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|  | **First and Second Class Work**  **Week 1; 25th – 29th May**  **Week 2; 2nd – 5th June** |
| English | 1. **Spellbound**   Continue to work away through the revision pages at your own pace finishing out the book. I’ve included a list of new spellings on a separate sheet at the bottom of this document for the next 2 weeks. (4 spellings a day and revise all of them on the last day)   1. Put 4 new words into a sentence each day. 2. End of the week task on seesaw based on spellings.   <https://www.spellzone.com/pages/contents.cfm>  A nice website with various word lists, children can play games/word searches etc. online with the words.   1. **Reading**   <https://connect.collins.co.uk/school/portal.aspx>  I have assigned specific books for the children to read on this website via a seesaw activity. If the link on seesaw doesn’t work properly for your child, please sign in using the following details.  On the homepage Click Teacher Login  Username = parents@harpercollins.co.uk  Password = Parents20!   1. **Phonics**   Week 1 – sw and pl words.  sw – swan, swallow, sweets, swim, swing, swift, swell, sweat, swap, swipe  pl – plastic, plumber, plums, plant, plug, plane, place, plan, plus, planet, play  Week 2 –Magic ‘e’ and ‘ar’ as in car  Magic ‘e’– cane, pine, code, cube, cake, kite  nine, gate, slide, smile, plate, plane ( Nice poem  attached to email)  ‘ar’ as in car – farmer, card, scarf, arch, barn, harp, star, shark, garden, arm, tart, cart.  \*\*I have attached 2 pdf documents to the email with some lovely activities for the above blends (sw/pl) that can be completed in your English copy, if you wish to use some of them\*\*  Activities to complete using these words;   * Write a list of as many as you can come up with yourself first, add to it with help. * Write a sentence using 10 of the words and draw a corresponding picture. * Write a description/clue about 10 of the words. * Draw a picture for 10 of the words. * Seesaw Activity- I will upload 3 separate activities for the magic ‘e’ and ‘ar’ as in car sounds. They can be completed in their English copies.  1. **Writing** (Complete in English Copy)  * Spelling activities on Seesaw * Phonics activities as above * Story Writing –Linked with SESE ‘communications’.   Write a letter to your pen pal. Tell them about the day you went to the supermarket with you family and something memorable happened.  \*I have attached a PDF to this email of the important rules to remember for the layout of a letter  \*Don’t forget to brainstorm first, it is very important and makes writing your story a lot easier - Who? Where? What happened/what was the problem? How was it solved? What happened in the end?  \*Don’t forget to use the words First, Next, soon, After that, Later, Suddenly, a while later.  \*Plenty of adjectives! We love describing words!    ***Second Class***   1. Word Wise pgs 84 - 86. Answer questions in English copies – remember full answers. Everything else can be filled into the hook.   ***First Class*** – Look, Listen and Learn pg68 + check-up pg69 |
| Gaeilge | **Oral** Keep practicing An Nuacht as on previous sheet.  **Reading**  Rang a dó – continue with Léigh sa Bhaile, one page per day  <https://www.seideansi.ie/index.php>  Link to a child friendly, easy to use Gaeilge website used by Gael scoileanna. Children can read books, order sentences, play games. Explore lower class levels as well as your own.  **New Gaeilge**  Sipoadóireacht:  Revise video activity on Seesaw – Cad a cheannaigh Aoife?  Pg 82. An Nuacht: Go through the days, weather and items first orally. Answer the questions orally and then write.  Pg 83. An Sionnach agus an Chircín Rua.  Eist leis an scéal agus freagair na gceistenna (seesaw)  Listen to story on seesaw and answer the questions.  Ansin dathaigh an pictiúr. Then colour the picture  Game: ‘Feicim le mo shúilín rud a thosnaíonn le…….’ Using different things in the picture.  Extension- Using different words around the house.  Feicim le mo shúilín rud a thosnaíonn le f (fuinneog), c (clog), d(doras), b(bord), m(mála), t(teilifís), p(pictiúr), h(hata), p(pláta), r(rothar),  l (liathróid), b(bainne), m(madra), c(cathaoir), b(bróga) c(crann) etc  Video activity on Seesaw- ‘Síopaí’  Cluiché/game : Chuaigh mé go dtí an siopa agus cheannaigh mé\_\_\_\_\_\_\_\_\_. (I went to the shop and I bought\_\_\_\_\_)  (cáman, leabhár, téad scipeála, bábóg, cloghad, liathróid, róbó, rothar, cluiche, teach bábóige, milséan, leaba, cófra, leabhár, telefís, cáca, brogan, arán).  