



Date 10<sup>th</sup> May, 2020

### Home Learning Pack for Junior Infants

Hello everyone,

I hope that you are all staying safe, well and happy.

I was very sad to hear that we will not be back in school this term. Knowing that we won't see everyone for a long time can make it difficult to keep going. To keep motivated, I am really doing my best to stick to the Covid-19 routine which I created at the start of this time out of school. I also try to make sure I do one fun thing each day, something I really enjoy. Talking to my family and friends helps, as does getting outside. Hearing from you also cheers me up. I hope that you are finding ways to manage too.

As always, I am delighted to see the hard work which everyone has been doing. It is really lovely to see photos of you and your work and to see videos too. Keep it coming!

We sent a survey to parents last week and we will be putting together and discussing the results of that survey this week. Depending on the feedback, we may alter our distance learning routine. In the meantime, it will continue as before.

Please remember that further information and details will be on Seesaw. **New topics** will be highlighted as such and support and guidance on these will be highlighted below or on Seesaw. All activities are **suggestions only – I do not expect that all are completed.** Please do what you can. If you find that there are too many activities, go for the ones marked **key tasks.** Please also remember that if you can't print activities, that's fine. You can write answers (using your fingers) direct onto activities posted on Seesaw. Using a copy to write replies is also perfect.

Please also look at our Active Flag Blog, our Green Schools Blog and our Collect post. We hope that you were inspired by the Staycation Video on last week's Active Flag Blog.

Please remember that if you have any concerns or queries, I can be contacted via Seesaw or via the school email – [office@njs.ie](mailto:office@njs.ie) or [principal@njs.ie](mailto:principal@njs.ie). Ms Mc Sweeney, all of staff and I are here to help and support everyone in any way we can.

Best wishes to everyone and hope that you all stay safe and well.

Ms. Long

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NEWTOWN JUNIOR SCHOOL

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## Outline of Activities for Week beginning 11<sup>th</sup> May

### KEY ACTIVITIES HIGHLIGHTED IN RED

<p><b>Phonological Aware.</b></p>	<p><b>Nursery Rhymes: Incy Wincy Spider</b> - See <b>Seesaw App for a copy of the Rhyme</b></p> <ul style="list-style-type: none"><li>• Recite the rhyme together.</li><li>• Discuss the meaning of the words in the rhyme – do they know what a waterspout is?</li><li>• Identify any tricky words – the, all</li><li>• Identify the rhyming words – incy, wincy, spout, out, rain, again</li></ul> <p><b>Rhyming Words</b> <b>Rhyming words sound the same at the end.</b> <b>Seesaw App</b> – Rhyming words sheet – Can be completed orally</p>
<p><b>Oral Lang</b></p>	<p>Our Oral Language programme has now become available to parents.</p> <p>If this is your first time using Folens Online:</p> <ol style="list-style-type: none"><li>1. Click on the link below.</li><li>2. Register as a teacher. Roll number: Prim20</li><li>3. They will say to use the activation code sent to your email, but you do not need it. Simply sign in with your email and password and it will bring you straight to the lesson below.</li></ol> <p><a href="https://content.folensonline.ie/programmes/Starlight/SI/resources/posters/SL_SI_ACT_CHI4_004/index.html">https://content.folensonline.ie/programmes/Starlight/SI/resources/posters/SL_SI_ACT_CHI4_004/index.html</a></p> <p><b>Key Tasks</b></p> <ul style="list-style-type: none"><li>• <b>Play Story 1 (starters) and Story 2 (flyers) for your child.</b></li><li>• Click on <b>Questions</b>. Listen to each question and discuss the answers encouraging your child to use full sentences. Example: What is Jack eating? Jack is eating....</li><li>• Click <b>Activity</b>. Encourage your child to identify and explain the differences between the two images. <b>Teacher Tip:</b> It is important to encourage the children to use language rather than pointing, e.g. ‘The waiter is wearing a bow-tie in the picture and not in the other OR in the picture on the left/on the right.’</li><li>• Click <b>Labelling</b>. Have your child drag the labels onto the correct location in the poster.</li></ul>

**Optional Extra**

- Click on **Poem** and play the poem ‘The Meal’ by Karla Kuskin. Encourage children to speak the poem with appropriate expression, pace and intonation.

