

## Senior Infant work (Monday 11 May - Friday 15 May)

### Nursery Rhyme

- Go to YouTube and watch the 'There was a Crooked Man (Little Baby Bum) video: <https://www.youtube.com/watch?v=VG2oH6BOP2E>

- Go through the words with your child and allow them to recite them

**There was a crooked man and he walked a crooked mile,  
He found a crooked sixpence upon a crooked stile;  
He bought a crooked cat which caught a crooked mouse  
And they all lived together in a little crooked house (x2)**

They ate a crooked dinner on a very crooked table  
In came a crooked horse from a crooked stable  
They all had crooked dishes in many crooked styles  
And after every bite, each had a crooked smile

- Recite regularly until your child becomes familiar with the rhyme and is able to sing it independently
- Clap out the syllables: One clap for words with one syllable, two claps for words with 2 syllables etc. e.g. there (one clap), was (one clap), a (one clap), crooked (two claps), man (one clap), and (one clap), he (one clap), walked (one clap), a (one clap), crooked (two claps), mile (one clap)

- ❖ I have included all words that arise in the linked YouTube video; however I only ask that your child is able to recite the first section (the verse in **bold print**)

### Phonics

'aw' words

Brainstorm some words with your child that have the 'aw' sound. I have listed a few in the table below.

jaw	law	paw	raw
saw	draw	drawing	dawn
yawn	straw	strawberry	shawl

- Unjumble the sentences below in your handwriting copy

1. strawberry I jam. like

2. eat raw Horses carrots.

3. woman shawl. The wore old a

- Complete the attached 'aw' worksheet
- Play the attached 'aw' Snakes and Ladders game to reinforce 'aw' sound (Optional)

### **Spellbound - Week 25**

- Introduce words - Make sure to use 'Look, Say, Cover, Write, Check' when writing out words beside each block. This is a strategy we use for learning spelling. It works exactly as it says above: Look at the word, Say it, Cover it, Write it and Check it on completion. If you write the word incorrectly, rub it out and start the process again.
- Dictation: Call out the sentences below and have your child write them in their handwriting copy. Remind them of the capital letter at the start of the sentence and the full stop at the end. Do not assist with spelling but go through the sentences on completion and look with your child at any mistakes they may have made.
  1. Mum got on the bus.
  2. I cut my hand when I fell.
  3. I will have a cup of tea.
  4. The sum was hard.
- Draw a picture in the white space above the sentences

### **All Write Now (Handwriting)**

Complete pgs. 36&37 (upper and lower case Qq and revision of C,O,G,Q)

## Dolch List 9

Please practise reading the sentences below containing all Dolch words from List 9

1. My woolly jumper kept me warm.
2. My cat had three kittens at the weekend.
3. I ate all of my lunch before going out to play.
4. That girl can run very fast.
5. Mum will buy a new dress for the wedding.
6. I made a sandcastle at the beach.
7. I hope you feel better soon.
8. I am an only child.
9. My boss gave me a day off.
10. Come and visit us next week.
11. Our cat went missing and we could not find him.
12. I cannot open my bottle.
13. My dad has a bad head cold.
14. That is not our house.
15. Can you hold on while I get my coat?
16. I have to tell you a very funny story.
17. Teacher has a box full of crayons on her desk.
18. I have not done my homework yet.
19. Those flowers are very pretty.

### Additional suggestions as to ways of practising/learning to identify new words

- Add words to blank board games such as Snakes and Ladders and play as a family.
- If you make doubles of each of the words above 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 Dolch List 9 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 an Oxford Level 5 title you haven't read to date and have a read of it.
- Go to the CJ Fallon website which has free access to all books.

Under All Resources filter your search to Level: Primary, Class: Senior Infants, Subject: English, Series: Wonderland, Title: The Beach House.

Click on the little 'eye' symbol beside the title and read the story.

### Master Your Maths (Mental Maths)

- Complete Week 25 and the next incomplete Test page (Week 7 Test pg. 72)

### Maths



### Number - Addition

- For the last few weeks your child has been working on the addition of 2 numbers. We're going to move on now to the addition of 3 numbers.

Pretend to be a frog hopping from one lily pad to the next.

e.g.  $3 + 2 + 5 = 10$

The frog starts on 3, he makes two jumps which bring him to 5 then 5 more which bring him to 10.

- Complete pg. 83 and attached file

### Number - Counting/Ordering numbers

- Complete pages. 36 & 66 which involve filling in missing numbers from 1-10  
To assess their understanding you could question your child based on this e.g.  
What number comes before 6, after 4, what number is three more than 7, two less than 5 etc.

### SESE (Science and Geography)

- Identify the 3 Summer months (May, June, July)
- Talk about the signs of Summer with your child i.e. weather, flowers and insects you might see, activities/things people associate with summer. I have included some info below as a guide.

Weather
Generally sunny and warm but can still have rain during the summer months

Flowers/Insects
Green leaves Daisies Roses Butterflies Bees

### Activities/things we associate with Summer

Sun	Sea	Beach	Sand
Sandcastle	Swimming	Tent	Camping
Barbeque	Picnic	Ice-cream	Parasol
Deckchair	Sunglasses	Sun cream	Shorts
T-shirt	Dress	Sandals/Flip flops	Sun hat

- Discuss the importance of taking care in the sun: The need for sun hats, sunglasses and sun cream
- Complete the attached 'Sun Safety Cut and Stick' activity

### SESE (History)

- Ask a grandparent over the phone about a holiday they had as a child. Use the attached 'A Holiday in the Past' worksheet to record your answers.

