

Suggested Schedule and Guidance

TIP

Don't forget- If you are using the links to websites (Folens Online, Grow in Love, Twinkl) it is easier to access the links if you have registered and are logged in on your device first. Click [here](#) for details of how to log in.

Notes/Messages:

****Happy Birthday to Melissa who celebrated her birthday on Sunday****

- **RTE School hub:** RTE 2 daily at 11am.
- **Seesaw:** I have added some more of our activities this week on Seesaw. They are highlighted in green. Don't forget to join us on Seesaw if you haven't already done so. If you are having problems logging in send me an email and I will try to help.
- **Maths:** This week's content can mostly be done orally so don't worry about printing the sheets and writing the answers- talk about the times with your child. If you want to write the answers as a record you can use a copybook.
- **No School:** As per our school calendar there is no school this Friday 29th May and Monday 1st June- Enjoy the long weekend. 😊

Suggested Schedule and Guidance for Work - May 25th - 29th

Monday 25 th May	Tuesday 26 th May	Wednesday 27 th May	Thursday 28 th May	Friday 29 th May
<p style="text-align: center;">Literacy</p> <ul style="list-style-type: none"> □ Spellbound Unit 32 Box 1 & Activity A and B □ Starlight Combined Reading and Skills Book- Read/Listen to 'Noise in the Night' and discuss focus words (*) □ Phonics- R controlled vowels: er, ir, ur 	<p style="text-align: center;">Literacy</p> <ul style="list-style-type: none"> □ Spellbound Unit 32 Box 2 & Activity C □ Starlight Oral Language Programme- Camping- Explore and discuss 'Camping' poster and activities below. (*) □ Grammar- Contractions- isn't/wasn't (*) 	<p style="text-align: center;">Literacy</p> <ul style="list-style-type: none"> □ Spellbound Unit 32 Box 3 & Activity D and E □ Starlight Combined Reading and Skills Book- Read/Listen to 'Noise in the Night' and answer questions orally (*) □ Writing- Narrative Writing- The Fishing Trip (*) 	<p style="text-align: center;">Literacy</p> <ul style="list-style-type: none"> □ Spellbound Unit 32 Box 4 & Activity F and G □ Starlight Combined Reading and Skills Book- Read/Listen to 'Noise in the Night' (*) □ News- Write about your week 	NO SCHOOL
<p style="text-align: center;">Numeracy</p> <ul style="list-style-type: none"> □ Tables: Subtraction - do the next set □ Master Your Maths- Monday □ Time- revision of o'clock and half past activity on Seesaw (*) 	<p style="text-align: center;">Numeracy</p> <ul style="list-style-type: none"> □ Tables: Subtraction - do the next set □ Master Your Maths- Tuesday □ Time- an hour earlier/later than (*) 	<p style="text-align: center;">Numeracy</p> <ul style="list-style-type: none"> □ Tables: Subtraction - do the next set □ Master Your Maths- Wednesday □ Time- half an hour earlier/later than (*) 	<p style="text-align: center;">Numeracy</p> <ul style="list-style-type: none"> □ Tables: Subtraction - do the next set □ Master Your Maths- Thursday □ Time- earlier/later than (*) 	
<p style="text-align: center;">Gaeilge</p> <ul style="list-style-type: none"> □ Bia- Revise Bia words and play game linked below (*) 	<p style="text-align: center;">Gaeilge</p> <ul style="list-style-type: none"> □ Bia- Is maith liom/ Ní maith liom activity on Seesaw (*) 	<p style="text-align: center;">Gaeilge/Drama</p> <ul style="list-style-type: none"> □ Bia- Listen to a 'Comhrá' and answer questions- linked below (*) 	<p style="text-align: center;">Music</p> <ul style="list-style-type: none"> □ Seesaw- Login to Seesaw to complete a music activity 	
<p style="text-align: center;">SESE/ Art</p> <ul style="list-style-type: none"> □ Lighthouses- Learn about the history and function of Lighthouses (*) 		<p style="text-align: center;">SPHE</p> <ul style="list-style-type: none"> □ Growth Mindset-Listen to Part 2 of story on Seesaw 	<p style="text-align: center;">Art/SESE</p> <ul style="list-style-type: none"> □ Lighthouse Art- Step by step video: How to Draw a Lighthouse OR Build a Lighthouse (*) 	
<p style="color: blue;">Religion</p> <ul style="list-style-type: none"> □ Daily Prayers - Try to spend some time each day praying. □ Grow in Love- See links to Grow in Love activities below that you can complete throughout the week (*) 				
<p style="color: red;">P.E</p> <ul style="list-style-type: none"> □ Daily Exercise- Try to ensure you get some physical activity every day- go for a walk or cycle, skip, play in the garden, do PE with Joe- whatever you enjoy as long as it gets your body moving and your heart pumping. □ Skill: Catching- I have linked some activities below to work on the skill of catching if you would like to give them a go. (*) 				

