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|  | **First and Second Class Work**  **Week 1; 8th – 12th June**  **Week 2; 15nd – 19th 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. ( I will upload them on the Thursday of each week)   <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 –‘or’ as in f**or**k and ‘er’ as in und**er**.  **‘or’**- fork,cork, stork, sort, torch, porch, horn, corn, born, sport, north, short,horse, tractor, sword.  **‘er’**- under, over, ever, herb, kerb ,river, cover, farmer, ladder, scooter, hammer, boxer, letter, winner, winter, summer  Week 2 –thr/spl/squ and str/scr/spr/shr  **‘thr/spl/squ’**- throw, threw, thrush, splash, split, thread, three, splinter, spleen, squid, squirrel, square, squirt, squawk.  **‘str/scr/spr/shr’**-stretch, strap, stripe, strong, street, strawn, screw, spread, shred, shrimp, scratch, spray, screw.  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 one of the words and draw a corresponding picture x10 * Write a description/clue about 10 of the words. * Seesaw Activities - I will upload activities based on these sounds. They can be completed in their English copies.  1. **Writing** (Complete in English Copy)  * Phonics activities as above. * Spelling activities on Seesaw on Thursday. * Write an acrostic Poem about Space e.g.   **S**tars shining brightly in the sky.  Use loads of….  **Adjectives**  **Verbs**  **Adverbs**  **P**lanets big and round spinning quickly.  **A**stronauts flying in their huge spaceships.  **C**razy big and small alien’s hiding behind red rocks.  **E**arth is where I live with my loving family.   * Story Writing –Linked with SESE.   Imagine you are an astronaut. Write about a new planet you and your crew have just found. Remember it wasn’t an easy find!  \*I have attached a brainstorm template to this email as a guide.  \*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? Describe the planet in great detail.  \*Don’t forget to use the words First, Next, soon, After that, Later, Suddenly, a while later.  \*Plenty of adjectives and adverbs! We love WOW words!    ***Second Class***   1. Word Wise pgs87-91. Answer questions in English copies – remember full answers. Everything else can be filled into the book.   ***First Class*** – Look, Listen and Learn pg77-73 (anagrams revision) |
| 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-**  *\* Bua na Cainte is completed, so our new topic will include a variety of activities based on ‘Summer’. I have attached the activities to the email; I will also upload them to Seesaw throughout the 2 weeks.*  *\*I have attached a PDF to the email with a list of 20 topic words. I would recommend looking at and learning 3 of the words daily throughout the 2weeks.*  An Samradh- Summer   1. ‘Cad atá imithe’ Powerpoint; (What is missing)   Before playing the game go through the names of the summer clothes first. If you have some of the clothes in your house use them as an aid to help your child learn the words by having them physically in front of them.  Vocabulary- bríste gairid (shorts), cuaráin(sandals), culaith snámha( swimsuit), gloiní cosanta (goggles), sciorta (skirt), léine (shirt), gúna (dress)  Ask the question  Q; ‘Taispeáin dom \_\_\_\_\_\_\_\_\_. (Show me \_\_\_\_\_\_\_)  A; Seo é \_\_\_\_\_\_\_\_\_\_. (Use physical items if you have them and the PP slide 9)  Once your child has a good idea of the new vocabulary you can play the game.  Cluiché- Cad atá imithe?  We have played this in school before so they should be familiar with it. They get a few minutes to examine the first slide with all 4 items. When they are ready you move onto the next slide with 3 items on it and they name the item that is missing.  You asked the question; ‘Cad atá imithé?’  Answer; ‘Tá \_\_\_\_\_\_\_\_ imithé.  \***You can play this game numerous times throughout the week. You can also create your own with summer clothes you have at home around the house, you just hide put one of the items behind your back.**   1. Bileog scríbhneoirecta: Aidhmeanna don Laethanta Saoire an tSamhraidh (My hopes for my summer holiday’s)   Write the sentence and draw a picture for each box showing what your hopes for the summer holidays are. You can draw this into their copies like it is done on the PDF or you can be creative and do it their own way.  