If you can't get in touch with a grandparent you can ask mum or dad

### 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 7 (Lesson 7) - Listen to the comhrá (conversation)
  - ❖ Oscail an geata agus cuir \_\_\_\_\_ isteach sa pháirc (bó, leo, caora, uan, muc, banbh, asal) - *Open the gate and put \_\_\_\_\_ into the field (cow, calf, sheep, lamb, pig, piglet, donkey)*
  - ❖ Dún an geata - *Close the gate*
  - ❖ Cuir eireaball ar an \_\_\_\_\_ (bó, leo, caora, uan, muc, banbh, asal) - *Put a tail on the \_\_\_\_\_ (cow, calf, sheep, lamb, pig, piglet, donkey)*
- Complete the interactive tasks to reinforce the above vocabulary (under game controller symbol)

- Listen to the amhrán (song) 'Féach ar an Asal' (Look at the donkey) and recite. Do this until your child can recite it independently.

Féach ar an asal (Look at the donkey) x2

Tá a eireaball ar strae (His tail is missing)

Faigh a eireaball (Find his tail) x2

Is cuir air arís é (Put it on him again)

- Click on the little house icon in the bottom left corner
- Click the 'Scéal' button just above this
- Watch the story 'An Feirmeoir'. Words below!

### Scéal – An Feirmeoir

<b>Scéalaí:</b>	Bhí an oíche fuar agus fliuch. Chuaigh an feirmeoir go dtí an fheirm.	<b>Caora:</b>	Rachaidh mé isteach sa teach. Beidh mé go deas te istigh.
<b>Capall:</b>	Rachaidh mé isteach sa teach. Beidh mé go deas te istigh.	<b>Scéalaí:</b>	Chuaigh an chaora isteach sa leaba. Thit an chaora ina codladh sámh.
<b>Scéalaí:</b>	Chuaigh an capall isteach sa leaba. Thit an capall ina chodladh sámh.	<b>Scéalaí:</b>	Tháinig an feirmeoir ar ais. Bhí sé fuar agus fliuch. Bhí sé an-chrosta.
<b>Bó:</b>	Rachaidh mé isteach sa teach. Beidh mé go deas te istigh.	<b>Feirmeoir:</b>	Amach leat as mo leaba go beo!
<b>Scéalaí:</b>	Chuaigh an bhó isteach sa leaba. Thit an bhó ina codladh sámh.	<b>Scéalaí:</b>	Léim an chaora amach as an leaba.
<b>Madra:</b>	Rachaidh mé isteach sa teach. Beidh mé go deas te istigh.	<b>Feirmeoir:</b>	Amach leat as mo leaba go beo!
<b>Scéalaí:</b>	Chuaigh an madra isteach sa leaba. Thit an madra ina chodladh sámh.	<b>Scéalaí:</b>	Léim an cat amach as an leaba.
<b>Muc:</b>	Rachaidh mé isteach sa teach. Beidh mé go deas te istigh.	<b>Feirmeoir:</b>	Amach leat as mo leaba go beo!
<b>Scéalaí:</b>	Chuaigh an mhuc isteach sa leaba. Thit an mhuc ina codladh sámh.	<b>Scéalaí:</b>	Léim an mhuc amach as an leaba.
<b>Cat:</b>	Rachaidh mé isteach sa teach. Beidh mé go deas te istigh.	<b>Feirmeoir:</b>	Amach leat as mo leaba go beo!
<b>Scéalaí:</b>	Chuaigh an cat isteach sa leaba. Thit an cat ina chodladh sámh.	<b>Scéalaí:</b>	Léim an madra amach as an leaba.
		<b>Feirmeoir:</b>	Amach leat as mo leaba go beo!
		<b>Scéalaí:</b>	Léim an bhó amach as an leaba.
		<b>Feirmeoir:</b>	Amach leat as mo leaba go beo!
		<b>Scéalaí:</b>	Léim an capall amach as an leaba.
			Chuaigh an feirmeoir isteach sa leaba agus thit sé ina chodladh sámh.

- Introduce the words below using the attached powerpoint:

cartún (cartoon)	scannán (film)	nuacht (news)	clár spóirt (sports programme)	clár dúlra (nature programme)
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- Complete attached file:  
Cén saghas clár teilifíse is fearr leat? Tarraing! - [What is your favourite type of TV programme? Draw!](#)

**Please do each lesson more than once to ensure understanding**

## **Religion**

Login details for access to Grow in Love website

Email: [trial@growinlove.ie](mailto:trial@growinlove.ie)

Password: growinlove

- Choose the book Junior Infants/P1
- Choose Theme 9: We Give Thanks
- Choose Lesson 1: Thank you, God, for food
- Talk to your child about food they like to eat, when they eat it and foods they dislike.
- Select 'Monday Morning in Malawi' pictures and read and discuss the attached story. Possible questions below:
  1. Why doesn't Mesi's family always have enough to eat?
  2. Do you remember a time you were hungry?
  3. What does it feel like?
  4. What do you do when you are hungry?
  5. Do you remember a time you shared food with someone in school?
  6. What do we do in school if someone forgets their lunch?
- Select 'Mesi's Evening' pictures and read and discuss the attached story. Possible questions below:
  1. Are there any parts of Mesi's evening that are the same as what you do when you get home from school? What's different?
  2. Do you like to eat rice with your family? What might you eat with rice?
  3. What would you like about living with Mesi and her family and what would you find difficult?
- Complete the attached worksheets



### Optional Art Activity - Flip flops on the beach

1. Design and cut out the attached flip flops
2. Paint one side of a blank page yellow (sand) and the other blue (sea).  
If you don't have paint you can use your crayons.
3. When dry stick your flip flops to the sand

I have added a google image below to give you an idea as to what your completed picture will look like



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