Dear Parents, Guardians and Children,

I really hope you and your families are keeping well at this challenging time. Below is a list of work to aid you in schooling your child at home. I have included some suggestions as to how you could manage the teaching of the core subjects. Please use your own discretion when completing activities. Ensure that your child takes movement breaks after each topic in order to keep them engaged. Give plenty of praise also and use small incentives like stickers (if available) in order to motivate them. Try to get a few minutes of English and Maths covered each day if you can. Remember this is only a guide and not intended to complicate your already busy lives. Below is my daily timetable including the core subjects and how I teach them. You will obviously only be spending the time available to you on the subjects, so whatever time you can spare is great. I teach Aistear, Irish, English, Maths, Religion on a daily basis then swap in between; the three SESE subjects (1 lesson each), Drama (2 lessons a week), Music (2 lessons a week), Art (1 lesson), SPHE (1 lesson), PE (2 lessons), etc.. I will go into greater detail with the subject matter further down.

1. **Aistear**/ play time (20mins). We have covered topics such as – The hospital, At the Vet’s Surgery, The florist, etc. Your child can build buildings with lego, act out certain scenes from stories and engage in junk art activities. Give them a few minutes to tidy up at the end.
2. **Gaeilge** – (30mins) (a) Start off with a small bit of oral language like – Conas atá an aimsir inniú? They will say things like ‘te’ - hot, ‘fuar’- cold, ‘tirim’ – dry, ‘fliuch’ – wet, ‘gaofar’- windy, ‘grian’ - sun. You should get them to expand their vocabulary by saying ‘Tá sé te’, ‘Tá sé fuar’, ‘Tá sé gaofar’ (gwayfor), ‘Tá an ghrian ag taitneamh’ – The children can sing the song associated with the weather for that day, i.e. Tá an lá fuar inniú, fuar inniú, fuar inniú. Tá an lá fuar inniú, Tá lá fuar. (te/ fliuch/ tirim - tune of London Bridge)

(b) Go through previous vocabulary/ new vocabulary associated with the topic you are covering and have the child repeat each word back to you. Then get them to point out each object. You can do this with pictures from the internet or with real items from your house. Play games like ‘Cad a thóg mé?’ (What did I take away?). e.g. If you have 3/4 pictures or real items , your child closes their eyes and you take one away or turn it over and see if children can tell you the word in Irish.

(c) Check your child’s understanding by asking them to draw the objects or circle them, i.e. Tarraing lámh, cuir ciorcal timpeall an béal, asl.

1. **English** (40-45 mins) – We incorporate the following aspects into Literacy lessons: Jolly Phonics; oral language lessons; reading big books – using the strategies, predicting, connecting and visualising; identifying sight words, etc. Below is how Mrs O’Brien and I organise our English lessons for the week.
2. Monday and Tuesday - focus on Jolly Phonic lessons
3. Wednesday – Big Book/Story time
4. Thursday – Oral language lessons
5. Friday – Focus on new vocabulary/ Genre Story

I tend to have the children practice the new sound most days when we have a spare few minutes and I play games like Xs and Os with the vocabulary most days as well.

Sight words to incorporate into lessons this week – I, my, he, she, me, we, the, to, you, am, are, was, his, her, on, in, it, and, up, can.

1. **Maths** (40-45mins)–
2. We start off with some mental maths activities, i.e. If Lilly has 2 sweets and Lauren has 3 sweets, how many do they have altogether? Or get them to count from 0 – 7, then backwards from 7 – 0; Get a jar and some marbles/blocks (anything that will make noise) – get the child to close their eyes and then count/guess how many you put in the jar.
3. Introduce the main body of lesson i.e. revision of a topic or new concept, etc. Introduction of new number, etc. Get real objects for the children to sort i.e. Sort by colour, by shape, by number, etc.
4. Check for understanding by getting the children to complete activity such as matching, solving sums, number formation, etc.

