

Week May 11th (Juniors)

	Monday 11 th	Tuesday 12 th	Wednesday 13 th	Thursday 14 th	Friday 15 th
Phonics					
Revision Sounds	<ul style="list-style-type: none"> ○ Revising the /a/ sound ○ Brainstorm a list of things that start with the /a/ sound. (Hopefully the children will independently come up with words like ant , ambulance, arrow , astronaut , apple, antler etc.) ○ Draw a picture of each thing you think of i.e. apple, arrow etc. ○ Listen to the Jolly Phonics Song ○ Use your sounds copy to revise the formation of your /a/ sound ○ /a/ lives in the grass (between the two blue lines on your handwriting copy) ○ Complete three rows of /a/ ○ Additional optional /a/ worksheet on Seesaw This can be 	<ul style="list-style-type: none"> ○ Recall the sound revised yesterday. The /a/ sound - introduce the name of the letter. This letter's name is a (pronounced /ai/) ○ Complete three more rows of /a/ in your hand-writing copy ○ Dictation Work- We are going to try writing some words that have the letter a or the /a/ sound in them. Stretch out the word, count the sounds, mark out the dots or lines and then fill in each sound. (Words below) ○ Alpha blocks – https://www.youtube.com/watch?v=BNRkyiPmtJI 	<p>Revise the /t/ sound</p> <ul style="list-style-type: none"> ○ Brainstorm a list of words that start with the /t/ sound ○ Draw little pictures to help you remember all your words ○ Hopefully the children will come up with lots of words- tip , top , toy , teddy , tennis, telescope, tablet , time, etc.) ○ t starts in the sky , comes down into the grass , around and a line across. Use your sounds book to help you revise the formation. ○ Jolly Phonics song at 0.33 – https://www.youtube.com/watch?v=U2HYM9VXz9k&t=628s ○ Make three rows of /t/ in your handwriting copy ○ Additional optional /t/ worksheet on Seesaw. This can be completed on seesaw and does not have to be printed. ○ Can you read these words, sound them out and blend the sounds to hear the word 	<ul style="list-style-type: none"> ○ Recall the sound revised yesterday. ○ /t/ is the sound , his name is t (as in tee) ○ Can you remember some words that have the /t/ sound ○ Complete three rows of /t/ in your hand writing copy. ○ Alphablocks https://www.youtube.com/watch?v=gqGX5LZQ5Nk ○ Dictation Work – words below 	<p>Revision of /s/, /a/ and /t/</p> <p>Call out the sound and the child must write the sound in the correct place in the hand-writing copy.</p> <p>List several items and ask the children which sound they start with. (If you want to draw pictures etc. for this and the children can sort them into groups according to their initial sound)</p> <p>Listen to the alphabet song- try and find the</p>

	<p>completed on seesaw.</p> <p>Listen to the song at 01.15</p> <p>https://www.youtube.com/watch?v=U2HYM9VXz9k&t=628s</p> <ul style="list-style-type: none"> Reading- can you sound out and blend these words with /a/ <p>a-n-t = ant</p> <p>s-a-t = sat</p> <p>a-n = an (an apple)</p> <p>c-a-n = can</p>		<p>t-o-p = top</p> <p>t-i-p = tip</p> <p>t-a-n = tan</p> <p>i-t- = it</p>		<p>three sounds we now know by name.</p> <p>Optional Revision Worksheet that can be completed on Seesaw</p>
Dictation		<p>ant , an , can , pan , sat , rat</p>		<p>tap , tin , top , tan , it , tip , pit</p>	
Reading	<p>Where Can GG Sit can be accessed on cjfallon.ie You will need to input an email address and whether a teacher/ pupil or parent. Search under Junior Infants – English – Wonderland – Where Can GG Sit (by ticking the filter boxes or search the book title)</p> <p>https://my.cjfallon.ie/preview/student/2699/1</p> <p>Monday: Discuss the cover of the book – who can you see , what is happening etc. What is the title of the book etc.</p> <p>Tuesday: pg 2</p> <p>Wednesday: pg 3 (very important to discuss the pictures, illicit from the children without giving them the answer why GG can't sit on the swing etc.)</p> <p>Thursday: pg 4</p>				

