

Senior 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

'ew' words

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

dew	few	new	pew
blew	chew	crew	flew
grew	news	stew	threw

- Complete the attached 'ew' worksheet
- Play the attached 'Roll and Read' game to practise words containing the 'ew' spelling/sound. Choose a colour, roll the dice and read one word in that line. Colour the word in your chosen colour if you read it correctly. The first person to get a line of five words (vertically, horizontally, diagonally) is the winner.

Spellbound

Week 26 (Revision of Weeks 21-25)

Week 27 (th and sh)

- 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. I went to the shop for milk.
 2. That is a big ship.
 3. I have two sweets left.
- Draw a picture in the white space above the sentences

All Write Now (Handwriting)

Complete any incomplete pages between pgs. 38 and 41

Dolch Lists 7-9 Assessment

Since finishing school in March your child has been practising Dolch words (Lists 7-9) through games and teacher constructed sentences.

I would greatly appreciate if you could complete the attached assessment with your child. There is a total of 60 words. This does not have to be completed in one sitting. It could be done over 3 days (20 words a day) and simply involves you listening to your child reading the words without assistance and marking all unknown words.

Lists 1-6 have been assessed prior to this in school. Once completed an image of the assessment could be uploaded to See Saw.

Please do not assist your child in any way with this as it will not be a true reflection of how they are managing with their words.

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: Starways-Stage 1, Title: Stories for you.

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

The children will be familiar with the 'Starways' series as we read a few of the titles as a group in school.

Master Your Maths (Mental Maths)

- Complete Week 26 and the next incomplete Test page (Week 8 Test pg. 73)

Maths

Number - Comparing and Ordering (more than/less than)

- Lay out two sets of items (pasta pieces/Lego pieces/cubes/counters)
- Count the number of items in each set and use the language 'more than' and 'less than' to compare the two sets. See example below



9 is more than 6



6 is less than 9

- As an extra step you could ask your child to figure out how much more/less is in each set e.g. 9 is more than 6 by 3
6 is less than 9 by 3
- Complete pages. 94, 96 & 97

It is essential that your child complete hands on work using items such as those listed above to ensure understanding before completing workbook activities. Your child should be familiar with this as we did some work on it earlier in the year.

Review pages based on simple addition

- Complete pgs. 32 & 93 making use of words such as 'and, plus, makes, equals'
- Complete pg. 77 (Review of basic addition with links to spatial awareness). Allow your child to complete the sums. Tell them to ring the doubles (1+1, 2+2, 3+3, 4+4), join the related pairs (2+3 and 3+2, 3+4 and 4+3, 2+4 and 4+2) and call out the instructions below as to how to colour the different balls.
 1. Colour the two balls between the blue and yellow ball orange
 2. Colour the ball between the black and blue ball yellow
 3. Colour the ball between the yellow and red ball black
 4. Look at the top left of the page. Colour the ball between the red and green ball brown

5. Look at the bottom left of the page. Colour the ball between the red and green ball yellow
6. Look at the 3 white balls at the top of the page. Colour the ball on the left black, the ball in the middle purple, the ball on the right pink
7. Look at the bottom right of the page. Colour the balls between the two red balls green.

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.