**Work for the week of 30th March – 3rd April**

1. **Irish** – An Cháisc (Easter)
* Vocabulary – coinín na Cásca (cuneen) – rabbit, sicín – chick, ubh – egg, ciseán – basket, Cáisc shona duit! – Happy Easter! – Teach the vocabulary the same way you did the body parts last week.
* Please refer to CJfallon website and create a free account.
* CJFallon link to workbook (Céim ar Chéim) pages; Find and colour the objects i.e. an liathróid – the ball, an ciséan – basket, babóg – doll, ubh – egg, teidí – teddy. <https://my.cjfallon.ie/preview/index/20360/52> ; Spot the difference worksheet - <https://my.cjfallon.ie/preview/index/20360/53>
* <https://www.twinkl.ie/resource/roi2-gl-135-an-chaisc-display-photos>
* <https://www.twinkl.ie/resource/roi-t-147-irish-easter-words-colouring-activity-sheet-gaeilge>
* <https://www.twinkl.ie/resource/roi-t-184-easter-card-templates-irish-gaeilge-crta-csca>
1. **English** – Revision of sounds covered (sound notebook) so far, lots of practice forming /f/ and /b/ and have the children distinguish between /b/ and /d/.
* Monday and Tuesday
* New sound (ai) as in rain. This is the first digraph (a combination of two letters representing one sound) that the children will have encountered so it may be a little tricky for them at the start. Tell them that today they are going to learn a new sound. This new sound is special in that it is made up of not one letter but two letters - /a/ and /i/ together say /ai/. These letters come as part of a team, they are best friends, etc. (So later on when they come to sounding out words with /ai/, you don’t want them sounding out /a/ and /i/ separately).
* I could not access a youtube video for this story but I could access a link to the story that you can read to your child while showing them the picture (below). Show the picture and ask the following questions: What do you think is going to happen in the story? Where is the story taking place? Who can they say? Why is the boy there? Is there a problem?, etc. Do you have a connection with the boy in the story? How do you think the boy feels? Etc.
* Read the story to your child.



*Ainsley has been having trouble with his hearing. Whenever his mother speaks to him, he puts his hand to his ear and says, “ai?” His mother tells him, “You should say ‘pardon’, not ‘ai’.” After a while, his mother takes him to the doctor to have his hearing checked. In the waiting room is a box of toys. Ainsley plays with a whale and a sailing boat and a train. As he is pushing the train around the room, Dr Ail comes out and calls his name. Dr Ail looks in Ainsley’s ears. “You have a lot of wax in your ears. That’s why you’re having trouble with your hearing.” She gives him some eardrops. “Not another ‘ai’ now, Ainsley,” says his mother.*

* All Jolly Phonics stories are available here –

<https://kilmacthomasprimaryschool.weebly.com/uploads/1/3/2/6/13262738/jolly_phonic_stories.pdf>

* Ask questions to gauge comprehension and get as much oral language possibilities as possible from the story. i.e. What is the boy’s name?, What sort of trouble has Ainsley been having? What does he do when his mam speaks to him? How does his mam feel about that, do you think? Do you remember the word that you might say if you want something repeated? Where does his mam take him? Why? Have you ever been to the doctor before/ had an ear ache?, etc. What happened? What toy did Ainsley play with in the waiting room? What is the doctor’s name? What’s your doctor called? Why is Ainsley having trouble with his ears? If you were Ainsley how would you feel? What does the doctor give him? How do you think Ainsley feels now? Will his mam be happy now do you think?
* Play the song for the children and get them to do the actions and learn the words of the song.

Cup ear and sing *‘My ear hurt I was in pain, ai, ai. My ear hurt I was in pain. Now what did you try to say?*’ Jolly Phonics songs: The following video contains all of the Jolly Phonics songs. (It would be no harm revising all songs as far as /b/ during the week). **The song for /ai/ is at 6.32 minutes**. <https://www.youtube.com/watch?v=26uXtUYssuo>

* Get your child to read the following words and they are only allowed say /ai/ not /a/ and /i/ separately! They will need a bit of help to decode. Stretch out the sounds with them r-ai-n, gradually getting faster at sounding out the words.



* Now look at how /ai/ is formed – Tell your child that the two letters /a/ and /i/ make up the formation of the sound /ai/. (Sometimes you might see these two letters joined together on some sites, make sure that your child doesn’t join them). We write them separately like this:

 

* Get the child to form the letters with their finger in the air with their fingers, on the table, on the back of their hands, etc, before writing them on paper. If you had a whiteboard or a chalkboard, they could practice on those first and then get them to tell you something that has /ai/ in it. i.e. ‘I see a train’. Children could make the letters with playdough, in sand/flour, on sand paper, in rice, with lollipop sticks/match sticks, anything that’s sensory etc. **Spend the week on the letter /ai/** and revise the other sounds covered. Get children to draw pictures of things starting with /ai/, label them and write simple sentences. You could have the words written on a separate page and the children could copy them.
* You could get your child to look for household items, toys, etc, with /ai/ in them. They could make up their own sound basket.
* Check below at the end of this entire document for examples of /ai/ worksheets you might like to copy.