	Friday: Revise pg 1-4				
	If you like, you could record yourself reading some of the book and post it on Seesaw. It would be great to hear your reading. (Just a page or two.)				
New Tricky Words Familiarisation/reading/find the word in books/make with magnetic letters etc.	said	said Can you come up with a sentence for "said"	here (revision) Can you come up with a sentence for here	there Examine how there looks different to here, how do they sound different etc.	there Can you come up with a sentence for "there"? Record your sentences on Seesaw
New Reader Sight Words "New Friends"	this friends (Revise the /th/ sound	too coat Revise the /oo/ and /oa/ sounds	small	where (make connections with tricky words here and there)	where
Other English	Skills Book A pg 25 Revise these words from "The Picnic"	SkillsBook A pg 26 Try reading the words in the bubbles, only colour the words you can read on your own. Make a list of the words you are not able to colour at the moment and practice these.	Skills Book B pg 2	Skills Book B pg 3	Skills Book B pg 4
Maths-everyday	Counting (1-15) Extend counting to 20 if proficient at counting to 15. Roll a die – try to identify the number you got as quickly as you can (do this 5 times) Can you tell the number without counting the dots Get five cubes / bottle caps / counters / blocks etc. Ask an adult to hide some behind their back, how many can you see? How many are hiding? What's the number before / after / between- what's the number before 9/ after 7etc. Days of the Week / Months of the year				

<p>Maths Topic Activities- spread over week</p>	<p><u>Money</u></p> <p>At this stage the children are familiar with the dot values of the coins. On the reverse of the coins we are now going to write the numerical value i.e. 1 , 2 or 5</p> <p>You can repeat all the activities from last week again using these values. Particularly How much have I? and the Exchange game.</p> <p>Watch carefully that the children are counting up the total value of their coins correctly. Tip – start counting at your most valuable coin, touch the that many times i.e. a 5 coin- touch the coin five times – 1, 2, 3,4,5 then move onto the next biggest coin and <u>count on</u>. So moving onto a 2 coin you would touch the coin twice- 6,7, and then moving onto a 1 coin, touch it once 8 – SEE VIDEO 1 for this week.</p> <p>Continue to provide lots of opportunity for free play with coins this week, you can continue free play and playing shop with the dot value coins or you can swap for real coins but do not labour the values of these coins until we come across them in our daily lessons.</p> <p>Although the activities below are laid out by the day, please only move on when you feel the child has a good grasp of counting the value of the coins. Some children find this really hard!!</p> <p>The PDST Measures Manual is an invaluable resource to teachers when teaching money. Many of the activities I will be suggesting are taken or adapted from this. While the children’s own Maths Book is good- nothing will beat hands on experience with coins etc.</p> <p>Maths work this week is all very hands on with no book work. This practical hands on work is so important, please don’t under value it. I know there is a bit of work involved. https://pdst.ie/sites/default/files/FINAL_MeasuresManual.pdf</p> <p>Don’t rush into asking the children the value of real money coins – we will be moving onto this next week.</p> <p><u>Wash money and wash hands</u></p>				
<p>Maths Day by Day</p>	<p>Video 1 for this week</p> <p>How much have I? Using the numeral side of the coin</p> <p>Exchanges- using the numeral side of the coin</p>	<p>Who has more – Video 2</p> <p>Counting up the values of coins and deciding who has more? Play this at home with mom, dad or siblings</p> <p>Introducing real coins – free play with real coins</p>	<p>Introduce the 2 cent coin, similar to yesterday discuss the coin in great detail.</p> <p>What shape is it?</p> <p>What colour is it? What can you see on it? What can you feel on it?</p> <p>What can you feel along the side?</p> <p>Look at the two faces- are they the same?</p> <p>Look at it beside a 1c coin- how are they different. What large number</p>	<p>Maths Book pg 113</p> <p>Introduce the 5c coin – follow a similar routine to yesterday - detail.</p> <p>What shape is it?</p> <p>What colour is it? What can you see on it? What can you feel on it? What</p>	<p>Maths Book pg 114</p> <p>Exchange Game- play this game from last week using real coins. You will need a good collection of real or fake</p>