Ba mhaith liom\_\_\_\_\_\_\_ a fheiceáil; I would like to see\_\_\_\_\_\_\_  Ba mhaith liom \_\_\_\_\_\_\_\_ a ithe; I would like to eat\_\_\_\_\_\_\_  Ba mhaith liom \_\_\_\_\_\_\_\_\_ a fhoghlaim ; I would like to learn \_\_\_\_\_\_\_\_(3 points)  Ba mhaith liom dul go \_\_\_\_\_\_\_\_; I would like to go \_\_\_\_\_\_\_\_\_\_  Ba mhiath liom \_\_\_\_\_\_\_\_\_ a dhéanamh; I would like to do\_\_\_\_\_\_\_\_   1. Aimsigh na Difríochtaí   Spot the difference- Allow your child to analyse the two pictures and when they find a difference they can show you, while also saying it as ghaeilge.  For example; Sa chéad phictiúr tá \_\_\_\_\_\_\_\_\_\_, ach sa dhara phictiúr tá \_\_\_\_\_\_\_\_\_. ( In the 1st picture the\_\_\_\_\_\_\_\_ , but in the 2nd picture the \_\_\_\_\_\_\_)   1. Mo laethanta saoire an tsamraidh.   Write a short story about a holiday you went on before.  Chuaigh mé go\_\_\_\_\_\_\_ ; I went to\_\_\_\_\_\_\_  Buaill mé le\_\_\_\_\_\_\_\_; I met \_\_\_\_\_\_\_\_  D’imir mé\_\_\_\_\_\_\_\_\_; I played \_\_\_\_\_\_\_\_  D’ith mé \_\_\_\_\_\_\_\_\_\_; I ate\_\_\_\_\_\_\_\_  Ar an lá deireanach\_\_\_\_\_\_\_\_\_; On the last day\_\_\_\_\_\_\_\_  Léigh do scéal agus tarraing phictiúr. Read your story and draw a picture.   1. Feicim le mo shuilín - I spy with my little eye.   PDF picture attached. |
| 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***  *Week 1; Capacity*   * Capacity is a lovely strand unit in Maths and the children really enjoy it when it is being studied at school. It is enjoyable because it involves a lot of hands on activities and experiments. If possible, I would recommend you look at it in this way by getting playful with measuring and using a variety of different containers that you have in your home (glass, yogurt container, jug, bucket, small spoon, big spoon, cup, measuring jug, bowl etc.) * Fill a container numerous times with different amounts of water. Ask your child each time ‘Is this \_\_\_\_\_\_\_ full or empty? Is it nearly full? Nearly empty? You could then ask your child to fill the container with water so it is full/nearly full/nearly empty/empty * You can play with different containers estimating how many \_\_\_\_\_\_\_ would fill a \_\_\_\_\_\_\_\_. E.g. How many spoons would fill an egg cup (pg. 138 of Maths book) * Page 139 explores ‘the litre’.   ***NOTE:*** It is important to show your child that a litre can come in a variety of different shapes. Explore this through investigation and exploration if possible.   * Maths book pgs. 137-140 (if you don’t have a container that they use in the experiments in the book just replace it with something you have around the house) * Shadow book pgs. 50   *Week 2; Money*   * If possible use real money and set up a shop with different prices up to 99c. Look at working out to make the number using the least amount of coins possible. Then look at working out change from ***50c*** which they may find difficult. * Maths book pgs. 150-154 * Shadow book pgs. 55+56   <https://www.topmarks.co.uk/money/toy-shop-money/eur>  <http://www.ictgames.com/mobilePage/capacity/index.html>  Topmarks have a nice and fun games to practice capacity and money  ***Second Class***  *Week 1; Two- step problems*   * I will put up videos on Seesaw throughout the week. * Maths book pg160-162 * Shadow book pg 55+56   *Week 2; Classroom maths trail and Revision*   * Make sure your child reads the question slowly and takes their time doing each question. * Pg.163 is a classroom Maths trail but this can be adapted and changed to a Home+ family Maths trail. E.g. Q5 How many tables are in your whole house? Or Q11. What has more wood; the table in your kitchen or your table in your sitting room? Q2. There are \_\_\_\_\_boys and \_\_\_\_\_ girls in my family. * Maths book pgs. 163+164 * Shadow book pgs. 57-58 |
