**May Home-school Ideas Week 2**

**Maths**

**1st Class only**

* **Counting and numeration**
* count the number of objects in a set to 99
* read, write and order numerals 0‒99
* count on and back from a given number 0‒99, using concrete materials, number line and hundred square
* state the number that follows or precedes a number
* estimate the number of objects in a set 0‒20
* compare equivalent/non-equivalent sets 0‒20
* Understand the relationship between tens and units

***Resources can be found in Busy at Maths 1 (CJ Fallon) Pages 116 - 120***

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

***Revise tables +7 to +8. These can be done individually or mixed together***

**I’ve also included a Photocopiable Master (PCM) page 111 which has some teaching ideas related to this week’s work.**

**2nd Class only**

* **Counting and numeration**
* recognise pattern and predict subsequent numbers
* explore odd and even number patterns
* explore and use patterns in addition facts
* recognise pattern on the hundred square
* read, write and order numerals 0–99
* count on and back from a given number 0–99, using concrete materials, number line and hundred square
* count on in 2, 4, 5, 10, 3 & 6
* explore, identify and record place value 0–99; group and count in tens and units using a variety of concrete materials (cubes, lollipop sticks, etc.) and pictorial examples
* express groups of counters as units or as tens and units
* record place value 0–99 concretely, pictorially and symbolically
* explore and discuss repeated addition and group counting in tens.

***Resources can be found in Busy at Maths 1 (CJ Fallon) Pages 124 – 129***

***Complete Busy at Maths Weblink Activities 124A to 129A***

**I’ve also included a Photocopiable Master (PCM) page 118 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 numbers within 100.***

***Revise tables -7 to -8. These can be done individually or mixed together***

**English**

* **Unit 14 – People at Work**
* Lesson 1: Discussion. Discuss the various jobs people do. What are the positives/negatives associated with each job and whether they know anyone in the local community employed in a particular profession. OLP
* Response Book: pages **60-61.**
* Vocabulary Game **(found online – lesson 1)**.
* Lesson 2: Review. Create an odd one out for the various jobs shown and group them (eg. Wears a uniform etc).
* OLP Response Book: p. **62.**
* Vocabulary Game **(found online – lesson 2)**.
* Lesson 3: Revise poster and audio. Discuss the tools used by each profession.
* OLP response book p. **63**
* Vocabulary Game **(found online – lesson 3)**.
* Lesson 4: Revise poster and audio.
* Slideshow. Additional Activities **(found online – lesson 4)** – Talk About.
* Vocabulary Game **(found online – lesson 4)**
* ***To find the pages highlighted above, go into CJ Fallon – 1st class – English – Rainbow Oral language – Oral language first class response book (Unit 14)***
* ***Interactive activities (online lessons) connected to the book can be found by ticking the OLP online activities box, then choose 1st class and it’s unit 14***
* 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)***
* Plan a story/create a character profile.
* ***I’ve included a character template but feel free to use your own.***
* 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.

**Irish**

* Revise pages 16 - 17 (Sa Bhaile) 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 16 - 17 in the book (Bun go Barr 1). If you don’t have access to be the book it is Póstaer 3 in Bun go Barr 1 on the website.***
* ***Responses are attached***
* Cé atá sa phictiúr? Tá \_\_\_ sa phictiúr.
* Cá bhfuil ...? Tá an ... sa ...
* An bhfuil ... ag ...? Tá / Níl ... ag ...
* Cé / Céard atá sa ...? Tá / Níl ... sa ...
* Cé / Céard atá ar an ...? Tá / Níl ... ar an ...
* Cé atá sa phictiúr? Tá \_\_\_\_\_ sa phictiúr.
* Cé atá sa chistin, sa leaba, sa charr, sa ghairdín? Tá \_\_\_\_\_ sa \_\_\_\_\_\_.
* Cá bhfuil an cupán, an lón, an pláta? Tá an \_\_\_\_\_\_\_ ar an \_\_\_\_\_\_.
* Cá bhfuil Mamaí, Mímí, Teidí? Tá \_\_\_\_\_ sa / ar an \_\_\_\_\_\_\_.
* An bhfuil Mamaí sa chistin, sa bhosca, sa charr? Tá / Níl Mamaí sa \_\_\_\_\_\_\_.
* An bhfuil an mála ar an mbord, ar an urlár, ar an rothar? Tá / Níl an mála ar an \_\_\_\_\_.
* An bhfuil Mamó ag ithe, ag rothaíocht, ag súgradh? Tá /Níl Mamó ag \_\_\_\_\_.
* Céard atá ar an urlár? Tá \_\_\_\_ ar an urlár.
* Céard atá ar an mbord? Tá \_\_\_\_\_ ar an mbord.
* An bhfuil Mamaí, Mímí, Daidí, Mamó, Rossa sásta nó crosta? Tá / Níl \_\_\_\_ sásta/crosta.
* Cá bhfuil an crián buí (dearg, gorm)? srl. Seo é! Tá sé agam!
* Cá bhfuil an peann luaidhe glas? srl. Feicim é! Seo duit!
* Cá bhfuil mo chóipleabhar? srl. Tá sé sa mhála.
* Cá bhfuil mo lón, mo bhuidéal? srl. Tá sé ar an mbord.
* Cá bhfuil mo mhála scoile? srl. Tá sé ar an urlár.

***Revise the vocabulary:*** Bosca, leaba, pláta, mála, bord, lón, carr, ciseán, cupán, rothar, bróg, stoca, cóta, hata, ar an urlár, ar an mbord, sa chiseán, sa bhosca, sa chófra, sa mhála

**Geography**

**Road signs and maps**

* Look at road signs we see in the area
* Discuss the meaning of the most common road signs
* Discuss where to place road signs on a map of a town and place appropriately
* Take pictures of road signs they see around them
* Design/Draw a town/village looking at buildings and roads and where signs would be needed
* ***I’ve included a template on designing a town and some road signs. Feel free to use your own. There are a number of road signs that can be found on Twinkle.***

**Science**

**Sound**

* Revise the senses and focus on sound
* Use what was learned in directions to play blind man’s buff – explore how we use sounds to identify the world around us
* Go on a sound walk and record (paper) the sounds that we hear
* Discuss ‘noise pollution’
* Identify instruments and sounds played to them from a sound/music video
* Look at how sound is made and understand that it is caused by vibrations – use a slinky to demonstrate this
* Design/Make a percussion instrument.
* ***I’ve included a template of a science experiment showing how vibrations make sound and instructions on how to make a homemade banjo. Feel free to do these if you wish. If you don’t have the materials available there are a number of other homemade instruments you might like to try that can be found online.***

**History**

* Distinguish between past, present and future; develop an understanding of chronology through exploring and recording simple sequences and by placing developmental pictures (baby, toddler, growing child, teenager, etc.) in historical sequence. (Use your own photographs if possible)
* Discuss why some events happened and their consequences
* Explore instances of change and continuity in people’s growth and development.
* Look carefully at old and recent photographs and make observations and comparisons between past and present. Discuss clothes, location, physical differences, capabilities then and now and how these have progressed.
* Listen to older people talk about their experiences when they were young – asking parents or other relatives about what they were like as a baby/toddler.
* Imagine and discuss the feelings of children who might not be able to do things as well or at the same age as others.
* Create a simple museum of artefacts from when they were babies until now and create a timeline.

Photograph the items (such as toys, clothes, bike etc) and label in chronological order.

***I’ve included a PowerPoint with a few tips on how to approach this and a template to fill in as an extension activity***

**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 ***hopping and skipping*** this week.

***Posters showing the various fundamental movement skills are in the attachments***

***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**

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