	<p>Continue to play shop</p>	<p>Explore and examine a 1c coin, only a 1c coin today.</p> <p>What shape is it? What colour is it? What can you see on it? What can you feel on it? What can you feel along the side? Look at the two faces- are they the same?</p> <p>This is a 1 cent coin. The word cent is very important here. Not a 1euro coin as many children will say. This is a 1 cent coin.</p> <p>Make coin rubbings in different colours of both faces of the 1 cent coin. Video 3.</p> <p>Are there other numbers on the coin? These tell us in what year the coin was made. The large number is the important number this tells us the value.</p> <p>Poster pictures of coins on Seesaw</p>	<p>can you see on the two coins, is the number different? Are the coins different in size.</p> <p>Make coin rubbings of a 2c coin.</p> <p>How much do I have? Similar to the activity on Monday- give the child some 1c and 2c coins. (Adding to no more than 5c, in different combinations) Count up – how much / how many cent do you have?</p>	<p>can you feel along the side? Look at the two faces- are they the same? Look at it beside a 1c and 2c coin- how are they different. What large number can you see on the coins, is the number different? Are the coins different in size.</p> <p>Coin Sorting Activity – give the child a large collection of brown coins and ask the child to sort the coins by value i.e. gather all the 1c coins together, all the 2c coins together and all the 5c coins together.</p> <p>How much do I have? Extend yesterday's activity to include a 5c coin. If including a 5c only have one other additional coin so the maximum the child will have to count will be 6c (5c+1c) or 7c (5c and 2c) Keep reminding the child to touch the coin i.e. touch a 5c coins 5 times etc.</p>	<p>1c coins for this. The players can only collect 1c coins but can exchange these with the banker for 2c and 5c coins.</p>
--	------------------------------	---	---	--	---

Gaeilge	<p>(I understand how difficult this may be in some houses, this is just an option- please do not feel under pressure.)</p> <p>An Teilifís – The television sa seomra suí- in the sitting room</p> <p>Video 1</p> <p>Tá Teidí sa seomra suí. Teidí is in the sitting room. Tá lampa sa seomra suí. There is a lamp in the sitting room. Tá cófra sa seomra suí. There is a press in the sitting room. Tá tolg sa seomra suí. There is a couch in the sitting room. Tá teilifís sa seomra suí. There is a television in the sitting room.</p> <p>Tá Teidí ag féachaint ar an teilifís. Teidí is watching the television.</p> <p>Video 2 ar an teilifís - on the television</p> <p>Tá moncaí ar an teilifís. There is a monkey on the television. Tá tíogar ar an teilifís. There is a tiger on the television. Tá cangarú ar an teilifís. There is a kangaroo on the television. Tá sorcas ar an teilifís. There is a circus on the television. Tá fear grin ar an teilifís. There is a clown on the television.</p> <p>Dathaigh an Fear Grinn- Colour the clown (Seesaw)</p>				
SESE Geog- Living in the local commu nity Geog – Human Environ	<p><u>Activity 1-</u> Help the builder find his tools, activity on Seesaw Name the tools the builder uses.</p> <p><u>Activity 2</u> A Day at the Zoo Look at the video on Seesaw. Focus on the sounds you can hear in the video. Can you recall the sounds when you are finished watching the video. Hearing is one of our senses, when we hear something it can often make us feel like we are really there. What other sounds might be heard at the zoo? Can you make the sounds of any animals that might be at the zoo.</p>				

<p>ments / Science Sound</p>	<p>Have you ever been to the zoo? What animals did you see and hear at the zoo. Did you know that even though Dublin Zoo is closed at the moment you can still see and watch some of the animals on webcam. You can use the following link: https://www.dublinczoo.ie/animals/animal-webcams/african-savanna/</p> <p>Optional – you may wish to colour the worksheet.</p> <p>Activity 4- I Spy Zoo Animals Activity (Seesaw) Name the animals you can see in the activity. Count how many of each animal you can see. Are they farm animals or zoo animals? Discuss</p>
<p>Science- Sound</p>	<p>Activity 5- Making a Shaker Video and worksheet on Seesaw What materials made the loudest shaker?</p>
<p>Religion</p>	<p>Continue to learn and say the Hail Mary</p>
<p>P.E.</p>	<p>Look through the PE Gross Motor Cards, find the zoo animals and practice the movements. (Seesaw)</p>

Week – May 18th

Week May 18th (Juniors)

