in this file so you can choose your favourite, colour the pieces, cut them out and piece them back together to form the rocket.

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