* Some videos you may find useful:

Geraldine the Giraffe learns /ai/ <https://www.youtube.com/watch?v=LnXaN-CvR9s>

/ai/ words <https://www.youtube.com/watch?v=SS1SVHJtl3Q>

Mr Thorne Does Phonics - <https://www.youtube.com/watch?v=uxDatnyiYPI>

Phonics lesson /ai/ - <https://www.youtube.com/watch?v=EQGObQTTR-g>

Kiz phonics - <https://www.kizphonics.com/ai-vowel-digraph-phonics-video/>

* Wednesday – Story
* Guji guji - <https://www.storylineonline.net/books/guji-guji/>

Use all the same techniques and strategies from last week’s lesson. i.e. Talk about cover, title, author, illustrator, etc. Children make predictions, connections (notice a connection in their own personal lives similar to story). Pause the story every now and then to check for understanding. Ask open and closed questions like, I wonder… or describe the crocodile’s teeth? etc. At the end of the story ask the children whether they liked the story, and what was their favourite part. Children could write 2/3 sentences about the story depending on their level of ability. Remind the children of the sentence starters – Look at, Here is, I like, etc and maybe write a few of the words on a post-it for them to copy. Let the children then write their own sentences (on their own!). Some children may want to practice emergent writing by sounding out all by themselves without any help. Remind children to write on the line and have a space between their words.

* If you would like to view some of the reading strategies that we employ and implement into our teaching of Literacy they can be viewed in the following link (taken from ‘Building Bridges of Understanding’ manual)- Your children have been taught how to predict, visualise, connect and ask questions. You could go over one or two of these strategies if you like (appropriate ones for infants) with your child while you read/ while they listen to a story video. <http://scoilchroinaofaathenry.ie/building-bridges/>
* Thursday – Oral Language Lesson
* Over the Moon series Unit 7

Go to Unit 7 Oral Language and Interactive Resources and once in the Digital Library, click on the Oral Language Poster for the Puppet Show

* Here is a link to the Teacher’s Resource book that will go through the oral language lesson step by step (pgs 193 – 196): <https://content.yudu.com/web/1yssw/0A224cw/OTMTPRBJnrInfs/html/index.html?page=228&origin=reader>
* This is the children’s workbook page based on the lesson (pg. 84) - <https://content.yudu.com/web/1yssw/0A224cw/OTMSBJnrInfs/html/index.html?page=88&origin=reader>
* Friday – Genre Story – Mel and Meg’s Puppet Show (Over the Moon Series)
* The genre story can be found on gillexplore.ie , Unit 7 of the Over the Moon series (same as last week, free account)

<https://content.yudu.com/web/1yssw/0A224cw/OTMJIGS7/html/index.html?refUrl=https%253A%252F%252Fwww.gillexplore.ie%252Fgill-explore-resources%252Fover-the-moon-junior-infants-skills-book%253FChapters%253D5420%2526ResourceTypes%253D0>

* I am attaching a link for the Teacher’s resource book which will provide you with the layout of the lesson and the steps to follow before, during and after reading. When you put the story up, click on the green button at the top of the page to get a more detailed account of the above story.

Teacher Resource Book pgs. 197 – 201 (Steps 1 & 2 only): <https://content.yudu.com/web/1yssw/0A224cw/OTMTPRBJnrInfs/html/index.html?page=232&origin=reader>

