

Suggested Work Monday 11th – Friday 15th May

** Please note...if you do not have access to a printer, please do not worry! Your daughter can look at the attached worksheets or the resources below, write words/numbers/draw pictures on a page or in a copy.

Monday 11 th May	Tuesday 12 th May	Wednesday 13 th May	Thursday 14 th May	Friday 15 th May
<p style="text-align: center;"><u>Literacy</u></p> <p>.....resources belowdocuments attached in email</p> <p>Spot the difference activity - Scroll down to resource 1</p> <p>-write their 'news' - a few sentences in a copy or on a piece of paper. E.g. 'Today is Monday. It is a lovely day. I am going to play hide and seek with my family after lunch.' Encouraging capital letters, finger spaces between words and full stops.</p> <p>-Complete next page in Just Handwriting Copy.</p> <p>-Revise Dolch words in giraffe booklet</p> <p>-Phonics - continue to revise /ar/digraph by watching and listening to the /ar/ YouTube video by clicking the link below. https://www.youtube.com/watch?v=0Vywhf7cF7Q</p> <p>-open attached document 1 " /ar/ bingo document, play bingo with your daughter to reinforce the /ar/ sound.</p>	<p style="text-align: center;"><u>Literacy</u></p> <p>-Play the odd one out game with your daughter. Ask children to identify which food in each list does not belong, encouraging them to explain why:</p> <p>-Sweets, crisps, breakfast cereal, cake (Birthday party foods) -Sushi, pizza, garlic bread, spaghetti (Italian food) -Christmas cake, smarties, turkey, mashed potatoes (Christmas dinner) -Nuts, pumpkin, barmbrack, toast (Halloween) -Hamburger, chicken casserole, fries, fizzy drink (Fast food)</p> <p>-Scroll down to resource 2. Rewrite the sentences correctly.</p> <p>-Phonics - /er/ digraph.</p> <p>Watch and listen to the /er/ YouTube video by clicking the link below. https://www.youtube.com/watch?v=Taa3ANeYN_Y</p> <p>Complete the attached document 2 Sound the word out and then read the word. The children can write the word again in the box on the right hand side if they wish.</p>	<p style="text-align: center;"><u>Literacy</u></p> <p>-On Seesaw Design and draw your ideal ice cream sundae. Don't forget to give it a name as it will need a name for the menu! (Scroll down to resource 3 for ideas)</p> <p>-Give instructions for making your favourite sundae to your Mam/Dad/sister/brother/etc, using sequencing words. E.g. First get an ice cream scoop. Then get a tub of strawberry ice cream and a tub of vanilla ice cream, Next get.....Finally.....</p> <p>-Revise Dolch words in giraffe booklet</p> <p>-Phonics - continue to revise /er/digraph by watching and listening to the /er/ YouTube video by clicking the link below. https://www.youtube.com/watch?v=xf7b2rO5iIY</p> <p>Complete the attached document 3. Fill in the missing /er/ letters under each picture. Pick 4 of the pictures and write a sentence for each.</p>	<p style="text-align: center;"><u>Literacy</u></p> <p>-Scroll down to resource 4 below (poem) Read the poem to your child. Encourage them to read it back to you with appropriate expression, pace and intonation On seesaw record your child saying the poem, even just a few lines of it as I would love to hear them.</p> <p>-Ask your daughter the questions below: -What's wrong with the menu? Listen to the poem and identify what is wrong with Timothy's menu. Encourage/scaffold the children to identify the mistakes in Timothy's meal, using complete and detailed sentences. Try to elicit vocabulary such as <i>horrible, disgusting, nasty, tasteless, unappetising, unpleasant, unsatisfying</i> etc. -Scaffold the children to replace some of the bolded words in the poem with words that would make a delicious, tasty meal for Timothy.</p> <p>-Revise Dolch words in giraffe booklet</p> <p>-Phonics - continue to revise /er/digraph by watching and listening to the /er/ YouTube video by clicking the link below. https://www.youtube.com/watch?v=D0Ae_8i7GFo</p> <p>Print out the attached document 4 'er-sound-spelling-flower-activity -sheet' or ask your child to draw a flower. Inside each of the petals your child will write down the following words which you will call out: Call out the following words for your child to her, germ, mixer, boxer, jumper, singer, helper, rocker, over & under **Tell your daughter to use her sounds to help her write these words independently. If your daughter needs support ask her to sound each word out aloud for you, then sound by sound ask her to write each letter down to form the word.</p>	<p style="text-align: center;"><u>Literacy</u></p> <p>-Like last Wednesday role play the 'restaurant.' Encourage your daughter to take on the role of a waitress and encourage her to use the language a waitress would use. E.g. Good afternoon sir/madam, table for 2/3/? Today's specials are...etc.</p> <p>-Write their 'news. E.g. Today is Friday. It is a nice, sunny day. I am going to help my Mammy to make pancakes...Encourage capital letters, finger spaces and full stops.</p> <p>-Revise Dolch words in giraffe booklet</p> <p>-Phonics - explain to your child that there are a few ways to make the /er/ sound. /ur/ and /ir/ are other ways to make the /er/ sound, we are going to focus on the /er/ spelling for now but when reading they may come across the /er/ sound in new words, e.g. bird/burn continue to revise /er/digraph by watching and listening to the /er/ YouTube video by clicking the link below. https://www.youtube.com/watch?v=vhTdmBPL5hU</p> <p>-open attached document 5 'er-phoneme-spotter-story' read the story with your child or they can read it to you and ask your child to highlight all of the /er/ words.</p>

