

5th June, 2020

Home Learning Pack for Senior Infants

Hello everyone,

In school, June is always one of the busiest months. There is a buzz around the place with lots of excitement for school tours and sports day, and end of year treats. We gather up all the children's work and marvel at all they have achieved. Although things are very different at the moment, I hope you all feel a bit of a buzz when you see how far your children have come. I know distance learning has been quite difficult for many, including myself as a parent, but hopefully you have gained a greater insight into your children as learners and enjoyed working together. Thank you to the parents who have taken over my job of facilitating your children's learning. Through Seesaw I have been able to maintain a little 'classroom' of activities which has given me purpose. But it is the children that make a class and I have missed them so much. We will all be glad when things are back to some sort of normal but for now, I will delight in being able to get to the beach come Monday, something I always took for granted until it was taken away from me.

I will be posting less 'academic' work on Seesaw over the next few weeks but there will still be lots of activities to engage with if you so wish. As always, this is a menu of activities for you to choose from. Please remember that if you have any concerns or queries, I can be contacted via Seesaw or via the school email – office@njs.ie or 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.

Kathy Macdougald

Outline of Activities for Week beginning June 8th, 2020

KEY TASKS ARE SET OUT AT THE BEGINNING AND ARE HIGHLIGHTED THROUGHOUT IN RED

Teacher tips for these key tasks and supplementary work (optional) are outlined after the Key Tasks

This week our Aistear topic is still **THE GARDEN CENTRE**.

I hope the weather stays nice so you can get out to the garden and make a wormery or a bug hotel or plant a wildflower garden to attract the bees.

NEWTOWN JUNIOR SCHOOL

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KEY TASKS	<p>ORAL LANGUAGE</p> <p>PHONICS</p> <p>READING</p> <p>WRITING</p> <p>MATHS</p>	<p>LANGUAGE DEVELOPMENT:</p> <p>Topic specific language I would like your child to use:</p> <p>seasonal plants/ flowers/ vegetables, summer flowers and plants: honeysuckle, allium, lavender, sunflower, roses, pansy, peony, hydrangea, fuschia, daisy etc, sapling, to plant, to sow, compost, trowel, hose, seeds, seedling, bulb, minibeasts, soil, clay, rake, bouquet, indoor plants.</p> <ul style="list-style-type: none"> • Key Task: New (and last!) sound: <ar> • Just Phonics: Pages 77 (ar), 78, 79 (revision of er, ar, ue, ou, oi) • Key Task: Alternatives: <er>, <ir> and <ur> as /er/ • Jolly Phonics page 42 • Tricky word focus: what, when, where, which • New tricky words: who, why • Task: Make a question hand using your tricky words. • Jolly Phonics page 44, 47 (Tricky Words) • Jolly Phonics Page 43: Dictation • Jolly Phonics Page 45: Creative writing: Helping to fix the car. • Busy at Maths pages 115, 116, 117, 118: Capacity • Busy at Maths pages 122, 123, 124: Money (addition)
Oral Language	Key Task: Topic specific language I would like your child to use at the end of this unit:	

seasonal plants/ flowers/ vegetables, summer flowers and plants: honeysuckle, allium, lavender, sunflower, roses, pansy, peony, hydrangea, fuschia, daisy etc, sapling, to plant, to sow, compost, trowel, hose, seeds, seedling, bulb, minibeasts, soil, clay, rake, bouquet, indoor plants.

Click on the link in Seesaw to access a selection of oral language activities: Kate's Garden

(instructions for how to access folenonline on activity in Seesaw)

https://content.folenonline.ie/programmes/Starlight/SI/resources/posters/SL_SI_AC_T_CH04_001/index.html

Phonics

Key Task: New (and last!) sound: <ar>

I call this a 'pirate sound', in the Jolly Phonics programme it is more of an 'ah' sound.

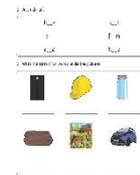
Read the following words:

art	ark	car	arm	jar
bark	barn	card	park	farm
spark	star	charm	chart	marsh
march	arch	farmyard	sharp	scar
cartoon	shark	farmer	scarf	tart

Just Phonics: Pages 77 (ar), 78, 79 (revision of er, ar, ue, ou, oi)

My Sounds booklet: 52 (ar)

Optional activities on



Seesaw:

Key Task: Alternatives: <er>, <ir> and <ur> as /er/

For reading, all the children need to know is that these spellings make the same sound as /er/.

Children will only be able to differentiate the spelling of words with <ir>, <er> and <ur> through lots of reading practice and spelling lessons that focus on the letter patterns. They will learn this in 1st and 2nd Class. For now, it is only important they can read the words with these spellings.

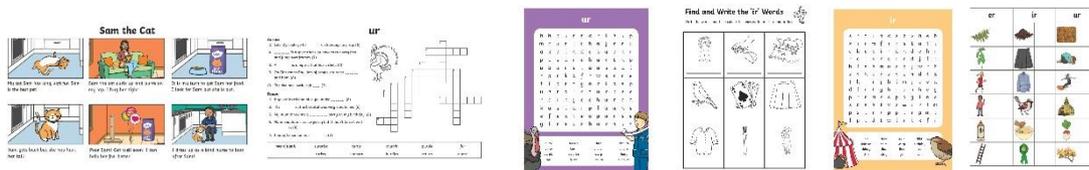
Read the following words:

thirteen	thirsty	birthday	turnip	first
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burst	skirt	burger	fur	shirt
purple	purse	turkey	burn	bird
churn	hurt	burnt	burp	dirt

Jolly Phonics page 42

Optional activities on Seesaw:



Reading

Key Task: Tricky word focus: what, when, where, which

New tricky words: who, why

Task: Make a question hand using your tricky



words.