	Monday 18 th	Tuesday 19 th	Wednesday 20 th	Thursday 21 st	Friday 22 nd
Phonics					
Revision Sounds	<ul style="list-style-type: none"> ○ Revising the /i/ sound ○ Brainstorm a list of things that start with the /i/ sound. (Hopefully the children will independently come up with words like igloo , internet , insect etc.) ○ Draw a picture of each thing you think of ○ Listen to the Jolly Phonics Song ○ Use your sounds copy to revise the formation of your /i/ sound ○ /i/ lives in the grass (between the two blue lines on your handwriting copy) , the little dot above the i lives in the sky. This dot is very small and not a big bubble or circle. 	<ul style="list-style-type: none"> ○ Recall the sound revised yesterday. The /i/ sound - introduce the name of the letter. This letter's name is I. ○ Complete three more rows of /i/ in your hand-writing copy ○ Dictation Work- We are going to try writing some words that have the letter i or the /i/ sound in them. Stretch out the word, count the sounds, mark out the dots or lines and then fill in each sound. (Words below) ○ Alpha blocks – https://www.youtube.com/watch?v=XyqMgWd2MU 	<ul style="list-style-type: none"> ○ Revising the /p/ sound ○ Brainstorm a list of words that start with the /p/ sound ○ Draw little pictures to help you remember all your words ○ Hopefully the children will come up with lots of words- pop ,pencil , priest , paper etc. ○ p has head in the grass and then he burrows down into the ground ○ Use your sounds copy to help revise the formation ○ Make three rows of /p/ in your handwriting copy ○ Additional optional /p/ worksheet on Seesaw. This can be completed on seesaw and does not have to be printed. ○ Can you read these words, sound them out and blend the sounds to hear the word <p>p-o-p p-i-n p-i-t p-i-g p-e-t</p>	<ul style="list-style-type: none"> ○ Recall the sound revised yesterday. ○ /p/ is the sound , his name is p (as in pea) ○ Can you remember some words that have the /p/ sound ○ Complete three rows of /p/ in your hand writing copy. ○ Alphablocks https://www.youtube.com/watch?v=l_qNr6Qtu0w&t=246s ○ Dictation Work – words below 	<p>Revision of /s/, /a/,/t/,/i/,/p/</p> <p>Call out the sound and the child must write the sound in the correct place in the hand-writing copy.</p> <p>Listen to the alphabet song- try and find all the sounds we now know by name.</p> <p>“I Spy” Game on Seesaw. (Picture on page 1, instructions on page 2)</p>

	<ul style="list-style-type: none"> ○ Complete three rows of /i/ in your handwriting copy ○ Additional optional /i/ worksheet on Seesaw This can be completed on seesaw. <p>Listen to the song at 00.48 - https://www.youtube.com/watch?v=U2HYM9VXz9k&t=628s</p> <ul style="list-style-type: none"> ○ Reading- can you sound out and blend these words with the /i/ <p>s-i-t t-i-p</p> <p>p-i-n s-i-p</p> <p>p-i-g i-s</p> <p>i-n</p>		p-ai-n p-a-l		
Dictation		Sit , tip , pin, is , pig , it , in , sip, tin		pig, pet , pin , pit , pan , zip,	

Reading	<p>Where Can GG Sit can be accessed on cjfallon.ie You will need to input an email address and whether a teacher/ pupil or parent. Search under Junior Infants – English – Wonderland – Where Can GG Sit (by ticking the filter boxes or search the book title)</p> <p>https://my.cjfallon.ie/preview/student/2699/1</p> <p>Monday: pg 5 Tuesday: pg 6 Wednesday: pg 7 Thursday: pg 8 Friday Revise</p> <p>If you like, you could record yourself reading some of the book and post it on Seesaw. It would be great to hear your reading. (Just a page or two.)</p>				
<p>New Tricky Words</p> <p>Familiarisation/reading/finding the word in books/make with magnetic letters etc.</p>		<p>come</p> <p>Can you come up with a sentence for “come”</p>	<p>come</p>	<p>some</p> <p>Can you come up with a sentence for “some”? Record your sentences on Seesaw</p>	<p>some</p>
<p>New Reader Sight Words</p>	<p>garden</p>	<p>happy</p>	<p>mummy</p>	<p>gets</p>	<p>Revise</p>
<p>Other English</p>	<p>Skills Book B pg 5</p>	<p>Skills Book B pg 6</p>	<p>Skills Book B pg 7</p>	<p>Skills Book B pg 8</p>	
<p>Maths-everyday</p>	<p>Counting (1-15) Extend counting to 20 if proficient at counting to 15.</p> <p>Roll a die – try to identify the number you got as quickly as you can (do this 5 times) Can you tell the number without counting the dots</p> <p>Get five cubes / bottle caps / counters / blocks etc. Ask an adult to hide some behind their back, how many can you see? How many are hiding?</p> <p>What’s the number before / after / between- what’s the number before 9/ after 7 etc.</p> <p>Days of the Week / Months of the year</p>				
<p>Maths Topic Activities- spread over week</p>	<p><u>Money</u></p> <p>Hopefully all the concrete work with dot value coins and real cent coins over the last two weeks will pay dividend and the children will find the book work relatively easy. Please continue to use coins daily, playing games , exchanges etc. The only way children get really good with money is by handling it and using it.</p> <p>The PDST Measures Manual is an invaluable resource to teachers when teaching money. Many of the activities I will be suggesting are taken or adapted from this. While the children’s own Maths Book is good- nothing will beat hands on experience with coins etc.</p>				