Ask children the following questions:

What’s wrong with the menu? Listen to the poem and identify what is wrong with Timothy’s menu. Encourage/scaffold the children to identify the mistakes in Timothy’s meal, using complete and detailed sentences. Try to elicit vocabulary such as horrible, disgusting, nasty, tasteless, unappetising, unpleasant, unsatisfying, disagreeable, etc.

Scaffold the children to replace some of the bolded words in the poem with words that would make a delicious, tasty meal for Timothy.

**Phonics**

**Key Task**

**Just Phonics:** Focus on letter names as well as letter sounds.

Pg. 50	Pg. 51	j Pg. 53
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**Phonics Game:** Click on the link below to play ‘Match Cards’.

<https://www.phonicsbloom.com/uk/game/match-cards?phase=2>

**Seesaw App** – Match Cards – Link to game available.

**Reading**

**Key Task**

Fantastic news...we have now completed our tricky words for the year! We will use the next few weeks to revise all the tricky words we have learned this year. Ideally, practice these words every day.

I	no	the
to	go	into

**Key Task**

Read the following words:

kiss	mist	pram	hiss	test
get	pig	log	fat	bat

	<p><b>Story: The Very Hungry Caterpillar by Eric Carle</b></p> <p>Listen to ‘The Very Hungry Caterpillar’.  <a href="https://www.youtube.com/watch?v=btFCtMhF3iI">https://www.youtube.com/watch?v=btFCtMhF3iI</a>          Watch the animated film version of the book.  <a href="https://www.youtube.com/watch?v=75NQK-Sm1YY">https://www.youtube.com/watch?v=75NQK-Sm1YY</a></p> <ul style="list-style-type: none"> <li>• <u>Ask them the following questions:</u>            Which version they preferred and why?            What healthy / unhealthy foods were mentioned in the story?            How did the caterpillar feel after eating the unhealthy food?</li> <li>• <u>Retell</u> the story using the sequencing cards provided on Seesaw.</li> </ul> <p><b>Seesaw App</b> – The Very Hungry Caterpillar Book            The Very Hungry Caterpillar Animated film            The Very Hungry Caterpillar Sequencing Cards</p>			
<p><b>Handwrit.</b></p>	<p><b>Key Task</b>  <b>Nelson Handwriting – Book B</b></p> <table border="1" data-bbox="285 913 1484 981"> <tr> <td data-bbox="285 913 684 981">e Pg. 4 &amp;5</td> <td data-bbox="684 913 1083 981">u Pg. 6 &amp; 7</td> <td data-bbox="1083 913 1484 981">r Pg. 8 &amp;9</td> </tr> </table> <p><b>Teacher Tip</b> – Letter Formation Rhymes            e – Lift off the top and scoop out the egg            u – It is a diver letter. Dive down and under, up to the top and draw the puddle            r – It is a diver letter. Dive down the robots back and curl over his arm</p> <p><b>Seesaw App</b> – Copy of the assigned pages            Pictures to accompany the letter formation rhymes above</p>	e Pg. 4 &5	u Pg. 6 & 7	r Pg. 8 &9
e Pg. 4 &5	u Pg. 6 & 7	r Pg. 8 &9		
<p><b>Writing</b></p>	<p><b>Key Task</b></p> <p>List and draw five foods The Very Hungry Caterpillar ate. This can be completed in their half plain / lined copies.</p> <p><b>Teacher Tip:</b> Where possible encourage the children to sound out the words.</p> <p><b>Optional Extra</b>  <b>Seesaw App</b> – The Very Hungry Caterpillar – Extra Activities</p>			