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Literacy: Monday- Reading/ Phonics

Reading- Starlight Combined Reading and Skills Book- Noises in the Night

Listen to/Read this weeks narrative text 'Noises in the Night' [here](#). Talk about the text with your helper.

- Can you find the **title**?
- **Where** and **when** is it set?
- **Who** are the characters?
- **What** happens? (first, next, then, after that, finally)
- Is there an **ending** sentence?

Do you know what the focus words in **bold** mean? You can listen to them [here](#)

strange	rustling	noise	peep
crawled	beady	sparkling	nocturnal

Phonics- R controlled vowels: er, ir, ur

We all make the same sound.



Video: Watch this [video](#) to hear words with the sounds er, ir and ur.

Activity: Try reading these words.

her	bird	fur
stir	girl	river
skirt	curl	burger

Can you spot the er, ir, ur words in this [rhyme](#). You can click the words you find on the screen or use the pencil to circle them.

If you would prefer to print this rhyme out you can access it [here](#) .

Literacy: Tuesday- Oral Language / Grammar

Oral Language- Camping

- Click [here](#) to see our poster 'Camping'
- Click on 'Story 1' or 'Story 2' to listen to the story again.
- Click on 'Activity' and play the sorting activity. The children must decide which of the items displayed they would bring in their backpack for camping. Encourage the children to justify their decisions
- **Oral Language Game:** Where am I going?: Read out a list of items to your child and have them guess where they think the person who has these things might be going. Encourage them to tell you why they think this.
 - List 1: suncream, sunglasses, swimming togs, towel, flip-flops, insect repellent.
 - List 2: warm coat, scarf, hat, gloves, flask.
 - List 3: tickets, camera, comfortable shoes, LUAS timetable
 - List 4: tent, sleeping bag, compass, raincoat, fishing rod
- Ask children to list the items that they would put in a backpack if they were going to a place they would love to visit. Ask them which items they chose and why.

Grammar- Contractions: wasn't and isn't

Remember: Sometimes we squeeze two words together to make one shorter word. This is called a contraction.

Examples: Is + not = Isn't Was + not = Wasn't

'There **isn't** anything there!' said Ben.

'It **wasn't** that kind of noise,' said Emma.

Rewrite these into your copybook or onto a page.

Use **wasn't instead of was not** and **isn't instead of is not**.

1. I was not at the campsite when you arrived.

2. There is not even one s'more left!

3. It is not healthy to eat treats every day.


4. There was not time to finish the story last night.

Literacy: Wednesday- Reading/Writing

Reading- *Starlight Combined Reading and Skills Book- Noises in the Night*

Re-Read this week's text 'Noises in the Night' [here](#). Do you remember what the words in **bold** mean?

Writing- *Narrative Writing*

Can you remember the parts of a narrative text? 

Look at the pictures below. Using the pictures to help, try to write a narrative to tell the story of Emma, Ben and Dad's fishing trip. You can write it into your copybook or onto a page.

Click [here](#) to see a layout that might help you plan your story.

Narratives texts have...

- **Title-** Give your story a name
- **Characters-** **Who** is in the story?
- **Setting-** **Where** and **when** is the taking place?
- **Events-** **What happens** first, next, then, after that, finally...?
- **Ending-** A sentence to end your story...maybe share how the characters are feeling at the end or if they have learned a lesson etc

Don't forget to use time words like first, next, then, after that and finally when you are writing what happened in each picture.



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Literacy: Thursday- Reading/ Writing

Reading- *Starlight Combined Reading and Skills Book- Noises in the Night*

Re-Read this week's text 'Noises in the Night' [here](#). Answer these questions **orally-** you don't have to write the answers.

