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| Martina's Senior Infants' Weekly Work Record  Week 27th April-1st May 2020  **Please  tick work when completed**  **Please feel free to upload work completed on your Seesaw account for evaluation by me. I look forward to seeing your child's completed work and celebrating your child's wonderful achievements.**  **Please watch the RTE production of Home/School Hub at 11am daily (Monday- Friday) on T.V**  **If possible please access free on line resources such as Twinkle and the Dublin Zoo. These are excellent additional resources.**  (The most important aspect for your child this week is to stay in a routine and attempt the suggested work as follows. The focus is on your child staying safe and well and that the work ought not stress you or your child-especially parents who are front line workers and those of you working from home. As a teacher, I recognise the stress that many parents are under and that there may be many members of your household trying to access an I-Pad, lap top or a computer. I also wish to emphasise the WHO guidelines re: screen time for younger children.)  Please remember work ought to be completed in 15 mins blocks followed by a movement break.  ***Important : Please feel free to use additional resources that I sent by post on Friday 24th with the following suggested work for early finishers.***  ***Phase 3 phonic's Activity Booklet (Twinkle) page1-18 --word/picture matching; tricky word search; sentence substitution; caption handwriting; read and draw; spot the diagraph; missing trigraphs; write the word/find the word***  ***Additional maths' resources from Twinkle. Number bond challenges 1 and 2 horizontal addition of 2 number facts up to 10. Differentiation for 2 pupils number bond challenges 3 and 4.***  ***Money maths' sheets for 22 pupils write the correct amount of money in each piggybank/ which piggy bank has the most money?***  In the event of having no writing copies please use A4 paper and draw lines on bottom and leave space on top for illustrations.  Always have your child date his/her work and always write name on each piece of work.  *When undertaking writing please ensure good writing at all times.*  *1. Good seating posture at table/desk. Feet on the floor. Back straight.*  *2. One hand writing and the other hand resting on the page to encourage good focus.*  *3. When writing, your child ought to write on the lines. Remember diving letters go under the line e.g. lower case p, g, y, f.*  *4. When writing words in a sentence always have the letters of a word close together. Always have finger space between words.*  **Maths: Please always ensure that your child writes the correct numeral- encourage self correction.**  **At all times allow your child to undertake her/ his own work. Your role in home/school teaching is to guide, direct, motivate, supervise and offer verbal help when needed. Please do not complete writing or maths' activities for your child.** | | | | | | | | | |
|  | Monday | | Tuesday | | Wednesday | | Thursday | | Friday |
| **Date:**  P.E with Joe Wick – New session available every morning at 9.00am. <https://www.youtube.com/watch?v=Rz0go1pTda8&list=PLyCLoPd4VxBvQafyve889qVcPxYEjdST> | 27.4.20  P.E with Joe – New session available every morning at 9.00am. | | 28.4.20  P.E with Joe – New session available every morning at 9.00am. | | 29.4.20  . P.E with Joe – New session available every morning at 9.00am. | | 30.4.20  P.E with Joe – New session available every morning at 9.00am. | | 1.5.20  P.E with Joe – New session available every morning at 9.00am. |