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<p style="text-align: center;">Maths</p> <p>-Using the number flashcards 0-20. Pick out 5 cards, ask your child to arrange them in order of size starting with the smallest. Repeat this several times. -Count back with your daughter 15-0.</p> <p><u>Adding Activity</u> - children will add using the number line. Watch the YouTube clip which shows a frog adding on the number line just to remind children that when adding on the number line we jump to the right.</p> <p>https://www.youtube.com/watch?v=UHmZHqcxp6k</p> <p>Scroll down to resource 5 and complete the adding using the number line worksheet.</p>	<p style="text-align: center;">Maths</p> <p>-Using the number flashcards ask your daughter to tell you a number higher/lower than the number you give them. -Ask your child to tell you the number that comes between 2 numbers. -Count back 15-0</p> <p>Listen to the count to 20 song by clicking the link below:</p> <p>https://www.youtube.com/watch?v=_MVzXKfr6e8</p> <p>Scroll down and complete resource 6. A math activity where the children colour the higher number red and the lower number blue.</p>	<p style="text-align: center;">Maths</p> <p>-Count with your daughter. Extend their counting. Perhaps count 0-20/0-30/0-40/0-50/etc. -Count backwards with your daughter 16-0.</p> <p>Listen to the song counting to 50 using the YouTube link below:</p> <p>https://www.youtube.com/watch?v=YtNskltyAOE</p> <p>Talk to your daughter about how when adding it is always best to start with the highest number. If we are adding a sum, such as 2+9 it is easier if we start counting on at number 9. By starting on the largest number we have less numbers to count on.</p> <p>We will use the number line to demonstrate this. (Most children at this age have difficulty counting on from a number unless they have a visual aid such as a number line). Ask your child to put her finger on number 9 and then take 2 jumps to find out what the answer is to 9+2.</p> <p>Scroll down to resource 7 and complete the math activity where children add on the number line starting with the largest number.</p>	<p style="text-align: center;">Maths</p> <p>-Using the number flashcards 0-20. Pick out 5 cards, ask your child to arrange them in order of size starting with the smallest. Repeat this several times. -Count back with your daughter 16-0.</p> <p>Listen to and sing along to the count back from 20 song by clicking the YouTube link below:</p> <p>https://www.youtube.com/watch?v=F6a2W8UQP5w</p> <p>Like yesterday talk to your daughter about adding on the number line starting with the highest number.</p> <p>Scroll down to resource 8 and complete activity.</p>	<p style="text-align: center;">Maths</p> <p>-Count with your daughter. Extend their counting. Perhaps count 0-20/0-30/0-40/0-50/etc. -count backwards with your daughter 16-0.</p> <p style="background-color: yellow; padding: 2px;">Complete the counting activity on Seesaw.</p> <p>Dance to the Right Left Kind of Day song by Debbie Doo, click the YouTube link below:</p> <p>https://www.youtube.com/watch?v=p5ERcDnOnKg</p> <p style="background-color: green; padding: 2px;">Complete the attached document 6; addition to 15. Encourage your daughter to always start on the number line with the biggest number in the addition sum.</p>
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<p style="text-align: center;"><u>Irish</u></p> <p>-Search www.cula4.com and spend 10 minutes playing games/ watching one episode of a television programme.</p> <p>Draw food posters for a supermarket and label the food:</p> <p>-oráiste - orange (sounds like or/ash/ta) -úll - apple (sounds like oo-l) -banana -cáis - cheese (sounds like caush) -iasc - fish (sounds like ee-isk) -cáca- cake (sounds like caucka) -criospaí - crisps (sounds like crispy) -seacláid - chocolate (sounds like shock-loid) -piorra - pear (sounds like pee-or-a) -ceapaire- sandwich (sounds like cap-a-re)</p> <p>Ask your daughter the following question several times. An maith leat cáis? Do you like cheese? (sounds like un my lat) She will answer either: Is maith liom cáis. (I like cheese) OR Ní maith liom cáis. (I don't like cheese).</p>	<p style="text-align: center;"><u>Science</u></p> <p>Go for a walk around your house and garden and collect a number of items. 10 if you can. Write down each item's name on the attached science worksheet, document 7. After you have written each item down, hold the item in your hand and predict (remember the big word for guess) if you think the item will float in the water or sink to the bottom of the water. Write F in the prediction box if you think it will float or S in the prediction box if you think it will sink. When you have made your prediction, test it out. Put the item into the water and see does it float or sink. Don't forget to tick if the item floats or X if the item sinks in the results box. When you have tested all of your items talk to your family about your results. Did anything float that you thought would sink? Did you get all of your predictions correct? Etc.</p>	<p style="text-align: center;"><u>Geography</u></p> <p>-Show your child the Messy Magpie PowerPoint which is attached - document 8. Talk about how harmful litter is in our environment and how important it is to look after and care for the environment.</p> <p>-Ask you child to create a 'No Littering' poster.</p> <p>-your child can also complete the 'Messy Magpie, Sort the recycling' cutting and sticking activity which is attached- document 9</p>	<p style="text-align: center;"><u>History</u></p> <p>-Read the attached - document 10 Irish Legend, Fionn and the Salmon of Knowledge. -Ask your child how they think Finnéigas felt when Fionn got the first taste of the salmon since he had wanted for so long to get the first taste of it? -Why did Finnéigas want to get the first taste of the fish? -What do you think Finnéigas said to Fionn? Etc.</p> <p>-After discussing the story, your child can colour in the attached colouring sheets- document 11 for Fionn and the Salmon of Knowledge.</p>	<p style="text-align: center;"><u>SPHE</u></p> <p>With all that is going on it can be a stressful time for both parents and children. Take some time to be mindful during the days and read the mindfulness break cards attached -document 13. Talk about the different feelings we have during this time. Discuss things that make you feel better when you are worried or scared and who we can turn to.</p> <p>Your daughter can colour some of the stay home posters attached-document 14.</p>
<p style="text-align: center;"><u>P.E.</u></p> <p>This week your daughter will focus on the skill of "side stepping". See resource 9 and copy the steps to practise the new skill. Games:</p> <p>1. "Touch the Spot" In the garden or playing area lay out any cones/ balls/ objects. When you say go, your daughter must side step around the playing</p>	<p style="text-align: center;"><u>Art</u></p> <p>You are going on a Teddy Bears picnic in your garden. Draw and colour all of the food and drinks that you would take on your picnic and stick them onto your picnic basket. See resource 10.</p>	<p style="text-align: center;"><u>Religion</u></p> <p>Practise saying the Hail Mary and fill out worksheet attached- document 12 and decorate.</p>	<p style="text-align: center;"><u>Music</u></p> <p>Follow the link and learn the words to the song "You've Got a Friend in Me". https://www.youtube.com/watch?v=zIYOJ_hSs0o</p>	<p>Have a good week everyone!! Feel free to send me pictures of what you have been up to!! Stay safe </p>