1. Why did Emma wake up?

2. What did Ben think the noise was?

3. How were the children able to see outside at night?

4. What creature did the 'pair of beady eyes' belong to?

5. What other creature did the children see?

6. What did Ben call creatures that only come out at night?

Writing- *News*

- Use your word mat in your folder to help you write your news. You can find the word mat [here](#) either. Why not take a photo of your news and share it with me on Seesaw?

Copy of 'Noises in the Night' if you can't access it online

7b Noises in the Night

It was the second night of the camping trip. Emma woke up in the middle of the night. A **strange rustling** sound was coming from just outside the tent! Emma shook Ben to wake him up.

'I heard a **noise** outside our tent!' said Emma.

'It's probably just the wind,' said Ben. 'It wasn't that kind of noise,' said Emma. 'Well, let's have a **peep**,' said Ben.

The children **crawled** to the tent door and unzipped it. There was a full moon so they were able to see.

'You see!' said Ben. 'There isn't anything there!' But just then Emma spotted something in a bush nearby.

'Look!' she whispered. They saw a pair of **beady** eyes **sparkling** in the moonlight. A fox with a long, bushy tail crept out of the bush.

'Wow!' whispered Ben, a little too loudly.

'A real live fox!' The fox was gone in an instant.

'That explains the rustling sounds,' said Emma.

'Wait!' Ben said. 'Look over there!'

Marching across some leaves nearby was a mother hedgehog and her two babies.

'The forest really comes to life at night!' said Emma.

'Some creatures only come out at night,' said Ben.

'They're called **nocturnal**.'

Emma couldn't wait to tell Dad about what they had seen in the morning!



Numeracy- Time

NB- Note to parents: We are moving on to looking at the idea of earlier and later than from Tuesday of this week. Eg: If it is 3 o'clock now what time was it one hour ago? What time will it be in 2 hours? If you feel your child still needs some practice with reading o'clock and half past times then continue to work on that skill before progressing to this week's activities. If they are not ready to move on, don't. Wait and introduce the idea of earlier and later than at a later stage or over the summer holidays when you feel they are confident with reading o'clock and half past times.


Numeracy: Monday- Time: Revision

Seesaw Activity: Login to Seesaw to complete an activity to revise reading o'clock and half past times.

Numeracy: Tuesday- One hour earlier/later than

one hour before

one hour after

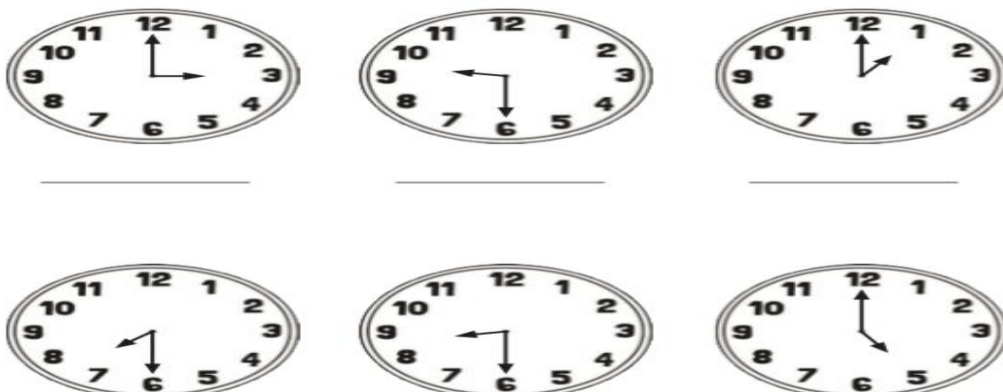


This clock shows one hour earlier than 3 o'clock

This clock shows 3 o'clock

This clock shows one hour later than 3 o'clock

Activity: This activity can be done orally. Can you read the time on these clocks? Tell your helper what time each clock shows. What time would it be an hour earlier? What time will it be an hour later? Use this [interactive clock](#) to help you figure out the time if you aren't sure.