| ***Oral language Talk Time***  **Post Office**  **Aistear- structured play**  **Incorporating reading; writing; art; maths; SESE (social, environmental and scientific education) and SPHE**(**social, personal and health education)**  **World Poetry Day to be celebrated by us on 27th April 2020**  **Write one Acrostic poem which could be added to the school website.**  **Choose one word and write a word for each letter of the chosen word from the following words: pen pal; post office; post box; postage stamp; licences. The layout is vertical e.g.**  **P**  **E**  **N**  **P**  **A**  **L** | **Post Box**  Put word orally into a sentence.  *Word recognition*  *Activity.*  Complete the (Twinkle)  worksheet in pack posted to you by me "The post office"  Find 12 words.  Have fun!  Children write one simple acrostic poem on the theme of post office.  ( see words under World Poetry Day in first column)  See Ken Nesbitt for ideas.  <https://www.poetry4kids.com/lessons/how-to-write-an-acrostic-poem/> | | **Licences**  Put word orally into a sentence.  *Art: write; read and draw.*  Complete 3 sheets  Twinkle) from my pack posted to you.  1. Passport application.  2. T.V licence form  3. Dog licence form. | | **Pen pal**  Put word orally into a sentence.    *Art: write; read and draw*  *SPHE personal connection to the class teacher.*  Activity: read my pen pal letter hand written for each child. Then each child can write a short letter with an illustration in the sheet attached to my letter in the stamp addressed letter to me. | | **Bank of Words**  Put word orally into a sentence.  *Reading; writing; cutting and sticking*  Use the Twinkle sheet for reading the 15 words.  Cut out and stick on A4 sheet in my pack that I posted to each family | | **Stationary**  Put word orally into a sentence.  Reading  Picture/ matching activity with word/ picture flashcards from Twinkle.  Use the 4 worksheets in your pack.  Cut out flashcard with word and picture and then  match word to picture . |
| **Reading aloud with a parent or older sibling.**  **How about your child reads to his/ her grandparents on face time after daily reading practice with parent!** | Read a home reader with parent and record on teacher   progress sheet.  Parents are to guide the reading and ask comprehension questions about the text. | | Read a home reader with parent and record on teacher   progress sheet.  Parents are to guide the reading and ask comprehension questions about the text. | | Read a home reader with parent and record on teacher   progress sheet.  Parents are to guide the reading and ask comprehension questions about the text. | | Read a home reader with parent and record on teacher   progress sheet.  Parents are to guide the reading and ask comprehension questions about the text. | | Read a home reader with parent and record on teacher   progress sheet.  Parents are to guide the reading and ask comprehension questions about |
| ***Tricky words 54 to 58 in the Jolly phonics' programme.***  Read, write full sentences and spell using the method i.e.; look and say and write. Look and say and cover and write x2  • Practice known tricky words – Spellings of tricky words  *could/should/would*  *On Friday please show me your child's spelling test on Seesaw homework*  • Write a sentence for each of the tricky words -*could/should/would.*  • Revise all tricky words using Handy Tricky Word list given by email on 12th March 2020  • Learn spelling of tricky words *could/should/would*  using the Look/Cover/Write technique.  Useful website for revision of known tricky words : : https://jolly2.s3.amazonaws.com/Resources/Tricky%20Word%20ChecklistNEW.pdf | Tricky word 54 *right*  Read, and put into a full sentence i  Read, spell and put Could into a full sentence in copy.  “Could”  Spelling.  look, say, cover and write in copy   Use the look and say and write method for spellings. | | Tricky word 55 two.   Read and put into full sentence in copy.    Read, spell and put should  into a full sentence in copy.  “should”   Spelling.  look, say, cover and write in copy   Use the look and say and write method for spellings. | | Tricky word 56 four. Read and put into a full sentence in copy.  Read, spell and put would into a full sentence in copy.  “Would”   Spelling.  look, say, cover and write in copy   Use the look and say and write method for spellings. | | Tricky word 57 goes.   Read and put into a sentence.    Revise spellings. *could/should/would*  look, say, cover and write in copy   Use the look and say and write method for spellings. | | Tricky word 58 does.  Read and put into a sentence.  Spelling test:  Have your child revise the spelling of  *could/should/would*  Then undertake a spelling test with your child.  Each word is spelt individually as follows:  Firstly before the child writes, the parents do the following:  1.Say the word.  2.Put the word into an oral sentence.  3. Say the word again.  Then ask your child to write this word in their copy. |