<p><b>Maths</b>  <b>Capacity</b></p>	<p><b>Capacity</b>  <b>Seesaw App:</b> Home / School Links Sheet 13 - Capacity            Capacity - Key Questions for Pgs. 96 - 98</p> <table border="1" data-bbox="285 1899 1484 2036"> <tr> <td data-bbox="285 1899 836 2036"> <u>Activity 1</u>  <b>Seesaw App</b> – Capacity - Fill It Up Song         </td> <td data-bbox="836 1899 1484 2036"> <u>Activity 2</u>  <b>Seesaw App</b> – Capacity Activity 2 - Which Holds More?         </td> </tr> </table>	<u>Activity 1</u> <b>Seesaw App</b> – Capacity - Fill It Up Song	<u>Activity 2</u> <b>Seesaw App</b> – Capacity Activity 2 - Which Holds More?	
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	<p><b>Key Task</b>  Busy At Maths Pg. 96  (See Key Questions on Seesaw App)</p>	<p><b>Key Task</b>  Busy At Maths Pg. 97  (See Key Questions on Seesaw App)</p>
	<p><u>Activity 3</u>  <b>Seesaw App</b> – Capacity – Activity 3 – Which Holds More?  <b>Key Task</b>  Busy At Maths Pg. 98  (See Key Questions on Seesaw App)</p>	<p><u>Activity 4</u>  <b>Seesaw App</b> – Capacity - Potions  <b>Key Task</b>  Busy At Maths Home School / Links Pg. 28</p>
<p><b>Gaeilge</b>  <b>Sa Bhaile</b></p>	<p><b>Sa Bhaile</b>  <b>Ceacht 3</b>  <b>Seesaw App</b> – Counting to 10  (Key Vocabulary for those who cannot access Bua Na Cainte)</p> <p><b>Key Vocabulary</b> - Counting 1 – 10  Click on Ceacht 3.  Click on the music note and listen to the rhyme three times.  The children are learning to count to 10 in Irish.  Listen to Comhrá 3.1 and 3.2 three times. Your child can join in.  Click on the games console to play games.  Complete Pg. 29</p> <p><b>Ceacht 4</b>  <b>Seesaw App:</b> Colours – Focus on red, yellow, blue, white and green.  Key Vocabulary (For those who do not have access to Bua Na Cainte)</p> <p><b>Key Vocabulary</b>  <b>Rhyme</b> - Two Little Dickie Birds  <b>Cuir ____ sa spéir. (an ghrian, scamall, éan, eitleán)</b>  Put the ____ in the sky. ( the sun, the cloud, the bird, the plane).  <b>Cad atá sa spéir? Tá _____ sa spéir.</b>  What is in the sky? The ____ is in the sky.  <b>An bhfuil ____ sa spéir? Tá / Níl</b>  Is the ____ in the sky? It is / It is not.  <b>Cén dath atá ____? ( ar an éan, ar an ngrian, ar an scamall, ar an spéir?)</b>  What colour is ____? the bird, the sun, the cloud, the sky)</p> <p>Click on Ceacht 4. Click on the music note. Play the rhyme three times.  Click on the speech bubble. Listen three times.  Click on the games console to play games based on the above vocabulary.</p>	<div style="border: 1px solid black; padding: 5px;"> <ol style="list-style-type: none"> <li>1. A haon [ah hay-un]</li> <li>2. A dó [ah doo]</li> <li>3. A trí [ah three]</li> <li>4. A ceathair [ah cah-her]</li> <li>5. A cúig [ah coo-ig]</li> <li>6. A sé [ ah shay]</li> <li>7. A seacht [ah shocked]</li> <li>8. A hocht [ah huck-t]</li> <li>9. A naoi [ah nee]</li> <li>10. A deich [ah jeh]</li> </ol> </div>

<b>Science</b>	<p>Last week, as part of our Green Schools initiative, Ms. Stapleton posted a water evaporation experiment. One of our parents stumbled across a lovely storybook that links with this theme. Click on the link below to listen to ‘The Little Raindrop’.</p> <p><a href="https://www.youtube.com/watch?v=s_ddcXDMTfM">https://www.youtube.com/watch?v=s_ddcXDMTfM</a></p> <p><b>Seesaw App - The Little Raindrop</b></p> <p><b>Seesaw App – The Lifecycle of the Butterfly Video and Cut &amp; Paste Activity</b></p>
<b>Geog</b>	Please see Green Schools activities on the blog
<b>Visual Arts</b>	<b>Seesaw App – The Very Hungry Caterpillar Art Inspiration</b>
<b>Music</b>	<b>Seesaw App – The Caterpillar Song</b> Enjoy!
<b>P.E.</b>	Please see Active Flag Activities on the blog.