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area When you say stop, she must side step to an object and touch it.
This could be enhanced by saying "change direction", "faster/ slower" "touch two objects/ five objects". "balance beside the object".

2. "The Side Stepping Square".
In the playing area, arrange four cones/ objects to make a square. Encourage your child to walk around the square in different directions/ using different speeds/ standing over obstacles or hop/skip/jump/ walk around the square.

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Hi girls,

I hope you are all keeping well. I have really enjoyed seeing pictures and videos from Active week and the different school work that you have been doing from home. Feel free to upload any evidence of work onto Seesaw this week also.

I want to wish a HAPPY BIRTHDAY to Lily-Rose this week. I hope you have a lovely day celebrating with your family. 😊

I have also been trying to focus on our healthy eating from the English plan and made pizzas using a mini wrap, some sauce and plenty of vegetables, it was very tasty!

Well done everyone and thank you for working so hard!

Stay safe,

Ms McGeeney



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Resources

Spot the Difference The Restaurant

Resource 1:

Look at the 2 pictures. Can you find 6 things that are different in the 2 pictures?



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Resource 2: Rewrite these sentences in the correct order.

1. favourite is ice cream Chocolate Emma's.
2. had Max chips fish and for dinner.
3. went Anna to and park Tom the.
4. fell Amy swing the off.

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Resource 3: Ideas for designing your ideal ice cream sundae.



