Hello all,

I hope you are all keeping well and haven’t let the weather dampen your spirits this week. We have prepared some more work for the coming week to keep you all going. As always, thank you to everyone who has been sending on photographs, videos and samples of their work. You should all be very proud of yourselves, for all the work and dedication you have shown. We are thrilled to hear from you and love to see all the different things you are getting up to while you’re at home. If you have done any work you are proud of, school work or otherwise, we would love to see it. Likewise, if you have any questions or need help with anything, please email us at lconroydbrennan@gmail.com.

Have a great week!

Take care,

Laura Conroy & Deirdre Brennan

# **Senior Infants Work plan week beginning June 8th 2020**

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| --- | --- | --- | --- |
| **Subject** | **Topic** | **Workbook activities and Suggested Activities** | **Suggested Websites/apps** |
| **English** | **Reading – ‘Oh What Fun!’ pg 1-8****Phonics** **Writing** | There are supplementary readers available in ebook format on the Folens website. These readers are a fantastic way to revise all of the words your child has covered to date and have no new or additional words. On the Folens website, type the title of the book **‘Oh what fun!’** into the search bar. Read pages 1-8**Reading Zone Workbook –** go back over any pages you may not have already completed!**Tricky Words checklist –** This is a list of all the Jolly Phonics **‘tricky words’** we had been practicing in school. Have your child revise reading these words again and go over any they are unsure of. (see attachments)**Just Phonics workbook pg 68 - 71****Vowel diagraph – ‘ue’** saying **U** as in barbec**ue****‘er’ sound** as in burg**er*** Learn the new sounds **‘ue’** and **‘er’**
* Say a list of words with the **‘ue’** sound i.e. queue, fuel, blue, barbecue. Ask your child if they can identify the sound which is the same in all of the words.
* Explain that the sound is made up using two letters ‘u and e’. Have your child practice writing the **‘ue’** so they can see what it looks like.
* Play ‘Odd one out’ i.e. fuel, cue, book, argue, can your child identify the odd one out in the list
* Play ‘Thumbs up, Thumbs Down’ – focusing on a specific sound i.e. the **‘ue’** sound, say a word and have your child give it a thumbs up if it has the **‘ue’** sound or a thumbs down if it has a different sound
* The same activities may be used to introduce the **er** sound
* Complete the pages in Just Phonics workbook and encourage your child to read all the new words.
* Dictation – Call out simple sentences using the new words and get your child to write them down i.e. I like the colour blue.

**Just Handwriting pg 53 - 55**- Letter B, b, R, r and Q,q**Other activities:*** Read daily – Oxford readers are available in ebook form on the oxford owl website
* Folens are offering free access to over 330 Collins Big Cat ebooks and printable worksheets
* Encourage your child to write their own News daily i.e. Day, weather, one thing they did the previous day etc.
* Free writing – writing on a topic of choice
* Using your **tricky words** practice dictating/writing simple sentences.
* Write sentences using new words
* Download ‘**Jolly Phonics**’ and ‘**Teach Your Monster to Read**’ apps to practice phonics and reading.
 | Folensonline.ieEducateplus.ieOxfordowl.co.ukStarfall.comJolly phonics appTeach your Monster to read app |
| **Maths**  | **Revision** | **Busy at Maths and Busy at Maths Home school links workbooks –** complete any pages you may not have completed already**See attached folder for additional activities****Suggested Activities:**Revision:* Revise counting 1 -10. Using a number of cubes, blocks etc. ask your child to estimate and then count how many are in a given set. Challenge him/her to count larger numbers within 20. Can he/she identify the number on a numberline?
* Write out the numbers 1-20 on individual cards or use attached sheet, challenge your child to put the numbers in order 1-20
* Using a simple numberline revise before/after/between and ask your child the following questions
* Show me the number \_\_\_\_\_\_\_\_.
* Show me the number that comes before/after/between a certain number
* Show me the number that is 1 more/1 less than, 2 more/2 less than etc.
* Using a counter ask your child to count on/back from a specific number
* Challenge your child to find the missing number within 10 i.e.

4+  = 10. Start on 4, how many jumps do I need to take to get to 10?* Revise number bonds within 10 and practice orally i.e. There are 10 sweets in a bag. 7 of them are yellow and the rest are green. How many green sweets are in the bag? Record as a number sentence 7+ = 10
* Print some of the additional worksheets to practice the concepts outlined above
 | Topmarks.co.ukCjfallon.ieHit the Button app – useful for practicing addition facts within 10 |
| **Gaeilge** | **Revision – An scoil (school)** | **Revise the vocabulary on pg 18 - 21 in Bun go Barr Bunchéim B**This book is available on the CjFallon website along with an interactive activity for your child to practice – <http://data.cjfallon.ie/resources/SI_Ceacht_05.html>mála scoile = schoolbag, leabhar = book, criáin= crayons, bosca lóin = lunchbox, úll = apple, cnónna = nuts, peann luaidhe = pencil, ceapaire = sandwich, bainne = milk, iógart = yoghurt, cailleach = witch, púca = ghost, bairín breac = barmbrack ag léamh = reading, ag scríobh = writing, ag ithe = eating, ag péinteáil = painting, ag damhsa = dancingTaispeáin dom = show meCé atá sa phictiúr? = Who is in the picture?Cé atá ag rith/ag gáire/ag súgradh? = Who is running/laughing/playing?An bhfuil Rossa ag scríobh/ag ithe? = Is Rossa writing/eating?An maith leat? = Do you like? Is maith liom = I like Ní maith liom = I don’t like |  |
| **S.E.S.E (Social, Environmental, Scientific education)** | **Light** | * Discuss where light comes from? What would it be like if there was no light? Discuss different sources of light i.e. torch, candle, fire, sun etc. Which gives the brightest/dimmest light?
* Have your child draw/paste pictures of various light sources and label them.
* If you have a torch ask your child to examine it. Ask questions such as: How many batteries does it have? How do we put them in and where?
* Discuss and list occasions that we use lights for other than to see i.e. warning, celebration etc.
* Discuss power cuts. What light sources could we use?
* Investigate the different sources of light in your house and record them pictorially.

Sun as a source of Light:* Go outside on a sunny day. Encourage your child to locate their own shadow. What causes a shadow? (our bodies blocking the light from the sun)
* Encourage your child to make different shapes using their shadow i.e. can you make your shadow shorter/longer, make it wave, make it look like you have only one leg etc.
* Using chalk, draw around your child’s shadow. Carry out this activity at different times during the day, what do you notice about your shadow each time? What does this tell us?
 | Twinkl.co.ukFolensonline.ie -folens explorers |