

Senior Infant work (Monday 20 – Friday 24 April)

Nursery Rhyme

- Go to YouTube and watch the Pat a Cake (Little Baby Bum) video.
- Go through the words (below) with your child and allow them to recite them
Pat-a-cake, pat-a-cake baker's man
Bake me a cake as fast as you can
Pat it and prick it and mark it with a "B"
Put it in the oven for baby and me
- Come up with some actions to go along with the rhyme
- 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. pat (one clap), a (one clap), cake (one clap), baker's (2 claps), man (one clap)

Phonics

- Introduce Magic e (also called silent e) and the letter u

Magic e Rule

"Magic e sits silently at the end of a word and scares the vowel and makes him say his name"

- Below are some examples of Magic e and u words. Have your child read these words and ask them what magic e does to the vowel if they become stuck.

huge	cute	tube
use	cube	fuse
rude	June	rule
tune	perfume	volume

- Write out the sentences below into your handwriting copy and fill in the blanks using the above list of words:

1. A _____ is a 3D shape.
2. My mum wears _____.
3. May, _____ and July are the three summer months.

4. Toothpaste comes in a _____.
5. I _____ a pencil to write.

- Complete the attached Magic e PDF file

Spellbound - Week 22

- 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: Choose 4/5 words and call out sentences containing your chosen words. Have your child write these sentences in their handwriting copy. Do not assist with spelling but go through the sentences on completion and look with your child at mistakes made.
- Draw a picture in the white space above

All Write Now (Handwriting)

Complete pg. 26 (upper and lower case Dd) and pg. 27 (revision of PRBD)

Dolch List 8

- Practise reading the words in the table below.

Dolch List 8

tell	first	black	goes
much	try	white	write
keep	new	ten	always
give	must	does	drink
work	start	bring	once

- Choose 5 words and put them into sentences in your handwriting copy.
- Unjumble the sentences below in your handwriting copy:

1. black white zebra has A and stripes.

2. always hard I school. work at

3. drinks day. a Mum coffee once

Below are suggestions as to ways of practising/learning to identify new words

- Add words to blank board games such as Snakes and Ladders which I attached as a separate PDF file before Easter 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 8 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 4 titles you haven't read to date and have a read of it. If you have read all of the available Level 4 books why not try a Level 5 book.
- 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: Ella Goes to the Airport and The Wrong Car. Click on the little 'eye' symbol beside each title and read the stories. I have attached an image below to make access a little easier.

CjFallon Search Resources

All Resources

All Resources

Level	Class	Subject	Series	Title	Resource
<input checked="" type="checkbox"/> Primary	<input checked="" type="checkbox"/> Senior Infants	<input checked="" type="checkbox"/> English	<input checked="" type="checkbox"/> Wonderland	<input checked="" type="checkbox"/> Ella Goes to the Airport <input checked="" type="checkbox"/> The Wrong Car	<input checked="" type="checkbox"/> Online Book

Resources: 2 Reset 20 1

Class	Subject	Resource Name	Resource Type	File Type	Actions
Senior Infants	English	Ella Goes to the Airport	Online Book	Online	
Senior Infants	English	The Wrong Car	Online Book	Online	

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Master Your Maths (Mental Maths)

- Complete Week 22 and the next incomplete Test page (Week 4 Test pg. 69)

Maths

The Seasons

- Introduce the 4 seasons: Spring, Summer, Autumn and Winter. Children should be very familiar with Autumn, Winter and Spring as we did each in detail as part of our SESE studies.
- Use the attached PDF file entitled 'The Seasons' to talk about seasonal change-weather, plants, animals. Colour the pictures and fill in the gap sentences at the bottom of the worksheet.

o'clock

- Show your child a clock/watch face with numbers on it.
There is a nice, interactive clock on the Topmarks website!!

- Tell your child that there are 12 numbers on the clock. Point to each individually starting and ending at 12.
- Next show them that there are 2 'hands' on the clock (the long hand and the short hand)
- Ask them have they ever heard somebody say it is _____ o'clock.
- Explain to them that when it is _____ o'clock the long hand always sits on 12.
- Next move focus to the short hand. Explain that if it is 1 o'clock the short hands sits on 1, 2 o'clock the short hands sits on 2 etc. Physically show this on your clock/interactive clock. Continue to ask the question "where does the long hand always sit for o'clock" so that they do not forget.
- When you think they have grasped the times in order you could mix them up and have your child tell you the times.
- Complete pages 85 and 86 in Maths book (ONLY when your child has a good grasp of the above). Pg. 85 involves talking about the school day and writing in the times different events take place. Pg. 86 involves drawing in the short hand on the clock face to show the time.

