

Senior 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 digraphs 'oi' and 'oy'. Children covered 'oi' in Junior Infants and 'oy' makes the same sound so you could listen to the Jolly Phonics 'oi' song to reinforce sound.
If you go to YouTube and search **JOLLY PHONICS SOUNDS AND SONGS (Complete)** you will find a video containing all 42 sounds. Skip to 'oi' and sing song and practise action.
- Ask your child to suggest some words with 'oi/oy' sound.
- Read the list of 'oi/oy' words below and form a sentence for each word orally.

| <u>oi</u> | <u>oy</u> |
|-----------|-----------|
| boil | toy |
| soil | boy |
| coin | annoy |
| voice | enjoy |
| noise | royal |
| tinfoil | destroy |

- Use the list of words above to complete the attached gap sentence/ unscrambling activity

Spellbound - Week 23

- 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. The baby sleeps in the cot.
 2. It was a very hot day.
 3. I will sow the seeds in the garden.
 4. The food was starting to rot.
- Draw a picture in the white space above the sentences

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.
- Use your imagination and have fun!!

All Write Now (Handwriting)

Complete pg. 29 (upper and lower case Nn) and pg. 31 (revision of MNK).
Please complete any unfinished pages prior to these.

Dolch List 8

Please practise reading the sentences below containing all Dolch words from List 8

1. I came in first place in the race.
2. I asked mum to tell me a story.
3. I ate too much food at dinner time.
4. My mum is getting a new car next week.
5. I handed up my work to teacher.
6. I must go home now.
7. I always try to keep my room tidy.
8. Can I give you a hand in the garden?
9. I am going to start my homework after my dinner.
10. My little sister can count to ten.
11. We painted the walls in our kitchen white.
12. What time does school begin?
13. I put on my black jeans.
14. Will you bring me a cup of tea?
15. I am going to write a letter to my cousin.
16. I drink a glass of milk every day.
17. My sister and I go swimming once a week.
18. Mum goes to the market for eggs on Saturdays.

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 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 another 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 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: Globby Helps Out
- Click on the little 'eye' symbol beside the title and read the story. I have attached an image below to make access a little easier.

The screenshot shows the CJ Fallon website interface. At the top is a blue header with the CJ Fallon logo and a search bar. Below the header is a blue bar with 'All Resources' and a folder icon. Underneath, there are filter boxes for Level (Primary), Class (Senior Infants), Subject (English), Series (Wonderland), Title (Globby Helps Out), and Resource (Online Book). Below these filters, it says 'Resources: 1'. To the right of this are buttons for 'Reset', a dropdown menu set to '20', and a button with the number '1'. Below this is a table with the following data:

| Class | Subject | Resource Name | Resource Type | File Type | Actions |
|----------------|---------|------------------|---------------|-----------|---------|
| Senior Infants | English | Globby Helps Out | Online Book | Online | |

At the bottom right of the table is a small blue box with the number '1'.

Master Your Maths (Mental Maths)

- Complete Week 23 and the next incomplete Test page (Week 5 Test pg. 70)

Maths

o'clock

- Please continue to practise reading the time by setting times on a clock with movable hands/an interactive clock (Topmarks website) and have your child read the times aloud

- Complete the attached PDF file which involves drawing in both the long and short hands on the clock. Please ensure your child distinguishes between the two hands and that the minute hand is longer than the hour hand.

Number

- Begin work on the number 10: Formation of the number 10 and sets of 10 pgs. 63, 64 & 65 (Mathemagic book)
- Addition to 10 pgs. 78-80

Use the number line on the side of the page to help you get your answer.

The children are used to seeing sums written horizontally. Please explain to your child that sums can be written in different ways but that the way we get our answer doesn't change. Have them start with the bottom number and add on the top number.

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.

Additional/optional (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

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