**May Home-school Ideas Week 3**

**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
* count on in 2, 5 & 10

***Resources can be found in Busy at Maths 1 (CJ Fallon) Pages 125 – 130***

***Complete Busy at Maths Weblink Activities 125A to 130A***

***Links to Weblink Activities***

<http://data.cjfallon.ie/resources/19619/activity-125/index.html>

<http://data.cjfallon.ie/resources/19619/activity-126/index.html>

<http://data.cjfallon.ie/resources/19619/activity-127/index.html>

<http://data.cjfallon.ie/resources/19619/activity-128/index.html>

<http://data.cjfallon.ie/resources/19619/activity-129/index.html>

<http://data.cjfallon.ie/resources/19619/activity-130/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 numbers within 100.***

***Revise tables +9 to +10. These can be done individually or mixed together***

**I’ve also included a Photocopiable Master (PCM) page 113 which has some teaching ideas related to this week’s work.**

**2nd Class only**

* **Subtraction**
* Develop an understanding of subtraction as deducting, as complementing and as difference
* Develop and recall mental strategies for subtraction 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 136 - 139***

***Complete Busy at Maths Weblink Activities 136A to 139A***

**Links for Weblink activities**

<http://data.cjfallon.ie/resources/19626/activity-136/activity-136/index.html>

<http://data.cjfallon.ie/resources/19626/activity-137/activity-137/index.html>

<http://data.cjfallon.ie/resources/19626/activity-138/index.html>

<http://data.cjfallon.ie/resources/19626/activity-139/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 numbers within 100.***

***Revise tables -9 to -10. These can be done individually or mixed together***

**English**

* **Unit 15 – The GAA**
* Lesson 1: Discussion. Discuss what is happening in the picture
* Response Book: pages **64-65.** Play odd one out game
* Vocabulary Game **(found online – lesson 1)**.
* Lesson 2: Review. Expand on what is happening in the picture and add in questions such as why is it necessary to practice football/hurling etc. What other hobbies/interests would we need to practice and why? What does a referee do and why is he/she necessary?
* OLP Response Book: p. **64-65.**
* Vocabulary Game **(found online – lesson 2)**.
* Lesson 3: Revise poster and audio. Discuss the poem ‘Football Dream.’
* Discuss the various skills shown in the book and how you could improve them
* OLP response book p. **66**
* Vocabulary Game **(found online – lesson 3)**.
* Lesson 4: Revise poster and audio.
* Slideshow. Additional Activities **(found online – lesson 4)** – Talk About.
* Match the ball to the game and discuss why each ball is specific to that game
* OLP response book p.**67**
* 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 15***

***Link for online activities:*** <https://rainbow.cjfallon.ie/#/units/first/15>

* 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)***
* Write the story you have planned and include the character from your character profile.
* 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 23-24 (Ar an Teilifís) 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 23 - 24 in the book (Bun go Barr 1). If you don’t have access to be the book it is Póstaer 4 in Bun go Barr 1 on the website.***
* ***Link to the poster:*** <https://my.cjfallon.ie/ebooks/ab320/bgb1_post04.jpg>
* ***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 ag léamh, ag ithe, ag rothaíocht? Tá \_\_\_\_\_ ag léamh. Tá \_\_\_\_\_ ag ithe. Etc
* Cé atá ar an urlár, ar an rothar, ar an gcathaoir? Tá \_\_\_\_ ar an urlár. Etc
* Cá bhfuil an t-subh, an mála, an hata? ar an ... Tá an subh ar an mbord. Etc
* An bhfuil Mamó ag léamh? An bhfuil Daideo ag léamh? Tá/Níl Mamó ag léamh. Etc
* An maith le Daideo spórt? An maith le Clíona spórt? Is/Ní maith le \_\_\_\_ sport. Etc
* An maith le Neasa an Lottó? An maith le Mamó an Lottó? Is/Ní maith le \_\_\_ an Lottó. Etc.
* An maith le Daidí cartúin? An maith le Rossa cartúin? Is/Ní maith le \_\_\_\_ cartúin.
* An maith le Neasa subh? An maith le Teidí an leaba?
* Cá bhfuil Teidí? Mímí? Cá bhfuil Róló?

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

**Geography**

**Maps**

* Look at how maps are used in order to locate items
* Use a map of a neighbourhood to locate buildings and features of that area/environment
* Look at google maps, globe and maps to explore the area in Ireland where we live
* Use a map to do a simple orienteering exercise to establish north, south, east and west. (This can be extended to include northeast, northwest etc)
* Use maps available or online to pick out various landmarks and areas (eg: woods, lakes etc) using the language of north, south, east and west.
* Draw a simple map of the area in which you live
* **My neighbourhood map attached but feel free to use any maps you wish (particularly if you have one of the local area).**

**Science**

**Fruit and Vegetables**

* Ask questions about living things and seeds. Do all fruits have seeds? Do vegetables have seeds?
* Observe and describe the characteristics of different fruits and their seeds (e.g. colour, texture)
* Analyse fruits and group them according to their seeds (one seed, a few seeds, many seeds) and how and where they grow.
* Experiment with the taste of various fruits.
* Observe fruits in the classroom and fruit trees/plants in the local environment.
* Sort and classify fruits according to colours.
* Examine the specific health benefits of certain fruits and vegetables.
* Design smoothie recipes
* Make smoothies
* ***I’ve included a PowerPoint on how various fruit and vegetables grow. I’ve also included some pictures to sort and classify. There are numerous others on Twinkle and online should you want/need more plus a simple worksheet matching fruit and vegetables to where they grow. The Website Strong4life has a simple explanation of the health benefits of various fruits and vegetables. Maybe you could make a short list with one fruit or vegetable of each colour and write a short sentence on how it benefits health.***

***Link to website:*** <https://www.strong4life.com/en/pages/healthy-eating/articles/superpowers-from-fruits-and-veggies>

**History**

* Explore and record traditional games, especially those common in the locality and known to parents or grandparents. *(focus on St Michael’s GAA)*
* Visit, explore and become aware of elements in the local environment which show continuity and change. (focus on St Michael’s GAA grounds and dressing rooms and how these came about)
* Listen to and record memories of older people about such places.
* Compare photographs, drawings and simple accounts of the site in the past with the site now.
* Use appropriate timelines
* Discuss the various teams, the clothes they are wearing, the black and white vs colour photographs, the surnames of the players, the grounds, how they have improved and how this came about and why?
* Make a list of things that have changed over the years and what has remained the same
* Discuss what elements could change or be improved on in the future.

***I’ve included some pictures of old St Michael’s teams and grounds. Apologies if the quality isn’t perfect. They were taken from the book St Michael’s GAA club, A Glance at our Past. Some of you may have it at home.***

**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 ***jumping and dodging*** 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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