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Resource 4: Poem

The Meal

By Karla Kuskin

Timothy Tompkins had **turnips** and tea.
The **turnips** were tiny.
He ate at least three.
And then, for **dessert**,
He had **onions** and **ice**.
He liked that so much
That he ordered it twice.
He had two cups of **ketchup**,
A **prune**, and a **pickle**.
"Delicious," said Timothy.
"Well worth a **nickel**."
He folded his napkin
And hastened to add,
"It's one of the loveliest **breakfasts** I've had."

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Resource 5:

Number Line

Count on the number line.

<p style="text-align: center; color: red; font-weight: bold;">Start</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">1</td><td style="text-align: center;">→ go on 3 →</td><td style="width: 50px; height: 30px;"></td></tr> <tr><td style="text-align: center;">2</td><td style="text-align: center;">→</td><td style="width: 50px; height: 30px;"></td></tr> <tr><td style="text-align: center;">5</td><td style="text-align: center;">→</td><td style="width: 50px; height: 30px;"></td></tr> <tr><td style="text-align: center;">0</td><td style="text-align: center;">→</td><td style="width: 50px; height: 30px;"></td></tr> <tr><td style="text-align: center;">7</td><td style="text-align: center;">→</td><td style="width: 50px; height: 30px;"></td></tr> <tr><td style="text-align: center;">4</td><td style="text-align: center;">→</td><td style="width: 50px; height: 30px;"></td></tr> <tr><td style="text-align: center;">3</td><td style="text-align: center;">→</td><td style="width: 50px; height: 30px;"></td></tr> </table>	1	→ go on 3 →		2	→		5	→		0	→		7	→		4	→		3	→		<p style="text-align: center; color: red; font-weight: bold;">Start</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">5</td><td style="text-align: center;">→ go on 1 →</td><td style="width: 50px; height: 30px;"></td></tr> <tr><td style="text-align: center;">3</td><td style="text-align: center;">→</td><td style="width: 50px; height: 30px;"></td></tr> <tr><td style="text-align: center;">2</td><td style="text-align: center;">→</td><td style="width: 50px; height: 30px;"></td></tr> <tr><td style="text-align: center;">4</td><td style="text-align: center;">→</td><td style="width: 50px; height: 30px;"></td></tr> <tr><td style="text-align: center;">6</td><td style="text-align: center;">→</td><td style="width: 50px; height: 30px;"></td></tr> <tr><td style="text-align: center;">8</td><td style="text-align: center;">→</td><td style="width: 50px; height: 30px;"></td></tr> <tr><td style="text-align: center;">7</td><td style="text-align: center;">→</td><td style="width: 50px; height: 30px;"></td></tr> </table>	5	→ go on 1 →		3	→		2	→		4	→		6	→		8	→		7	→	
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Write the missing numerals.

0		2		
8	7		5	
5		7		9

Strand: Number

Strand Unit: Analysis of number

Objectives: Counting on the number line.

115

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Resource 6:

Colour



Colour the **higher** numeral **red**. Colour the **lower** numeral **blue**.

	
	
	
	

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Strand: Number
Strand Unit: Comparing and ordering
Objective: Compare and order numbers up to 10.

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Resource 7:

Number Line

Add. Start with the **higher** number. Count on the number line.

0 1 2 3 4 5 6 7 8 9 10

3 + 4 = 7

2 + 4 = 6

6 + 2 = _____

1 + 6 = _____

4 + 5 = _____

4 + 6 = _____

2 + 3 = _____

7 + 0 = _____

4 + 1 = _____

Strand: Number
Strand Level: Addition of numbers

Objective: Adding on the number line, beginning with the higher number.

119

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Resource 8:

Number Line

Start with the **higher** number. Count on the number line.

0
1
2
3
4
5
6
7
8
9
10



$6 + 3 = 9$



$4 + 1 = 5$

4	+	2	=		3	+	5	=	
2	+	4	=		4	+	3	=	
1	+	4	=		6	+	0	=	
5	+	4	=		9	+	1	=	
0	+	3	=		4	+	4	=	
3	+	2	=		2	+	5	=	
2	+	7	=		8	+	2	=	

Write the missing numerals.

3	4		6	5		7	8
1		3	4	7	8		10

120

Strand: Number
Strand Unit: Analysis of number

Objective: Combine two numbers, total to 10.

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Resource 9:

TEACHING POINTS FOR SIDE STEPPING



Stand side on with hip and shoulder pointing in the direction of travel



Knees slightly bent with weight on the balls of the feet



Free foot follows quickly behind



There should be a brief period where both feet are off the ground



Head stable and eyes focused forward or in the direction travelled



Lead foot steps in the direction travelled



Arms out to the sides for balance



Movement should be rhythmic

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Resource 10:

