

Junior Infant work (Monday 27 April – Friday 1 May)

Nursery Rhyme

- Go to YouTube and watch the Diddle Diddle Dumpling (Little Baby Bum) video:
<https://www.youtube.com/watch?v=mWU19agQ2rs>
- Go through the words (below) with your child and allow them to recite them
Diddle, Diddle Dumpling, My Son John,
Went to bed with his trousers on,
One shoe off and the other shoe on,
Diddle, Diddle Dumpling,
Diddle, Diddle Dumpling,
Diddle, Diddle Dumpling, My Son John
- Recite regularly until your child becomes familiar with the rhyme and is able to say it independently
- Clap out the syllables (The children are familiar with this):
One clap for words with one syllable, two claps for words with 2 syllables etc.
e.g. diddle (two claps), diddle (two claps), dumpling (two claps), my (one clap), son (one clap), John (one clap)

Phonics

- Introduce new sound 'ng' using Jolly Phonics songs and action (YouTube)
- Brainstorm 'ng' words
- Please have your child read the 'ng' words below by sounding out as they would their wordlists.

king	ring	sing	wing
swing	sting	string	bring
long	song	fang	gang
rang	bang	lung	strong

- Practise formation of 'ng' (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 in a tray of rice, sprinkles or sand.

- Practise writing 'ng' sound and some of the above 'ng' words above on a mini whiteboard (if available).
- Complete 'ng' page in All Write Now-Pg. 37
- Practise 'ng' formation on 2 lines in handwriting copy leaving a finger space between each 'ng' formed. Your child could then choose three 'ng' words and write 3 simple sentences with your guidance using these and some of their Tricky words' e.g. "The king has a ring", "I am strong" 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 writing certain words difficult you could write the sentence/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 'ng' worksheet. This is a cut and stick activity with answers included on final page. Please do not feel under any obligation to print this in colour.

If you go to YouTube and search **JOLLY PHONICS SOUNDS AND SONGS** (**Complete**) you will find a video containing all 42 sounds. Skip to 'ng' 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 12 (sounds covered in recent weeks)
Wordbox 7a (sounds covered prior to breaking from school)

Wordbox 12

wet	zip
swim	buzz
ring	long
song	bring
cling	swing

Wordbox 7a

paid	goal
soak	free
week	bleed

gro <u>an</u>	pa <u>in</u> t
to <u>as</u> t	ti <u>e</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 three.
These particular guys can be sounded out. The e on the end is silent.

have

live

give

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
- 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.

Creative Writing

- Colour, cut out and stick the 'What do you see under the sea' picture into your handwriting copy - file attached
- Write some sentences/a short story about the picture e.g. The shark has big teeth
- Keep it nice and simple, use your imagination and have fun!!

Reading

- Continue making use of the free books available on the Oxford Owls website. Choose 2 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: GG is too Big!
(I have attached an image below to make access a little easier.)


All Resources

All Resources

Level	Class	Subject	Series	Title	Resource
<input checked="" type="checkbox"/> Primary	<input checked="" type="checkbox"/> Junior Infants	<input checked="" type="checkbox"/> English	<input checked="" type="checkbox"/> Wonderland	<input checked="" type="checkbox"/> GG Is Too Big! <input type="checkbox"/> Introductory Skills Book <input type="checkbox"/> Skills Book A <input type="checkbox"/> Skills Book B <input type="checkbox"/> The Picnic <input type="checkbox"/> Wandsville Friends	<input checked="" type="checkbox"/> Online Book

Resources: 1

Reset

Class	Subject	Resource Name	Resource Type	File Type	Actions
Junior Infants	English	GG Is Too Big!	Online Book	Online	

Fine Motor Skills (cutting activity) - Design your own Mr. Potato Head

Colour, cut out and piece together (stick) on a separate piece of card/paper to form your own Mr. Potato Head.

Maths

Number:

Now that all numbers 0-5 have been covered and formation has been practised we will look at ordering numbers



- Use this number strip to help you figure out the missing numbers below. The numbers in this grid could be copied into Maths copy and your child can then fill in the gaps. One number per square in Maths copy.

1		3	4	
	2		4	5
1		3		5

		3		5
1	2			

- Complete pgs. 104, 105 & 122 (Mathemagic book)
- Complete the attached Goldilocks and The Three Bears ordering activity (cut and stick)
- Begin work on simple addition to 5 by counting the number of objects in a set and drawing/adding on one more. This could be a hands on activity using physical objects such as pasta or Lego e.g. lay out 2 pieces of pasta/Lego, ask your child to count them aloud, then add one further piece and ask your child how many pieces are there now/how many pieces are there altogether.
- Complete pg. 90 (Mathemagic book) based on the above
- Simple counting, comparing and ordering activities pgs. 16-18 (Mathemagic book). Count, ring and join/match the sets of the same number/same amount

SESE (Science)

- Try some experimentation with floating and sinking using a basin of water and a selection of objects. I will include a list of potential objects to test below!
- Before checking whether the objects float or sink have your child feel each object and make a guess as to whether it floats or sinks.
- Test the objects and fill in the attached table.
- Explain to your child that the objects that float are lighter than the water and the objects that sink are heavier than the water.

Potential objects to test

pencil	coin	leaf	Lego piece
paper clip	bottle cork	lollypop stick	straw
empty plastic bottle	apple	teaspoon	small stone/marble

- Additional (OPTIONAL) activity: Make a little boat and see whether it floats or sinks. You could use an egg box, tin foil, some string and paper (as sails). I have

attached instructions which you could follow but feel free to let your child experiment first themselves. They love junk art activities in school and produce fantastic craft work when provided with the necessary materials.

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 3 (Lesson 3) - Listen to the comhrá (conversation)
 - ❖ Seo fear grinn. Tá _____ air (hata dearg, cóta bán, bríste dubh, scairf ghlas, léine bhuí, geansaí gorm) - This is a clown. He has a red hat, white coat, black trousers, green scarf, yellow shirt, blue jumper on him.
 - ❖ Cuir _____ ar an bhfear grinn - Put _____ on the clown.
 - ❖ Dathaigh _____ (an hata, an bríste srl.) _____ (dearg, bán, dubh, glas, buí, gorm) - Colour the hat, trousers etc. red, white, black, green, yellow, blue
 - ❖ Tarraing _____ - Draw _____
- Complete the interactive tasks to reinforce the above vocabulary (under game controller symbol)
- Complete attached pg. 36- Call out the following instructions:
 1. Cuir hata dearg air (Put a red hat on him)
 2. Cuir léine bhuí air (Put a yellow shirt on him)
 3. Cuir cóta gorm air (Put a blue coat on him)
 4. Cuir bríste dubh air (Put black trousers on him)
 5. Cuir bróga glasa air (Put green shoes on him)
- Complete Ceacht 4 (Lesson 4) - Listen to the comhrá (conversation)
 - ❖ Tá Teidí sa seomra suí. Tá sé ag féachaint ar an teilifís. Tá sé ag gáire. - Teddy is in the sitting room. He is watching television. He is laughing.
 - ❖ Cuir an teilifís _____ (sa chistin, sa seomra leapa, sa seomra suí) - Put the television _____ (in the kitchen, in the bedroom, in the sitting room)

- Complete the interactive tasks to reinforce the above vocabulary (under game controller symbol)
- Listen to and sing along with the song "Tá Teidí sa Seomra Suí" ([Teddy is in the sitting room](#))
- Complete attached pg. 37: Insíonn an scéal - [Tell the story](#)
 "Tá teidí sa seomra suí. Tá sé ag féachaint ar an teilifís. Tá sé ag gáire" -
[Teddy is in the sitting room. He is watching television. He is laughing.](#)
 Dathaigh - [Colour](#)

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 7: The Church
- Choose Lesson 2: The Church- a special place to pray
- Select and watch the 3 videos linked to this lesson - The Church: Part 1 (Building), 2 (Altar and Crucifix) & 3 (Stained Glass Windows)
- After each video question your child on what they have watched. I have attached possible questions per video below:

Video 1

- What words would you use to describe the church in Fr. Joe's town?
- How is the church in Fr. Joe's town similar/different to your local church?
- Does your church have a steeple?
- How do you think we should act when we're in the church?

Video 2

- What did Fr. Joe say about the altar?
- What was on the altar?
- Where have you seen a crucifix before?
- What did Jesus do the night before he died?
- What was the meal called?

Video 3

- Have you ever seen stained glass windows before? Do you like them?
- What is the difference between stained glass windows and ordinary windows?
- Why do you think the church has stained glass windows?
- If you were going to make a stained glass window, what would you like it to show and what colours would you use?
- Click on Poster 9 under lesson 2 and ask your child to point to and name the objects in the church
- Complete attached page: The Church
- Make your own stained glass window. I have attached a template that can be coloured in and a blank one that your child can design themselves. They can add a picture to it if they wish so that it shows an image.

I will be asking that people upload a few work samples to See Saw later in the week. Details to follow!!