| **Blending. Jolly Phonics step 3. Unit 6.**  **Writing**  **Jolly Phonics:**  **Alternative Sounds – ie/y/igh/i\_e** | **Jolly Phonics:**  **Alternative Sounds – ie**  Say words that have ie sound in them.  Write words in sentences containing the blend ie.  • Engage with Geraldine the Giraffe you tube. <https://www.youtube.com/watch?v=ZvvUHml1KQc>• Sing the ABC Song.  • Revise and practice lower case and upper  case alphabet formation.  Focus on formation  of TUVWXYZ capital  letter formation.  • Revise the oa digraph.  • Revise the ng digraph.  • Revise the digraphs with Jack Hartman you tube<https://www.google.com/search?q=you+tube+jack+hartmann+diagraphs&rlz=1C1TEUA_enIE867IE872&oq=you+tube+jack+hartmann+diagraphs&aqs=chrome..69i57j0j69i64.55769j0j4&sourceid=chrome&ie=UTF-8>  • Revise Magic E song <https://www.youtube.com/watch?v=bZhl6YcrxZQ> | | **Jolly Phonics:**  **Alternative Sounds – y**  Say words that have ie sound in them.  Write words in sentences containing the blend y  • Engage with Geraldine the Giraffe you tube. <https://www.youtube.com/watch?v=k8y4VsZIn_Y>  • Sing the ABC song  <https://www.youtube.com/watch?v=Ba48jaLU2jI>  • Revise and practice lower case and upper  case alphabet formation.  Focus on formation  of TUVWXYZ capital  letter formation.  • Revise the oa digraph.  • Revise the ng digraph.  • Revise the digraphs with Jack Hartman you tube<https://www.google.com/search?q=you+tube+jack+hartmann+diagraphs&rlz=1C1TEUA_enIE867IE872&oq=you+tube+jack+hartmann+diagraphs&aqs=chrome..69i57j0j69i64.55769j0j4&sourceid=chrome&ie=UTF-8>  Revise Magic E song.  <https://www.youtube.com/watch?v=bZhl6YcrxZQ> | | **Jolly Phonics:**  **Alternative Sounds – igh**  Say words that have ie sound in them.  Write words in sentences containing the blend igh  • Engage with Geraldine the Giraffe you tube. <https://www.youtube.com/watch?v=OYCR2RZ4ZYY>  • Sing the ABC Song. <https://www.youtube.com/watch?v=Ba48jaLU2jI>  • Revise and practice lower case and upper  case alphabet formation.  Focus on formation  of TUVWXYZ capital  letter formation.  • Revise the oa digraph.  • Revise the ng digraph.  • Revise the digraphs with Jack Hartman you tube<https://www.google.com/search?q=you+tube+jack+hartmann+diagraphs&rlz=1C1TEUA_enIE867IE872&oq=you+tube+jack+hartmann+diagraphs&aqs=chrome..69i57j0j69i64.55769j0j4&sourceid=chrome&ie=UTF-8>  • Revise Magic E song.  <https://www.youtube.com/watch?v=bZhl6YcrxZQ> | | **Jolly Phonics:**  **Alternative Sounds – i\_e**  Say words that have ie sound in them.  Write words in sentences containing the blend i-e  • Engage with Geraldine the Giraffe you tube. <https://www.youtube.com/watch?v=o9JSTYL7vyc>  • Sing the ABC Song. <https://www.youtube.com/watch?v=Ba48jaLU2jI>  • Revise and practice lower case and upper  case alphabet formation.  Focus on formation  of TUVWXYZ capital  letter formation.  • Revise the oa digraph.  • Revise the ng digraph.  • Revise the digraphs with Jack Hartman you tube<https://www.google.com/search?q=you+tube+jack+hartmann+diagraphs&rlz=1C1TEUA_enIE867IE872&oq=you+tube+jack+hartmann+diagraphs&aqs=chrome..69i57j0j69i64.55769j0j4&sourceid=chrome&ie=UTF-8>  • Revise Magic E song.  <https://www.youtube.com/watch?v=bZhl6YcrxZQ>  <https://www.youtube.com/watch?v=o9JSTYL7vyc> | | **Jolly Phonics:**  **Alternative Sounds** Write 4 full sentences in copies with  **– ie/y/igh/i\_e**  • Revise and practice lower case and upper  case alphabet formation.  Focus on formation  of TUVWXYZ capital  letter formation  • Revise Magic E song.  <https://www.youtube.com/watch?v=bZhl6YcrxZQ>  • Sing the ABC Song. <https://www.youtube.com/watch?v=Ba48jaLU2jI> |