*Please practise the above as often as possible throughout the course of the week. Even 5 minutes of setting times on the clock for your child to read each day would be extremely beneficial.

SESE (History)

- Discuss farming past and present with the help of my own picture presentation which has been attached as a separate file
- Look at the 2 pictures on each page and identify which one shows farming in the past and which shows farming in the present
- Talk about any similarities/differences (the main difference being that before the introduction of machinery farm work was done by hand)
- Explain to your child what work is taking place in each picture
- Complete the On the Farm activity sheet attached as separate PDF

Gaeilge/Irish

If you did download the Bua na Cainte file before Easter then all you need to do is click into it and use 'trial' for both the username and password if asked.

If you didn't download Bua na Cainte and wish to do so just follow this link www.edco.ie/bua , select Junior Infant File and download. This is a big file and may take up to 45 mins to download. One downloaded use 'trial' for both the username and password.

- Select theme 'An Teilifís' (the television)
- Complete Ceact 1 (Lesson 1) - Listen to both conversations (comhrá 1.1 & 1.2)
 - ❖ Cuir _____ ar siúl. (an solas, an raidió, an teilifís) - **Turn on the light/the radio/the TV**
 - ❖ Cad atá ar an teilifís? - **What is on the TV?**
Tá _____ ar an teilifís. (sorcas, moncaí, tíogar, leon, cangarú) - **A circus, monkey, tiger, lion, kangaroo is on the TV**
- Complete the interactive tasks to reinforce the above vocabulary (under game controller symbol)
- Listen to the rann (rhyme) Húrla Harla Hó! which is about the tiger and lion eating ice-cream (uachtar reoite) down in the town (thíos sa bhaile mór). Do this as many times as necessary until your child can recite it.
- Complete attached pg. 34: Tarraing leon ar an teilifís dheireanach (**Draw a lion on the last TV**). Dathaigh an leon agus an cangarú freisin (**Colour both the lion and the kangaroo**)
- Complete Ceact 2 (Lesson 2) - Listen to both conversations (comhrá 2.1 & 2.2)
 - ❖ Múch _____. (an solas, an raidió, an teilifís) - **Turn off the light/the radio/the TV**
 - ❖ Tá an fear grinn _____. (ag canadh, ag damhsa, ag léim, ag rothaíocht, ag ithe, ag ól, ag rith, ag léamh, ag scríobh, ag gáire, ag súgradh, ag snámh) - **The clown is singing, dancing, jumping, cycling, eating, drinking, running, reading, writing, laughing, playing, swimming**
- Complete the interactive tasks to reinforce the above vocabulary (under game controller symbol)
- Complete attached pg. 35: Dathaigh an moncaí ag damhsa agus an leon ag gáire (**Colour the monkey dancing and the lion laughing**)

Religion

Login details for access to Grow in Love website

Email: trial@growinlove.ie

Password: growinlove

Remind your child of work covered at home prior to the Easter holidays:

Jesus had one final meal with his friends before being put to death on the cross. His body was then placed in a tomb; however this was not the end of the story. Tell your child that only 3 days after his death there was 'An Easter Surprise'. At this point you can watch and discuss the video 'An Easter Surprise'. I have listed details below on how to access it.

- Search Grow in Love on Google
- Please login using the above login details
- Choose the book Junior Infants/P1
- Choose Theme 6: Holy Week and Easter
- Choose Lesson 3: An Easter Surprise
- Select the video An Easter Surprise, watch and discuss.

On completing Holy Week and Easter we will move on to the theme of The Church. This lesson will help the children identify spaces/places they can pray (at home, at school, in the church), understand that the church is a special place people go to pray and help them identify features of the church. Use the same login details on the Grow in Love website as above to access the necessary resources for this theme.

- Choose the book Junior Infants/P1
- Choose Theme 7: The Church
- Choose Lesson 1: Places to pray
- Select and watch the short Vox Pop video. On completion ask your child where they like to pray.
- Select The Church-A Place to Pray video. On completion ask your child why they think people say the church is a special place. Draw their attention to the lighting of candles and discuss why a candle might be lit. Follow on from

this by asking your child why they think people kneel down in the church to pray and explain that to kneel is to show respect to God.

- Complete attached pages

Additional Maths work on o'clock (OPTIONAL) - file attached