**June Home-school Ideas Week 2**

**Maths**

**1st Class only**

* **Subtraction**
* Develop and understanding of subtraction as deducting, as complimenting and as difference 0-20
* Develop and/or recall mental strategies for subtraction 0-20
* Estimate the difference within 99
* Subtract numbers without renaming within 99
* Use the symbols +, -, =
* Solve one-step problems involving addition or subtraction
* ***Resources available in Busy at Maths (1st Class) pages 155 - 157***

***Complete Busy at Maths Weblink Activities 155A to 157A***

***Links to Weblink Activities***

<http://data.cjfallon.ie/resources/19619/activity-155/activity-155/index.html>

<http://data.cjfallon.ie/resources/19619/activity-156/index.html>

<http://data.cjfallon.ie/resources/19619/activity-157/activity-157/index.html>

***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.***

***Link:*** <https://www.topmarks.co.uk/learning-to-count/paint-the-squares>

***Tables - 5.***

**I’ve also included a Photocopiable Master (PCM) page 118 which has some teaching ideas related to this week’s work.**

**2nd Class only**

* **Two Step Problems**
* Construct number sentences and number stories; solve problems involving addition within 99
* Add numbers without and with renaming within 99
* Explore and discuss repeated addition and group counting
* Develop an understanding of subtraction as deducting, as complimenting and as difference
* Construct number sentences involving subtraction of whole numbers, solve problems involving subtraction
* Subtract numbers without and with renaming within 99
* 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 156 - 162***

***Complete Busy at Maths Weblink Activities 156A to 162A***

***Links for Weblink activities***

<http://data.cjfallon.ie/resources/19626/activity-156/index.html>

<http://data.cjfallon.ie/resources/19619/activity-157/activity-157/index.html>

<http://data.cjfallon.ie/resources/19619/activity-158/index.html>

<http://data.cjfallon.ie/resources/19626/activity-159/index.html>

<http://data.cjfallon.ie/resources/19626/activity-160/index.html>

<http://data.cjfallon.ie/resources/19626/activity-161/activity-161/index.html>

<http://data.cjfallon.ie/resources/19626/activity-162/activity-162/index.html>

***I’ve also included a Photocopiable Master (PCM) page 123 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.***

***Link:*** <https://www.topmarks.co.uk/learning-to-count/paint-the-squares>

***Tables x 5***

***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 16 (2nd) – Animals in the Garden**
* Lesson 1: Discussion. Listen and find various animals **Page 68 - 69. Link to posters below**
* Vocabulary Game **(found online – lesson 1)**. **Link below**
* Lesson 2: Review. Matching game p. **68 -69.**
* 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. Poem ‘The night I met the hedgehog.’
* OLP response book p. **70**
* Poem **(found online – lesson 3)**
* 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. Again particular words may be used or explained in a different context.
* OLP response book p.**71**
* Jokes and Tongue twister
* 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 16)***
* ***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 16***

***Link for online activities***

<https://rainbow.cjfallon.ie/#/units/second/16> (Interactive posters)

<https://rainbow.cjfallon.ie/#/units/second/16> (Lesson 1 Vocabulary Game)

<https://rainbow.cjfallon.ie/#/units/second/16> (Lesson 2 Vocabulary Game)

<https://rainbow.cjfallon.ie/#/units/second/16> (Lesson 3 Poem)

<https://rainbow.cjfallon.ie/#/units/second/16> (Lesson 3 Vocabulary Game)

<https://rainbow.cjfallon.ie/#/units/second/16> (Lesson 4 Slideshow)

<https://rainbow.cjfallon.ie/#/units/second/16> (Lesson 4 Additional Activities)

<https://rainbow.cjfallon.ie/#/units/second/16> (Lesson 4 Jokes)

<https://rainbow.cjfallon.ie/#/units/second/16> (Lesson 4 Tongue Twister)

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)***
* 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 short account of a day in the life of a particular insect. Where did you go? How did you get there? What did you see? What did you meet? What did you eat? Did you feel afraid of anything?***
* ***Or***
* **Write a limerick about an insect**

**Irish**

* Revise pages 50 - 51 (**Lá Fliuch**) 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 50 - 51 in the book (Bun go Barr 1). If you don’t have access to be the book it is Póstaer 8 in Bun go Barr 1 on the website.***
* ***Link to the poster:*** <https://my.cjfallon.ie/ebooks/ab320/bgb1_post08.jpg>
* ***Responses are attached***
* Cé atá ag siúl, ag léim, ag gáire, ag scátáil? Tá \_\_\_\_ ag \_\_\_\_.
* Cá bhfuil lacha a haon, lacha a trí, lacha a seacht srl? Tá lacha a \_\_\_ sa/ar an \_\_\_\_.
* An bhfuil cóta báistí, hata báistí ar Mhamó, ar Róló? Tá/Níl \_\_\_\_ ar \_\_\_\_.
* An bhfuil hata buí ar Dhaideo, ar Mhamó, ar Chlíona?
* An bhfuil buataisí dearga ar Dhaideo, ar Chlíona?
* Cén hata atá ag lacha a trí, a sé, a naoi? Tá hata \_\_\_ ag \_\_\_.
* An bhfuil hata bándearg ag lacha a ceathair, a sé? Tá/Níl hata a \_\_\_\_ ag \_\_\_\_.
* Cén lacha atá sa chrann, sa bhuicéad, ar an mbus, ar an luascán? Tá lacha \_\_\_\_ sa/ar an \_\_\_.
* An bhfuil Mamó, Daideo, Mímí fliuch nó tirim? Tá/Níl \_\_\_\_ \_\_\_\_.
* An bhfuil tú fliuch, tirim, fuar, te? Táim/Nílim \_\_\_\_\_.
* Cén dath atá ar hata lacha a cúig? Tá dath ...
* Cén dath atá ar hata lacha a trí? Tá dath \_\_\_\_ ar hata lacha a \_\_\_\_.
* Cén dath atá ar hata lacha a seacht? Tá dath ...
* Cén dath atá ar hata lacha a ceathair? Tá dath ...
* Cén dath atá ar hata lacha a hocht? Tá dath ...

***Revise the vocabulary:*** scáth báistí, hata báistí, fliuch, tirim, lacha, pluda, buicéad, buataisí, eitleog, cóta báistí, báisteach

***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>

**SESE**

**Minibeasts**

* Identify, discuss and appreciate the natural and human features of the local environment
* Observe and develop an awareness of living things in a range of habitats in local and wider environments
* Observe similarities and differences among plants and animals in different local habitats
* Observe, identify and explore a variety of living things in local habitats and environments
* Develop some awareness of plants and animals from the wider environments
* Recognise and describe the parts of some living things
* Group and sort living things into sets according to certain characteristics

***I’ve included a number of resources based around mini-beasts. Pick and choose which you wish to engage it and if you could send me on a sample or a picture of what you have done, that would be great.***

***I’ve also included a couple of videos based on minibeasts for kids.***

***Links:*** <https://www.youtube.com/watch?v=nqxkUVfRxQY> (bugs and insects video)

<https://www.youtube.com/watch?v=516_G7eJegw> (Collecting Insects Videos)

**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 ***striking with hand and striking with an implement*** 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**](mailto:LCCootehall@gmail.com)

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