**May Home-school Ideas Week 1**

**Maths**

**1st Class only**

**Counting and numeration**

**Revise**

* count the number of objects in a set to 50
* read, write and order numerals 0‒50
* count on and back from a given number 0‒50, using concrete materials **(if available, counters from a board game or lollipop sticks etc)**
* group and count in tens and units using a variety of concrete materials (any counters, etc) and pictorial examples

***Resources can be found in Busy at Maths 1 (CJ Fallon) Pages 91-95***

***Complete Busy at Maths Weblink Tutorial 10 page 75 (This is an instruction video and game through Busy at Maths. All weblinks are located under the online book)***

* 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

***Resources can be found in Busy at Maths 1 (CJ Fallon) Pages 114-1115***

***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 +4 to +6. These can be done individually or mixed together***

**2nd Class only**

**Revise Time**

Revise time using Weblinks 115A to 121 A

**Complete Busy at Maths Weblink Activities 115A to 121A. These can be found under the online book. (From the home screen, tick the box primary, 2nd class, maths, Busy at Maths, interactive. They are on the bottom of page 6).**

**Revision and angles**

* Examine items/objects that have angles or rotate; make angles using the hands of a clock
* use their own right angles to detect right angles in their local environment or around the house

**Resources can be found in Busy at Maths 2 (CJ Fallon) pages 121 - 123**

***Complete Busy at Maths Weblink Activities 122A to 123A***

***Revise tables -1 to -3. These can be done individually or mixed together***

**English**

* **Unit 13 – Aesop’s Fables**
* Lesson 1: Discussion. Recount the story The North Wind and the Sun. OLP
* Response Book: pages **56–57.**
* Vocabulary Game.
* Lesson 2: Review. Compose dialogue for various storytelling scenarios.
* OLP Response Book: p. **58.**
* Vocabulary Game.
* Lesson 3: Revise poster and audio. Stories – A selection of Aesop’s fables. Discuss stories. Vocabulary Game.
* Lesson 4: Revise poster and audio. Activity – That’s Good; That’s Bad. OLP Response Book: p. **59**. Slideshow. Additional Activities – Talk About.
* Vocabulary Game
* ***To find the pages highlighted above, go into CJ Fallon – 1st class – English – Rainbow Oral language – Oral language first class response book (Unit 13)***
* ***Interactive activities connected to the book can be found by ticking the OLP online activities box, then choose 1st class and it’s unit 13***
* 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 and/or create a character profile.
* ***I’ve included a template on planning a story but feel free to use your own.***

**Irish**

* Revise pages 8-9 (Bia) 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 8-9 in the book (Bun go Barr 1). If you don’t have access to be the book it is Póstaer 2 in Bun go Barr 1 on the website.***
* ***Responses are attached***
* Cé / céard é seo? Seo / Sin ...
* Céard a fheiceann tú sa phictiúr? Feicim / Ní fheicim ... sa phictiúr.
* Céard atá ag ...? Tá ... ag...
* Céard atá ar an ...? Tá / Níl ... ar an ...
* An maith leat...? Is / Ní maith liom ...
* Céard atá ar an mbord? Tá \_\_\_\_\_\_ ar an mbord
* An bhfuil arán, scón, bainne srl. ar an mbord? Tá/Níl \_\_\_\_\_ ar an mbord.
* Céard atá ag Mamaí, Rossa, Clíona srl.? Tá \_\_\_\_\_\_ ag \_\_\_\_\_\_.
* An bhfuil ispíní, criospaí, cnámh srl. ag Daidí, Róló, Mímí srl? Tá/Níl \_\_\_\_\_\_\_ ag \_\_\_\_\_.
* An maith le Mímí ispíní, Róló cnámh, Neasa scón srl? Is/Ní maith le \_\_\_\_\_ \_\_\_\_\_.
* Cé atá ag ól bainne, ag ithe sicín, ag ithe cairéid srl? Tá \_\_\_\_\_\_ ag \_\_\_\_\_\_.
* An maith leat bainne, im, arán, milseáin? Is / Ní maith liom ...
* Céard atá agat don lón? Tá ... agam.

***Revise the vocabulary:*** subh, arán, im, scón, sicín, cáca, úll, calóga, iógart, cairéid, milseáin, brioscaí, criospaí, ceapaire, ispíní, feoil, iasc, banana, cnámh, cáis, glasraí

**Geography**

**Farming**

* Ask questions about natural and human features in the immediate environment.
* Investigate the range of jobs that are carried out on the farm throughout the year and identify dangers on the farm.
* Design a farm safety poster
* ***Look at the modules about farming from DIG IN teachers resource to investigate farm animals and produce***

**Science**

* Ask questions about farming, farm animals, foods farm animals eat, hay and silage.
* Observe similarities between two-legged and four-legged animals, and between hay and silage.
* Sort and classify farm animals according to their number of legs.
* ***Use the teachers resource DIG IN to teach about sheep, pigs, poultry and cattle***

**History**

* Explore instances of change and continuity in the development of the tractor
* Examine an old-style tractor and note how it is similar to or differs from a modern tractor.
* Compare photographs and drawings of different tractors from the past with modern tractors, looking at choice and scale, etc.
* Discuss the reasons why some events happened and their consequences; paying attention to the changes in a farmer’s workload as well as the time it takes to carry out particular tasks.
* Why were certain changes made to tractors and were they always necessary? Are tractors or milking machines better now than they used to be?
* Look carefully at old and recent photographs and make observations and comparisons between past and present.
* Record findings.
* ***I’ve included some posters of old and new farm machinery/tractors. These can be accessed on Twinkle also.***

**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 walking and running this week.

***Posters showing the various fundamental movement skills***

***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**