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Numeracy: Wednesday- Time: half an hour earlier/later than

half an hour before

half an hour after



This clock shows half an hour earlier than 5 o'clock

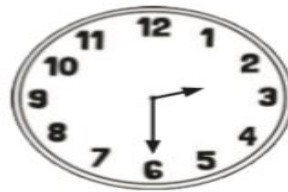
This clock shows 5 o'clock

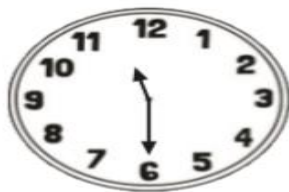
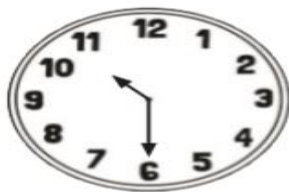
This clock shows half an hour later than 5 o'clock

Activity: This activity can be done orally. Can you read the time on these clocks? Tell your helper what time each clock shows. What time would it be a half an hour earlier? What time will it be a half an hour later? Use this [interactive clock](#) to help you figure out the time if you aren't sure.









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Numeracy: Thursday

Spend some time working on the earlier and later than concept as we have been for the past 2 days. Try some of these questions (**orally**) or make up your own similar questions to develop your child's confidence further. You can find some more worksheets if you would like to use them by clicking [here](#) too. Remember you can use the online [interactive clock](#) to help too.

- **It is _ o'clock. What time will it be in 1 hour/2 hours etc? What time was it 1 hour/2 hours etc ago?**
- **It is half past _. What time will it be in 1 hour/2 hours etc? What time was it 1 hour/2 hours etc ago?**
- **It is _ o' clock. What time will it be in half an hour? What time was it a half an hour ago?**
- **It is half past _. What time was it a half an hour ago? What time will it be in a half an hour?**
- **Sam went to art class at _ o'clock. It lasted 2 hours. What time did he go back home at?**
- **I put the cake into the oven at half past _. It needs one hour to cook. What time will I take them out of the oven at?**
- **The movie started at 5 o' clock. It ended at 7 o' clock. How long did the movie last?**

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Gaeilge- Bia (bee-ah) - Food

We will be looking at these words again this week



sú



ubh



tósta



arán



bainne



im



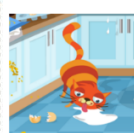
subh



tae



calóga



ag ól



leaba

Monday

- **Video:** Click [here](#) to listen to and say the words again if you need to go over them.
- **Game:** Click [here](#) to play a game to see how well you know the words.

Tuesday

- **Seesaw Activity:** Login to Seesaw to complete this activity.

Wednesday

The children made breakfast in bed for Mammy. Click [here](#) to listen to a comhrá beag (conversation).

- Click on 'Comhrá' - Listen to it a few times and try to join in if you can.
- Dramaíocht: You could try to act it out with your helper at home if you want, just like we do at school...1, 2, 3...ACTION!

Copy of comhrá and English translations below- you can listen to it using the link above:

Seán: Ar mhaith leat sú? (Would you like juice?)

Mamáí: Níor mhaith. Ba mhaith liom cupán tae. (No. I would like a cup of tea)

Síofra: Seo cupán tae duit. (Here is a cup of tea for you.)

Mamáí: Go raibh maith agat. (Thank you)

- Click on 'Ceisteanna' to try and answer a few questions about the comhrá.

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SESE/Art-Lighthouses

SESE

Click [here](#) to learn about lighthouses.

Lighthouses of Ireland Video: Click [here](#) to see a video of Ireland's lighthouses.



Why not talk to your family and tell them what you learned about Lighthouses. Or you could phone a relative and tell them what you have learned.

Art

Follow this step by step [video](#) to learn how to draw a light house. Or why not try to design and build your own lighthouse model from recycled rubbish and odds and ends at home.

SPHE

Seesaw Activity: Growth Mindset- Login to Seesaw to see part two of Growth Mindset video series.

Religion

Grow in Love: Theme 10- Grow in Love

Lesson 2- Growing in Love

Jesus wants us to live and grow in love.

Throughout the week think about how you can show love. Pray for the people you love each day.

Here are some activities you can explore this week- [video](#), [song](#).

Dear God,
Thank you for all the people who show love to me.
Help me to show love to others by showing them
kindness and respect
Amen

P.E

This week let's work on the skill of catching. Click [here](#) (Scroll down to 'Catching') to watch a video that will teach you some tips to improve your catch. Try out some of the Home Activities too to practice the skill.

Music

Seesaw Activity: Login to Seesaw to complete a music activity.