	<p>Maths work this week is all very hands on with no book work. This practical hands on work is so important, please don't under value it. I know there is a bit of work involved. https://pdst.ie/sites/default/files/FINAL_MeasuresManual.pdf</p> <p>Don't rush into asking the children the value of real money coins – we will be moving onto this next week.</p> <p>Wash money and wash hands!</p>				
<p>Maths Day by Day</p>	<p>Maths Book pg 115</p>	<p>Maths Book pg 116</p>	<p>Maths Book pg 117</p>	<p>Maths Book pg 118</p>	<p>Piggy Bank Activity on Seesaw Pg 1 and 2</p>
<p>Gaeilge</p>	<p>(I understand how difficult this may be in some houses, this is just an option- please do not feel under pressure.)</p> <p>Pictiúr ar Seesaw</p> <p>Cuir an teilifís ar siúl. Turn on the television. Cuir an raidió ar siúl. Turn on the radio. Cuir an ríomhaire ar siúl. Turn on the computer.</p> <p>Múch an teilifís. Turn off the television. Múch an raidió. Turn off the radio. Múch an solas. Turn off the lights.</p> <p>Tá Téidí ag gáire. Teidí is laughing.</p>				
<p>SESE Geog</p> <p>Science- Sound</p>	<p>Name as many zoo animals as you can recall from last week.</p> <p>Most of the animals we see in the zoo are not animals which are native to Ireland. They are wild animals from other parts of the world. One of the parts of the world with really amazing animals is the Serengeti. See if you can name some of the animals from the Serengeti. They are difficult. (Seesaw -guess the animal activity). You do not have to write the names of these complicated animals. If you would like to see a real picture of the animal you can search for them on Google. Which of these animals is your favourite? Why do you think these animals don't live in the wild in Ireland?</p> <p>Do you remember the story of the town mouse and the country mouse? We looked at how living in the town and countryside can be very different experiences. Last week you made some noisy shakers and this week you are going to have a think about sounds you might hear in</p>				

Religion	<p>the countryside and sounds you might hear in the town. Take a minute to think of 5 things you might hear in the town, then think of five things you can hear in the countryside which you might not get to hear in the town. I wonder have any of you heard the swallow yet this year?</p> <p>Town sounds / country sounds activity-Seesaw</p> <p>Do we hear all sounds at the same pitch and volume? Have you ever heard a really loud sound that gave you a big shock -what was it? Can you think of some really loud sounds- the church bell, a lorry reversing etc. Have a look at the loud sounds and soft sounds worksheet which you will be able to complete on Seesaw without printing.</p> <p>Continue with Hail Mary.</p>
P.E.	<p>https://www.scoilnet.ie/pdst/physlit/beyond/</p> <p>Have a look at the video which you can find at the link above under the heading catching. Then give home Activity A and B a go throughout the week.</p>

Anything highlighted in purple will be available in the assignments section on Seesaw. Some of these will be available all week while others will just be added on the day they are scheduled. If you have difficulty accessing anything on Seesaw please let me know – enash@dromcollogherns.ie
Seesaw is intended to increase engagement between students and teachers. It is very easy to use. You may find it difficult to cover all the work outlined- please do not worry about this. Prioritise English and Maths and let me know if there is anything I can do to help.