Jolly Phonics page 44, 47 (Tricky Words)

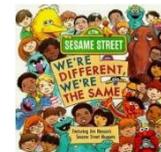
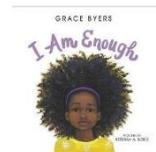
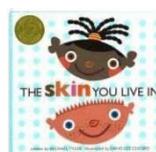
Read aloud stories on Seesaw:

There is so much sad news in the media at the moment about events in America. I think it would be nice to read these books which have beautiful messages about equality and respect, how we are all different, yet very similar and about how no one should ever be treated as lesser than others. It is important we educate our children that racism is not something that happens only in other countries but often on our own doorstep and we should not stay silent but confront it.

“The Skin You Live In”

“I am enough”

“We’re Different, We’re the Same”



Handwriting

Jolly Phonics Pupil Book Page 43: tall letters and capital letters

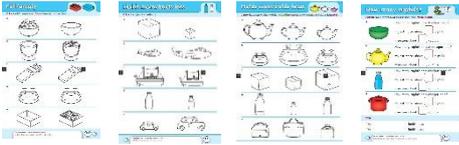
Nelson Handwriting: Page 10 (ar), Pages 30-33 (E, F, H, I, T, L)

Writing

Key Task: Jolly Phonics Page 43: Dictation

Write the following words:

can, hen, pit, best, went, wing, chart, three, tried, toadstool

	<p>Key Task: Jolly Phonics Page 45: Creative writing: Helping to fix the car.</p> <p>I would write ‘boy’ and ‘oil’ on a piece of paper and tell the children that the /oi/ sound is usually spelt <oy> when it comes at the end of a word.</p> <p>The children should generate sentences such as ‘The car is broken down. The boy is helping his dad to fix the car. He is checking the oil.’</p> <p>Approximate spellings are fine as long as the story is readable. Point out where there should be capital letters and full stops and spaces.</p>
<p>Maths</p>	<p>Busy at Maths pages 115, 116, 117, 118: Capacity</p>  <p>These pages are quite easy. When we are working on capacity in school it is mostly done through water play during Aistear time. The language we use is full, empty, nearly full/ empty, half full, holds more/ less, holds most/ least. The most important part of learning about capacity is the estimation. Children find this quite difficult so lots of discussion before the activities is important. For example, when the children are checking how many cups fill each container (page 118) ask them to make a good guess first. Tell them that the guess does not have to be right but as close as possible. It might help if the parent makes crazy guesses for the child to point out.</p> <p>Busy at Maths pages 122, 123, 124: Money (addition)</p> <p>The children should find these pages easy enough.</p>  <p>I will also put a new reasoning activity on Seesaw (Pdf). It is long and difficult so dip in and out as you wish.</p>
<p>Gaeilge</p>	<p>This week’s theme is still An teilifís (Television)</p> <p>Ceacht 8, 9, 10 Bua na Cainte (no book work)</p> <p>Here are some simple Irish sentences you could use at home:</p> <p>Cuir an leabhar ar an mbord.= Put the book on the table.</p> <p>Tá an peann luaidhe ar strae. = The pencil is lost.</p>

	<p>Faigh an leabhar. = get the book</p> <p>Ceacht 8</p> <p>Cad atá sa pháirc? = What is in the field?</p> <p>Tá ___ sa pháirc. (bó agus lao, caora agus uan, muc agus banbh, capall, asal, gé agus lacha, coileach, cearc agus sicíní) A cow and calf/ sheep and lamb/ pig and piglet/ horse/ donkey/ goose and duck/ cockerel/ hen and chickens are/ is in the field.</p> <p>Dathaigh ___ (an bhó, an t-uan, an capall, an t-asal, an chearc, an frog, an sicín) ___. (donn, bán, dubh, liath, dearg, glas, buí) = colour the cow/ lamb/ horse/ donkey/ hen/ frog/ chicken brown/ white/ black/ grey/ red/ green/ yellow.</p> <p>Ceacht 9:</p> <p>Féach ___. (ar an moncaí, ar an gcapall, ar an asal, ar an gcoinín, ar an muc, ar an gcaora) = look at the monkey/ horse/ donkey/ rabbit/ pig/ sheep</p> <p>Tá a (h)eireaball ar strae. = His/ her tail is missing.</p> <p>Cuir eireaball ___. (ar an moncaí, srl.) put the tail on the monkey etc</p> <p>Tá eireaball fada/gearr ___. (ar an moncaí, ar an gcapall, ar an asal, ar an gcoinín, ar an muc, ar an gcaora) = the tail is long/ short</p> <p>Ceacht 10</p> <p>Bhí an t-asal ag gol. = The donkey is crying</p> <p>Chaill sé a eireaball. = He lost his tail</p> <p>Fuair Teidí a eireaball arís. = Teddy got his tail again</p> <p>Bhí áthas ar an asal.= The donkey is happy</p>
<p>S.E.S.E.</p> <p>Science</p>	<p>Make a wormery</p> <p>Make a minibeast hotel</p> <p>Instructions in activities on Seesaw</p> 
<p>P.E</p>	<p>Dance</p> <p>For those of you who have enjoyed the Dance activities last week, there are a number of songs and dance routines to follow on https://www.thisgirlcan.co.uk/activities/disney-workouts/</p> <p>Athletics</p>

Waterford Sports Partnership in conjunction with the six Waterford Athletics clubs created a Free online programme.

There are 10 video sessions available to access on <https://www.waterfordsportspartnership.ie/free-fun-athletics-at-home/>

Fun Games

<http://www.meathsports.ie/being-active-during-covid-19/family-fun-games/>