**June Home-school Ideas Week 1**

**Maths**

**1st Class only**

* **Money**
* Recognise, exchange and use coins up to the value of 50 cents.
practise tendering and receiving amounts of money
calculate and give change
exchange a coin or coins for others of equal value
* Calculate how many items may be bought with a given sum.
* Recognise and use coins up to 50c.
* Select the appropriate coins in shopping activities
* Solve practical tasks and problems using coins up to 50c with totals to 99c
* ***Resources available in Busy at Maths (1st Class) pages 150 - 154***

***Complete Busy at Maths Weblink Activities 150A to 154A***

***Links to Weblink Activities***

<http://data.cjfallon.ie/resources/19619/activity-150/index.html>

<http://data.cjfallon.ie/resources/19619/activity-151/index.html>

<http://data.cjfallon.ie/resources/19619/activity-152/index.html>

<http://data.cjfallon.ie/resources/19619/activity-153/index.html>

<http://data.cjfallon.ie/resources/19619/activity-154/index.html>

***As I’ve posted here before there is an excellent website called Teachingmoney.co.uk with a euro section where various games based around recognising and using money can be played***

***Link:*** <https://www.teachingmoney.co.uk/eurosite/euroindex.html>

***Tables - 4.***

**I’ve also included a Photocopiable Master (PCM) page 117 which has some teaching ideas related to this week’s work.**

**2nd Class only**

* **Subtraction (with renaming)**
* Develop an understanding of subtraction as deducting, as complimenting and as difference
* Develop and recall mental strategies for suntraction 0 – 20
* *Discuss different strategies for subtracting numbers*
* Construct number sentences involving subtraction of whole numbers, solve problems involving subtraction
* Estimate differences within 99
* *Use rounding strategies*
* Subtract numbers without and with renaming within 99
* *Estimate difference using tens. Written calculations after plenty of practical and mental calculations. Check answers using hundred square, number line or addition*
* Use the symbols +, -, =, <, >
* Solve one-step and two-step problems involving addition and subtraction

***Resources can be found in Busy at Maths 1 (CJ Fallon) Pages 152 - 155***

***Complete Busy at Maths Weblink Activities 152A to 155A***

***Links for Weblink activities***

<http://data.cjfallon.ie/resources/19626/activity-152/activity-152/index.html>

<http://data.cjfallon.ie/resources/19626/activity-153/activity-153/index.html>

<http://data.cjfallon.ie/resources/19626/activity-154/index.html>

<http://data.cjfallon.ie/resources/19626/activity-155/index.html>

***I’ve also included a Photocopiable Master (PCM) page 120 which has some teaching ideas related to this and last week’s work.***

***Using topmarks.co.uk type paint the squares into the search engine to get an interactive hundred square which is useful for teaching the subtraction of numbers within 100.***

***Tables x 3. Here’s a link to a useful multiplication chart.*** <https://toolkit4maths.com/cpdcol/cpd_math_manipulatives10/index.php?tpage=interactive-multiplication-chart/#/interactive-multiplication-chart>

**English**

* **Unit 13 (2nd) – Inventions**
* Lesson 1: Discussion. Introduce the topic ‘Inventions’ by referring to the posters and playing the audio. Where necessary, pause and explain words or phrases if they aren’t understood**. Page 56 - 57. Link to posters below**
* Vocabulary Game **(found online – lesson 1)**. **Link below**
* Lesson 2: Review. Revise the posters and talk about them and play the audio
* OLP Response Book: p. **56 - 57.**
* Vocabulary Game **(found online – lesson 2)**. **Link below**
* Lesson 3: Revise posters and audio. Particular words may be used or explained in a different context. Focus on invention of the television. Discuss the poem ‘Before TV.’
* OLP response book p. **58**
* Vocabulary Game **(found online – lesson 3)**. **Link below**
* Lesson 4: Revise poster and audio.
* Slideshow. Additional Activities **(found online – lesson 4)** – Revise the posters and talk about them. Use the spotlight to highlight certain elements as they are being discussed
* OLP response book p.**59**
* Vocabulary Game and additional activities **(found online – lesson 4). Links below**
* ***To find the pages highlighted above, go into CJ Fallon – 2nd t class – English – Rainbow Oral language – Oral language first class response book (Unit 13)***
* ***Interactive activities (online lessons) connected to the book can be found by ticking the OLP online activities box, then choose 2nd class and it’s unit 13***