| SESE | 1. Solar system pg86   A mnemonic is a pattern of letters, ideas, or associations which assists in remembering something. A Mnemonic to remember the planets in order starting from the one closest to the sun is ‘My Very Eager Mother Just Served Up Nachos’.  Task: See can your child create their own mnemonic to remember the planets in their correct order.  <https://www.youtube.com/watch?v=ASQkz4XaphU>  A fabulous video all about the solar system.   1. Earth, Moon and Sun pg.87 2. Astronauts pg. 88+89   <https://www.youtube.com/embed/nzPb4zc6MUk?rel=0>  A lovely song and video about travelling to space in your imagination.   1. Space travel pg. 90+91   Task: Create your own KWL chart. Writing 5 things they know about Space and space travel and 5 things they would like to know. After completing the book activity they can return to their KWL chart and fill in 5 things that they have learnt  Explore the new words on pg. 89 through discussion.  Example of a KWL chart;   |  |  |  | | --- | --- | --- | | **K**now | **W**ould like to know | **L**earnt | |  |  |  | |
| Religion | 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 10–Grow in Love. Lessons 1 and 2 can be explored over the next 2 weeks.  Lesson 1- Task: Study the pictures ‘The twin sisters Part 1+2’. Talk about what is happening in the pictures and the meaning behind the story being told. What do you think this story teaches us about how we treat people? How are the people in the story acting like Jesus and showing love? What can we do in our daily routine to be more like Jesus?  Pick your favourite picture from ‘The twin sisters’ and write a speech bubble for the characters to support what you think is happening in the picture. You can draw it into your copies. Write the picture number at the top of the page. E.g. The Twin Sisters P1 picture 2  Lesson 2- Task: The first activity on the page contains a variety of different pictures of different stories or aspects of religion we have looked at over the year. See can your child remember and explain the stories in the pictures.  Pick your favourite bible story (doesn’t have to be one from the pictures), In your own words rewrite the stories main points and draw a picture for each point. It can be done out like this is your copy; (5-6 points)   |  |  | | --- | --- | |  |  | |  |  | |
| SPHE | Breathing Exercises:  In times of crisis and change, feelings and emotions can be heightened; particularly for children so again this week 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. Take 5 Breathing Technique   Sit comfortably, with your hands resting in your lap. Open one hand in front of you, and place the pointer finger of the other hand at the base of your thumb. Inhale, trace your finger up to the top of your thumb. Exhale, trace the finger down the inside of your thumb to the base of your first finger. Repeat for all the fingers – inhale to the top, exhale to the bottom.   1. Bumblebee Breathing Technique   Sit in a comfortable position, with your hands resting in your lap. Inhale through your nose and exhale through your mouth, keeping your lips closed. Make a humming ‘mmmmm’ sound as you exhale. Make sure your face and lips are soft and relaxed so that you can feel the vibration!  Our two from last week can be used also, Sun breathing technique and Elephant breathing technique |
| Other | **Friday the 12th and 19th of June are FUN FRIDAY!**  Friday the 12th- Virtual school tour day  Friday the 19th- Virtual sports day  *\*I will send out an email before Friday with information about our Fun Friday for that week!*  Art – Make a spaceship from materials you have at home.  Drama- Role plays life at the international space station.  Music- <https://www.youtube.com/embed/nzPb4zc6MUk?rel=0>  A lovely song and video about travelling to space in your imagination.  PE- 10@10 RTEjnr  Cosmick Kids yoga on YouTube |

**First Class Spellings**

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| **Week 1; 8th -12th June**   1. The 2. them 3. then 4. they 5. there 6. these 7. than 8. that 9. this 10. those 11. other 12. mother | **Week 2; 15th -19th June**   1. thaw 2. thin 3. thud 4. thank 5. thick 6. third 7. think 8. three 9. both 10. path 11. moth 12. with |

**Second class Spellings**

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| **Week 1; 8th – 12th June**   1. both 2. local 3. oval 4. hotel 5. bone 6. globe 7. slope 8. those 9. coach 10. groan 11. cloak 12. throat | **Week 2; 15th – 19th June**   1. toe 2. poem 3. Joe 4. oboe 5. four 6. soul 7. mould 8. shoulder 9. snow 10. below 11. yellow 12. throw |