Extension: To make it a little more difficult name the specific shop; Chuaigh mé go dtí an siopa \_\_\_\_\_\_\_\_ agus cheannaigh mé\_\_\_\_\_\_\_\_\_.  Continue to practice playing shop and using the phrases and money amounts- Create a “shop” using some toys from home. Label them with different prices from €1 to €10.  Practice saying these amounts out loud.  €1 euro amháin  €2 dhá euro  €3 trí euro  €4 ceithre euro  €5 cúig euro  €6 sé euro  €7 seacht euro  €8 ocht euro  €9 naoi euro  €10 deich euro  Use real coins if you can.  Sample cómhrá to use for the shopping – A =shopkeeper B =shopper  A; Dia duit  B; Dia’s Muire duit  A; Conas atá tú?  B; Tá mé go maith.  A; Cad atá uait? (what would you like?)  B: Tá \_\_\_\_ uaim (I would like \_\_\_)  B; Cé mhéad atá air? (how much is it?)  A; \_\_\_ euro le do thoil ( \_\_ euro please)  B; Seo duit. (give money to shopkeeper)  A; Go raibh maith agat  B; Tá fáilte romhat. Slán  A; Slán go fóill. |
| Maths | ***\* For both classes, I will be uploading videos on seesaw going through and explaining the different pages of Maths assigned throughout the two week\****  ***First Class***   1. Addition regrouping:  * Regrouping is a very important new topic for the children and lots of time would be spent in school manipulating concrete materials like cubes, Lego or lollipop sticks before completing tasks. So if possible have lots of hands on practice at home using concrete materials. Tens are “towers” or ten cubes/Legos/lollipop sticks stuck together, units are left loose. * Pick a number between 0 and 99, ask your child how many tens and how many units are in this number? For example, my number is 56. How many tens do I have and how many units do I have. Answer: 5 tens and 6 units. Repeat this using different numbers. If possible get your child to show you using the materials. Reverse this by telling your child how many tens you have and how many units you. Ask them what your number is. For example, I have 6tens and 8 units what number am I? Answer: 68. If possible get your child to show you using the materials. * Using concrete materials practice adding **without regrouping** so the units are 9 or less when added together. Eg. 45+13 * Using the concrete materials practice adding **with regrouping**, so the units are 10 or more when added together and create a new ten or tower. I will upload a video on Seesaw for addition with regrouping. E.g. 45+26 (Steps are on the top left page 144) * CJ Fallon tutorials 16, 17, 18, 19 are very worthwhile tutorials and activities to help understand regrouping. * Maths book pgs. 142- 147 * Shadow book pgs. 51+52   ***Second Class***   1. Addition and subtraction  * Remind your child to always double check if the sum is addition or subtraction before beginning. (When checking their answer get them to ask themselves’ ‘For this sum should my answer be bigger or smaller than the first number?’ ie. Addition= bigger, subtraction=smaller ) * Maths book pg.155  1. Revision  * Make sure your child reads the question slowly and takes their time. * Maths book pg 156  1. Two step number problems  * I will put up a tutorial on Seesaw during the week. * **NOTE** \* Remind your child that you always do what is inside the brackets first\* * Maths book pg157-159 * Shadow book pg 53, 54 * Get your child to create 5 two-step problems like on page 158 (They can write them in there maths copies) |
| SESE | 1. Where does light come from pg 83   Brainstorm what you know about light by creating a concept map (see below) in your copies. (Example questions What things produce light? What things that make light are found at home? What would it be like if we did not have light?)  Light can be found …….  After completing pg83, you can return to  Your concept map and add any additional  Information if you wish.  The sun is …….   1. What is a shadow pg 85   Prior to reading, brainstorm what the children know about transparent and opaque objects.  Task 1: Find 5 household objects and test if they are transparent or opaque. Estimate first and draw a picture of your favourite object.  Draw the table below into your SESE copies or on a sheet.   |  |  |  | | --- | --- | --- | | Object | Estimate | Result | | 1.  2.  3. ……. |  |  |   Task 2 (optional): Test task C from pg85 in our garden. If the sun is shining go outside at 3 different stages in the day (morning, afternoon, evening). Each time mark your shadow with chalk or take a picture of it. You can then compare your three shadows to the information given.   1. Communication pgs. 92+93   Task B pg.93 Conversation between Joan and her father attached to this email. |