***Link for online activities***

<https://rainbow.cjfallon.ie/#/units/second/13> (Interactive posters)

<https://rainbow.cjfallon.ie/#/units/second/13> (Lesson 1 Vocabulary Game)

<https://rainbow.cjfallon.ie/#/units/second/13> (Lesson 2 Vocabulary Game)

<https://rainbow.cjfallon.ie/#/units/second/13> (Lesson 3 Poem)

<https://rainbow.cjfallon.ie/#/units/second/13> (Lesson 3 Vocabulary Game)

<https://rainbow.cjfallon.ie/#/units/second/13> (Lesson 4 Slideshow)

<https://rainbow.cjfallon.ie/#/units/second/13> (Lesson 4 Vocabulary Game)

Read the next 10 pages (or as many as you wish) of either George’s Marvellous Medicine, The Twits or The Enormous Crocodile.

* ***Continue with comprehension worksheets for George’s Marvellous Medicine.***
* ***Read whatever is available to the children at home*.**
* ***Continue with the Just Phonics book. 3 pages per week (if you have the book available). (Start on the last unfinished page)***
* Design a Water safety poster
* Spelling tests can be done if you wish by following on from where we left off using spellbound. ***Spellbound can be found on CJ Fallon website by ticking Primary – 1st or 2nd Class – English – Spellbound (1 or 2) – online book.*** The related chapters can be completed week to week.
* ***Write a letter to an elderly relation or friend and post it and write an email and send it to a relation, teacher or friend of the family. Discuss the similarities and differences of both.***

**Irish**

* Revise pages 43 - 44 (**Bréagáin**) in Bun go Barr 1
* Play the interactive games associated with this chapter.
* ***Resources available in Bun go Barr 1 (CJ Fallon)***
* ***The following questions CAN be asked on the poster on pages 43 - 44 in the book (Bun go Barr 1). If you don’t have access to be the book it is Póstaer 7 in Bun go Barr 1 on the website.***
* ***Link to the poster:*** <https://my.cjfallon.ie/ebooks/ab320/bgb1_post07.jpg>
* ***Responses are attached***
* Céard atá sa phictiúr? Tá \_\_\_ sa phictiúr.
* Cé a fheiceann tú sa siopa? Feicim / Ní fheicim ... sa siopa
* An bhfuil ... agat sa bhaile? Tá / Níl ... agam sa bhaile
* An maith leat ...? Is / Ní maith liom ...
* Cén dath atá ar an ...? Tá dath ... ar an ...
* Cad é seo? Cad é sin? Seo é …..
* Cé / Céard atá sa phictiúr? Tá \_\_\_\_ sa phictiúr
* Céard a fheiceann Rossa, Neasa?
* An bhfuil leabhar, bus, teidí, balún, péint srl. sa phictiúr?
* Cén dath atá ar an gcarr, ar an mbus, ar an liathróid srl.?
* An bhfuil bríste, spéaclaí, lámhainní, buataisí ar Chlíona?
* An bhfuil bríste, cóta, lámhainní, buataisí ar Dhaideo?
* Cén dath atá ar bhríste Mhamó, Chlíona, Neasa, Rossa?
* An maith leat an rothar, an eitleog, an liathróid srl.?
* An fearr leat teidí nó liathróid? péint nó rothar, bus nó buicéad srl.
* An fearr leat rothar nó liathróid? Is fearr liom... 2
* An fearr leat buicéad nó spád? Is fearr liom...
* An fearr leat leabhar nó bréagáin? Is fearr liom...
* An fearr leat peann nó peann luaidhe? Is fearr liom...
* An fearr leat úll nó oráiste? Is fearr liom...