* Pupil’s Skills book character analysis worksheet pg. 86 <https://content.yudu.com/web/1yssw/0A224cw/OTMSBJnrInfs/html/index.html?page=90&origin=reader>
1. **Maths** –
* Please create a Folens account - Folens are allowing parents free access to their online resources. You can access all their digital resources & eBooks on [https://www.folensonline.ie/registration/?r=t](https://www.folensonline.ie/registration/?r=t&fbclid=IwAR1uuRb9OtHYeDxjXHBRo9AfR3OQNbjBUEoHEbc-qG4D-br5mU9DYDvWZF4) ; Simply register as a teacher and use the special code for Roll Number: For primary school resources: Prim20
* Revision of numbers 0 – 7, lots of practice forming numbers as in last week’s notes. Go back over the video links for 7. And practice all the different ways your child can form their number using a multi-sensory approach, i.e. sand, playdough, etc.
* Once you create a Folens account you can access the children’s Planet Maths Workbooks. Here is a link to their Maths number practice book which focuses on number formations 0 – 5, patterns, sets and simple addition. Your child can draw on this if you go to the green tab at the bottom and click on the cup icon with the pencils, to turn the page click back on that feature to turn it off. This would be particularly useful if your child could access it on a tablet/ipad if you have one. Your child could work on a few pages a day. <https://www.folensonline.ie/home/library/programmes/pmjinumberpractice/ebook/>
* Simple addition up to 7 – Lots of oral work on this first, i.e. Jamie has 3 cars and Séan has 4 cars, how many do they have altogether? You call out the sums and ask the children to draw them or use real objects like lego, i.e. 3 happy faces and 2 happy faces… ☺☺☺ and ☺☺ make ☺☺☺☺☺ .
* Number: Comparing and Ordering – Online activities taken from Folens website. These games cover topics such as ordinal number (first and last) and sequencing numbers, etc.

<https://content.folensonline.ie/programmes/PlanetMaths/PMJI/resources/activities/pm_ji_094/index.html>

<https://content.folensonline.ie/programmes/PlanetMaths/PMJI/resources/activities/pm_ji_097/index.html>

<https://www.topmarks.co.uk/ordering-and-sequencing/coconut-ordering>

* Discuss 2D shapes in the environment – circle, square, rectangle, triangle. Make patterns with these shapes (children draw), i.e. square, circle, square, circle or triangle, rectangle, square ,triangle, rectangle, square. Get children to make different shape characters. They can label the shapes with your help. Extra work if needed – Discuss 3D shapes, find examples of a cylinder, cube, cuboid and triangular prism. Make a 3D shape character out of any examples you have. i.e. cereal box, toblerone case, etc.
1. **Science**
* Mothers and babies (growing and changing)
* CJ Fallon are also enabling parents to access their online content. Please check their website for details on this. We follow the ‘What a Wonderful World’ series in school.
* Poster of mother and baby animals taken from CJ Fallon website (poster 9): <https://my.cjfallon.ie/ebooks/as740/waww_ji_post09.jpg>
* Show the children the poster and ask them if they can name the animals and their young in the poster – hen, chicks, dog, pups, cat, kittens, sheep, lambs, zebra, foal, elephant, calf.
* You could also discuss other farm animals and their young. Talk about ways in which the baby changes in order to become the adult. How do their appearances change, etc.
* Youtube video: The baby animals song - <https://www.youtube.com/watch?v=cJg4YFtvOp8>
* Here are some links to pictures/activities from Twinkl (free account from last week)

<https://www.twinkl.ie/resource/the-farm-aistear-mothers-and-their-young-photo-flashcards-roi-t-20162589>

<https://www.twinkl.ie/resource/us-t-2549111-mothers-and-their-young-matching-activity>

<https://www.twinkl.ie/resource/animals-and-their-young-cutting-skills-activity-t-tp-6936>

* Here is a link to the workbook page from the CJFallon website - <https://my.cjfallon.ie/preview/index/1348/43>
* Extra work if needed - Animal project, you could also do a project on the animal you didn’t do last week, i.e. rabbit, lamb, chick. A study of the rabbit/chick might tie in well with Easter.
1. **Geography**
* Story - The Best Easter Egg Hunt Ever - <https://www.youtube.com/watch?v=v1kRZB0Tc_k>
* We are going to map the story for Geography so make sure to tell your child to watch carefully where Rabbit goes and who he meets at each setting. The children can also draw in the colourful eggs along the way too.
* Start at Rabbit in the long grass with his Mam, progress to: haystack with chick, in the meadow with butterfly, up the hillside with the lambs, treetops with the birds, in the hedges, in the middle of the woodland with Mouse and lastly to the duck pond where he finds the plain egg. You will end up with something like below where the children draw the different places and characters into the circles.