| Religion | As we approach the end of the month of May and the month of Mary, we will reflect on what Mary means to us. In your copies write the sentence;  When I think of Mary, I think of…….. (write 2 or more points and draw a picture)  Grow in Love – the Programme we’re using in school has made their online resources available for use at home. Go to growinlove.ie and use the below details to log in.  Email: trial@growinlove.ie  Password: growinlove  Select the Second Class Book, Theme 9– Creation. Lessons 1 and 2 can be explored over the next 2 weeks.  Write the story of Adam and Eve in your own words and draw a picture(s) to accompany it. |
| SPHE | After listening to the ‘I am unique poem’ in Religion (lesson one), we understand that everyone is different and special in their own way. Think about what makes you unique; Is it your hair or Eyes colour or style? Is it your hobbies or your personality? Maybe you can speak a unique language or you have a unique pet? What makes you different and makes you stand out and shine!  Draw a picture of yourself to illustrate everything that makes you unique. You can titled your piece ‘ I am Unique’  Breathing Exercises:  In times of crisis and change, feelings and emotions can be heightened; particularly for children so we are going to look at two different breathing techniques that can help children (and adults) regulate their emotions and relax. These can be incorporated into your daily home-school routine over the next two weeks.   1. Elephant Breathing Technique:   Stand with your feet wide apart. Interlace your fingers in front of you. Inhale through your nose, raising your arms high above your head, like an elephant lifting up it’s trunk.  Exhale through your mouth as you bend forward, swinging your hands down through your legs.   1. Sun Breathing Technique   Sit in a comfortable position with your hands placed gently on your lap. Inhale, reaching one arm up high to grab the sunshine. Exhale through your mouth with a strong ‘hah’ sound as you pull this sunshine down towards your heart. Inhale and reach up with the opposite arm. Exhale with a ‘hah’ sound, drawing the sunshine towards your chest. |
| Other | **Friday the 5th of June is FUN FRIDAY!**  We are going to put down the books on Friday the 5th and head outside to investigate what nature has to offer! Each class is given an activity to complete. Then all classes are asked to complete a piece of ‘Land Art’. This is where we gather and collect a variety of flowers, leaves, twigs, sticks and make one masterpiece. We have to be very careful when collecting everything that we don’t disturb any animal’s homes. You can decide to make your masterpiece on your own or with our family, it can be big or small, but the most important thing is the more creative the piece the better! Make sure to upload a picture of your masterpiece to seesaw. I have added pictures of Land art at this bottom of this document.  Class activity for 1st and 2nd:  Look for bird nests in the trees and hedgerows nearest your home. Be sure not to touch or disturb them though. Then design and build your own bird nest. Take a photo and upload it on Seesaw.  RTE Home School Hub.  Many of you are already tuning into this at 11am each day and learning lots.  Cúla4 ar scoil – Fun Gaeilge lessons on different themes on TG4 at 10am daily. Lessons from the programmes are available on YouTube Cúla4 and catch up programmes on Cúla4.com  Art – Make shadow puppets (sun shadows PowerPoint attached to email).  Design a stamp for a postcard.  PE- 10@10 RTEjnr  Cosmick Kids yoga on YouTube |

**First Class Spellings**

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| **Week 1; 25th – 29th May**   1. twig 2. twin 3. twirl 4. twist 5. who 6. why 7. what 8. when 9. whip 10. wheel 11. where 12. which 13. beat 14. bill 15. free 16. rock | **Week 2; 2nd – 5th June**   1. skin 2. skip 3. skate 4. skill 5. quad 6. quit 7. quiz 8. quack 9. queen 10. quiet 11. quilt 12. quite |

**Second class Spellings**

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| **Week 1; 25th – 29th May**   1. grey 2. they 3. obey 4. survey 5. eight 6. neigh 7. neighbour 8. weigh 9. straight 10. bare 11. relay 12. tear 13. rain 14. able 15. means 16. check | **Week 2; 2nd – 5th June**   1. unwell 2. untidy 3. unfair 4. unhappy 5. unlucky 6. unfriendly 7. unpack 8. unable 9. unusual 10. unknown 11. high 12. nothing |