***Revise the vocabulary:*** péint, scuab, rothar, bábóg, scátaí, criáin, eitleog, téad, spád, bus, bád, teidí, carr, balún, buicéad, leabhar, liathróid, siopadóir, airgead ... agus ... bréagáin

***Write some simple sentences. Use pages 72-75 in Bun go Barr 1 to help you.***

***Link:*** <https://my.cjfallon.ie/preview/index/1421/76>

**Geography**

**People and places in other areas/Inventions/Where in the World**

* Become familiar with some aspects of the lives of people and especially of children in Ireland, Europe and other areas.
* *People and communities. Needs of people for food, shelter and clothes, school and work. Games, songs and customs, festivals and feasts, environments in which people live. Adapting to environments. Use of local building materials (e.g. thatch, slate, stone in walls, road surfaces, etc.)*
* Appreciate ways in which people in different areas depend on one another and on people living in other parts of the world.
* ***Resources based around inventors and inventions from around the world are included.***

***Science***

**Properties and characteristics of materials/Inventions.**

* Identify and investigate a range of common materials used in the immediate environment
* Describe and compare materials, noting the differences in colour, shape and texture.
* Begin to distinguish between natural and manufactured materials
* Group materials according to their properties
* Identify and investigate materials that absorb water and those that are not waterproof
* Begin to explore how different materials may be used in the construction of homes suited to their environments

***I’ve included a link to a video on how to make your own simple telephone and a worksheet to invent your own machine***

***Links:*** <https://www.google.com/search?q=how+to+make+a+telephone+for+kids&oq=how+to+make+a+telephone+for+kids&aqs=chrome..69i57.17758j0j4&sourceid=chrome&ie=UTF-8#kpvalbx=_7NrPXsqdBdjO1fAPj6qQyAk51>

<https://www.youtube.com/watch?v=3yqB2KFwJCo> (This video explains the science behind how it works)

**History**

**Stories/Inventors and Inventions/Tim Berners Lee**

* Distinguish between fictional accounts in stories, myths and legends and real people and events in the past
* Discuss chronology of events (beginning, middle, end) in a story
* Discuss the actions and feelings of characters
* Express or record stories through simple writing, art work, drama, music, mime and movement and using information and communication technologies
* Display storyline pictures showing episodes in sequence
* Use appropriate timelines

***I’ve included a number of resources about a number of inventors and inventions and separate resources about Tim Berners Lee the creator of the World Wide Web. Feel free to do both or either.***

***Link to Inventors Video for Kids:***

<https://www.youtube.com/watch?v=i02IkTr4nNQ>

***Link to how the internet works video (some of the vocabulary is a little advanced):*** <https://www.youtube.com/watch?v=UXsomnDkntI>

***Link to a video explaining how the World Wide Web came about:*** <https://www.youtube.com/watch?v=Msyl-stMklk>

**Internet Safety**

***I’ve included a link to the Webwise videos on internet safety and a worksheet to write down some rules. If the link doesn’t work type html heroes into Google.***

<https://www.webwise.ie/html-heroes/>

**PE**

* Get the children out for a run or walk if possible.
* Practice ball skills, whether it’s throwing and catching or kicking and catching the ball against a wall.
* Use a racket or hurl to practice striking skills.
* Joe Wicks has a PE with Joe on Instagram. (Some of the content the children mightn’t be able to do but there are stretches etc that they will).
* Use other online Yoga/Pilates resources.
* The 10 at 10 exercises are available on RTE junior.
* Football: FAI Grassroots are providing home skills activities on their Facebook page
* GAA: Pat Kilcoyne is providing GAA skills challenges on Twitter.
* I have attached posters of the how to encourage/teach the correct technique in various physical disciplines or physical literacy. Focus on ***throwing and kicking*** this week.

***Posters showing the various fundamental movement skills have been attached previously. I will email them to you again if you wish. Just end me an email.***

***All the resources outlined above (that I haven’t attached) are free to use currently due to the Covid 19 pandemic and can be found at the pages I’ve specified.***

**I CAN’T STREES ENOUGH THAT NOBODY IS TO FEEL UNDER ANY OBLIGATION TO COMPLETE ANY OR ALL OF WHAT IS OUTLINED ABOVE. IT IS MERELY A SUGGESTION OF WHAT CAN BE DONE IF THE TIME/SITUATION ALLOWS. STAY SAFE!**

**You can contact me directly if you wish on** **LCCootehall@gmail.com**

**I hope everyone is keeping safe and well and say hi for me to all.**