1. **History**
* Story - The Ugly Duckling
* Twinkl link <https://www.twinkl.ie/resource/t-t-5337-the-ugly-duckling-story-powerpoint>
* Youtube video link <https://www.youtube.com/watch?v=TyrmcD8Yml0>
* Read/ listen to the story. Ask children to sequence the story using the language: First, Next, Then, Lastly, etc.
* These are story cards that your child can use to sequence a few pictures. You could have 3/4 boxes and they draw pictures in each box and number them in the correct order and they may write a sentence about the story underneath. <https://www.twinkl.ie/resource/t-t-3736-the-ugly-duckling-story-cards>
1. **Art**
* Link with Maths shape characters above, Drama – make and design a puppet for your puppet theatre (below); make scenes using shoeboxes (only if these are available to you)
* Make an Easter card for someone special, i.e. Granny and Grandad. Write a note for them also.
* Easter crafts – design your own Easter egg <https://www.twinkl.ie/resource/t-t-5015-design-an-easter-egg-a4-worksheet> ; Easter themed basket craft - <https://www.twinkl.ie/resource/t-c-254499-easter-themed-basket-craft> ; Easter egg mindfulness colouring pages <https://www.twinkl.ie/resource/t-t-26544-easter-egg-mindfulness-colouring-sheets> ; Make the chicks and rabbits below using egg cartons/ toilet rolls, paint or colours, etc.

 

1. **Music**
* Song singing: B-U-N-N-Y <https://www.youtube.com/watch?v=nZLIiq7B85g>
* 10 Bunnies counting song <https://www.youtube.com/watch?v=Tyyh8rhwKQ8>
* Wash your hands song <https://www.youtube.com/watch?v=dDHJW4r3elE>
1. **Drama**
* Puppet Theatre – The children could make their own puppet theatre like Mel and Meg’s from the English lesson. They can re-enact fairytales (their favourite or The Ugly Duckling) using their own toys or they can make their own characters using toilet roll, lollipop sticks, etc (draw on faces and clothes)
* Invite the children to make puppets to act out rhymes, poems and songs. Speak in a different voice for each character, i.e. if there is a big bad wolf, speak in a growly voice.
* They could make it like the small world scenes in Aistear by putting their characters into shoeboxes and doing their little role-play scenes . They could first decorate scenes on the inside and outside of the

shoeboxes.

* Play is such an important aspect of childhood so let them play as much as they can, give them the vocabulary needed to engage in role-play scenarios
1. **SPHE**
* Lesson on Friendship. Go back over the story of the ‘Ugly Duckling’ and ask your child if the characters in the story would make good friends. What are the qualities of a good friend? What does it mean to be a bully? (An incident that happens more than once). Ask children to think of ways in which they are a good friend. Have your child draw a picture of when they were a good friend and write a sentence or two, i.e. I am a good friend. I am kind, etc.
1. **Religion**
* The Easter story - <https://www.youtube.com/watch?v=0PSgoPdKQFQ>
1. **PE**
* Ball handling skills – show your child how to throw a ball using the chest pass (making a W with their hands at the chest); Stand with the ball ready to throw and then step out with one leg and throw the ball to your child and have them throw it back to you. See if you can throw it back and forth 7 times or more!
* Have a kick about in the garden – penalty shoot out!
* Gonoodle exercises (Google)
* Operation transformation 10@10 (Google)
* Freeze Dance <https://www.youtube.com/watch?v=2UcZWXvgMZE>
* Go on a nature walk around your home observing the lovely spring flowers
* Do your own easter egg hunt like Rabbit
* Cosmic yoga on Youtube
* The Learning Station on Youtube have great exercises and action songs also.

There is more than enough work above to get you through the week. You can spread it out over the three weeks if that makes it easier. If you have any work related queries please feel free to email me at: **horeswoodjuniorinfants@gmail.com**or even if your child would like to send me a few lines to say how they are doing, that would be great. No pressure! I will be monitoring the emails from 10-11 and 2-3 next week should you wish to contact me.

Please take care and continue to mind yourselves. I look forward to seeing you all back in school when everything gets back to normal. Lastly, I just want to say a BIG Happy Birthday to all the children who celebrate their birthdays in March and over the Easter holidays. ☺ <https://www.youtube.com/watch?v=GiAoB4xDvvA>

Kind regards,

Anna O’Hanlon