| **Maths. Number 10**  Complete Busy at Maths Senior Infants' school workbook.  Pages 86-89  Complete Busy at Maths Senior Infants' home/school links workbook.  Pages 31-34  Please Note: Free  Access to CJFallon  (Busy at Maths Book  Online) for Parents  [http://my.cjfallon.ie](https://cjfallon.us10.list-manage.com/track/click?u=42ecf40d2d66de172a760b678&id=fdc7a75c4a&e=ad31b44293), | ***Number 10 –***  ***Combine/Partition:***  • Listen and engage  with the Number  10 Song. <https://www.youtube.com/watch?v=FNEJXKTSkYM>  • Practice number 10  formation.  • Revise the number  10 formation rhyme  as follows: A  downward stroke,  that’s my one. Add  a zero, that’s my  number 10 done!  • Use concrete  materials to create  sets of 10.  • Combine and  partition sets within  10 to create a sum.  • Complete Page 31  in Busy at Maths in  Home book.  Complete Busy at Maths school workbook page 86.  Match numeral 10lto the sets that have 10 shapes. | | ***Number 10 – Combine/Partition***:  • Listen and engage with Jack Hartman Number 10. <https://www.youtube.com/watch?v=0zVLWGaLi7g>  • Use concrete materials to create sets of 10.  • Practice number 10 formation and rhyme. • Place sets of 10 objects around the house. Play I Spy – I spy with my little eye .. 10 cups. Encourage children to find the 10 objects around the house.  • Combine and partition sets within 10 to create a sum  • Complete Page 32 in Busy at Maths at Home book.  Complete Busy at Maths school workbook page 87.  Counting sets of animals and match to appropriate numeral. | | ***Number 10 – Vertical Addition***  • Listen and engage with the Numbers Song. <https://www.youtube.com/watch?v=FNEJXKTSkYM>  • Use concrete materials to create sets of 10.  • Practice number 10 formation and rhyme. • Introduce vertical addition using numerals  • Use dominos to practice counting the dots and write the number sums vertically.  • Complete Page 33 in Busy at Maths at Home book.  Complete Busy at Maths school workbook page 88.  Count the number in each set and write correct numeral in the box. | | **Number 10 – Vertical Addition**  • Listen and engage with the Numbers Song. <https://www.youtube.com/watch?v=FNEJXKTSkYM>  • Use concrete materials to create sets of 10.  • Practice number 10 formation and rhyme.  vertical addition using numerals and objects within 10  • Use dominos to practice counting the dots and write the number sums vertically.  Complete Page 33 in Busy at Maths home book.  Complete Busy at Maths school workbook page 89.  Trace the correct numeral that matches the number of objects in each set and colour the set. | | **Number 10 – Revise Number 10** • Use concrete materials to create sets of 10. • Practice number 10 formation and rhyme.  • Revise vertical addition using dominos.  . • Play Spring I Spy and count to 10. |
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| **Bua na Cainte**- sa bhaile -home  Ceacht 1-5.  Focus on the songs to learn the vocabulary firstly.  Refer to my previous email on 24th march on downloading the following: www.edco.ie/bua | **Theme: Sa Bhaile (At Home)**  Engage with Ceacht 5. Revision  Complete interactive activities on lesson.  Revise each of the songs and rhymes learned so far.  **Please Note:** Free access and download available for lessons using the link Bua na Cainte B for parents. | | **Theme: Sa Bhaile (At Home)**  • Engage with Ceacht 6.  • Complete interactive activities on lesson.  • Learn and practice the song ‘Tá Teidí ag Dul a Chodladh’.  **Please Note:** Free access and download available for lessons using the link Bua na Cainte for parents | | **Theme: Sa Bhaile (At Home)**  • Engage with Ceacht 7.  • Complete interactive activities on lesson.  • Learn and practice song ‘Cad atá sa Chistin?’.    **Please Note:** Free access and download available for lessons using the link Bua na Cainte B for parents | | **Theme: Sa Bhaile (At Home)**  • Engage with Ceacht 8.  • Complete interactive activities on lesson.  • Draw a picture of the story.  **Please Note:** Free access and download available for lessons using the link Bua na Cainte B for Parents\* | | **Theme: Sa Bhaile (At Home)**  • Revise lessons 5 to 8.  • Complete a selection of interactive activities from the lessons.  • Revise each of the songs and rhyme.  • **Scéal -** Listen to the story – ‘An Fear Sinséir’.  **Please Note:** Free access and download available for lessons using the link Bua na Cainte B for Parents |
| **The Arts; Music; SESE** | **Dabbledoo Lesson 29: Storm Music**  • Children will be invited to think about all the sounds we hear in a storm.  • Make a list of the sounds using pictures/words.  • Listen to 3 pieces of music in Lesson 29 and see if you can identify the storm sounds.  • Make four of the storm sounds with your voice, body, percussion or instruments.  [*Parents' Subscription*](https://info.dabbledoomusic.com/e2t/c/*N7h2Vmt9h-57W5bdKsc3ZVHSG0/*W1T4yfn30llBHW87WQPs4B1cYB0/5/f18dQhb0Sq5F8XJbV6W7BjjQL2qwv15W1V1cvw2M6_HkVf5kw857mvFqW3BJFQw5rxJ_lW5LrKdH9dXBPYW7thnR-9cYnM2W9gbGkW7NMjQCW85Q80R8hHFhbW4NF6LP2d52-vW5K1fhT8mDQJ0W3DjlZs83_PyqW834DLz8XWrk1V6bcqp1h4y5qW3vxKYl63-j-RW1tmXX45-2t5mW20Wxs758RTq6W20Y98h1Yg1QdW2Y6mXf6pksbsW1HpfPH1V66p3W7cvxVf8q5qBxVVQf4X5vDhTYW1p7XcP2vcd5mMgtdSTXn2kfW8l3dcV6Rqj-lV-LpGw4VmHWWN8Ct92BYNcgRW4tV46R3lbVg5W1lsXkb61LXCNW3NpYYT3MyCHpW4w876-5x7_3xW3Mr4qc8sKqGwW6RMYRc6RgrCRW9bb0jY8GclM4VPNtBv3FTs3TW8csLSq112nT1W5PY-TC5mfJrlW5y7gC73rkgxcW3jK4jd5xHh6gW714h8Q1nzmV_W7FdZyy9bZFhJW773tFJ7SQ7vBW5RFyNx5sXsB5N8MKkqFmRw0WDdXyXb-Fb_f4VcxYd03) | | **SESE**  The life cycle of the sunflower from seed to plant.  The different part of the sunflower.  1. roots.  2. stem.  3. leaves.  4. petals.  5. seeds.  Activity: using the teacher devised sheet from your postal package, draw a sunflower and add the above labels to your picture. Colour in using crayons or paint. | | **SESE/SPHE**  **Myself – My Senses**  • Listen and engage with the Five Senses Song.  • Name the five senses and what each sense is used for.  • Explore Spring using the Five Senses - what can I see; hear; smell; touch and taste on my walk in the local park with Mammy and Daddy.  Reinforce the importance of hand washing after each trip out of home and before eating. | | **Art**-  Children design a rainbow on an A4 page and colour in the following colours from top to bottom: Red; orange; yellow; green; blue; indigo; violet.  Then the children could display them on their front windows in solidarity with our front line workers. | | **SESE**  **Earth Day** was celebrated on 22nd April 2020.  Listen and engage with the song People in our neighbourhood <https://www.youtube.com/watch?v=V2bbnlZwlGQ>  Earth Day Discuss the following:  *Why is it important to take care of the Earth? How can we take care of the Earth? Discuss the importance of recycling* |
| **Mindfulness activities** to be practices to enable children have a tool to help with worry and stress in these unprecedented times.  **ECC ( Ethical core curriculum)**  1.Encourage your child to explore more about the faith of Islam during this important period of Ramadan. Please see PowerPoint emailed by Mary to the parents.  2.May Day in Ireland Friday May 1st (Celtic Feast of Bealtaine-) <https://www.youtube.com/watch?v=xD_2zCsTTD8>  Monday 4thApril Labour day (La an lucht Oibre)  <https://www.youtube.com/watch?v=QYc6p1c5__E>  **E.A.L Activities**  **(English as an Additional Language Activities)**  Listen to story **Lola Plants a Garden**2 or 3 times during the week.  <https://www.youtube.com/watch?v=OC7qurRN37A>  After listening to story, students draw their own garden with fruits, vegetables and flowers they would like to grow.  Use flash cards to give kids some ideas.  <http://www.megaworkbook.com/flashcards/vegetables>    Students can write their own poem and list what they drew in their garden.  Example:  *Peppa ,Peppa,*extraordinary,  How does your garden grow?  With *carrot* seeds  And *radishes* and *daisies*,  And pretty *daffodils* all in a row.    (Name, Name) , extraordinary,  How does your garden grow?  With \_\_\_\_\_\_\_ seeds  And \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_  And pretty \_\_\_\_\_\_\_\_\_\_ all in a row. | Mindfulness for Children – Headspace Meditation for Kids  <https://www.headspace.com/meditation/kids> | | Mindfulness for Children – Headspace Meditation for Kids  <https://www.headspace.com/meditation/kids> | | Mindfulness for Children – Headspace Meditation for Kids  <https://www.headspace.com/meditation/kids> | | Mindfulness for Children – Headspace Meditation for Kids  <https://www.headspace.com/meditation/kids> | | Mindfulness for Children – Headspace Meditation for Kids  <https://www.headspace.com/meditation/kids> |
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