



3rd – 12th June 2020

Hello everybody!

This fortnight is the first one in June, and we would have had two extra days holidays as well! The Monday bank holiday, and our school's Tuesday holiday. I hope you all took a nice break on these days too!

Children's Books Ireland have released a lovely activity book to print out, which you can [access here](#).

With our 'Sea' theme this month, you might find some interesting activities on the [Marine Institute](#) site (great for project work.)

For handwriting printouts, please see [this website](#), with excellent printouts for every letter.

To recap on access:

Gill - Over the Moon (English - workbook, interactive resources, readers) –

Junior Infants - <https://www.gillexplore.ie/gill-explore-resources/over-the-moon-junior-infants-skills-book>

Senior Infants - <https://www.gillexplore.ie/gill-explore-resources/over-the-moon-senior-infants-skills-book>

Edco – (Bua na Cainte, Operation Maths and Explore With Me) - <https://www.edcolearning.ie/>

Username: primaryedcobooks

Password: edco2020

--App available in [Google Play](#) and [iTunes](#) for android or apple tablets/phones too.

Veritas - Religion (Grow in Love): <https://app.growinlove.ie/en>

Sign up with:

Email: trial@growinlove.ie

Password: growinlove

Video Tutorial available [here](#)

If you feel like you need extra work for your child, you can always check back through their workbooks and try some activities they missed due to absences or didn't get finished!

Twinkl -

https://www.twinkl.ie/offer/IRLTWINKLHELPS?utm_source=promo&utm_medium=email&utm_campaign=IRL_coronavirus_ministry_email

Sign up using code IRLTWINKLHELPS

INTO Tips and Tricks: <https://www.into.ie/2020/03/18/tips-and-tricks-home-learning/>

If you have any queries/worries/problems, please e-mail the school at mayoabbeyns@yahoo.com

GAEILGE

This fortnight we are starting the final unit in Bua na Cainte – *Siopadóireacht*. There are only two workbook pages, so as usual, a lot of this is about repeating the language. If you are unloading the shopping, you and your child can practice the names of items, or which shops you are looking forward to visiting once the lockdown is eased.

PS – There is a fantastic Pinterest account to follow for parents, [I've linked it here](#). I've included some of the vocab posters in this document, but you might find loads more useful items as you browse yourself! The Rabhlóga are tongue twisters, and they can be great fun!

Another great site is the Early Years Gaeilge group, [Altram](#). Lots of resources for parents of little ones using Irish at home!

p39

This is a lot of revision for your child, as they have already named a lot of food in the *Bia* unit.

Word	Pronunciation	Meaning
úll	<i>ool</i>	apple
oráiste	<i>er-aw-shtha</i>	Orange
arán	<i>ar-awn</i>	Bread
im	<i>im (easy!)</i>	Butter
bainne	<i>bon-yeah</i>	Milk
subh	<i>suhv</i>	Jam

The command to go with this section is “*Tabhair dom ___*” (th-ohr thum ___). I've added some of the images from the aforementioned Pinterest below for you to go through more items with your child (the fantastic word *smaílcbhia* means “take away food”!).

Clasraí

‘Gaeilge, gaelbhrtach



Oinniún
(Onion)



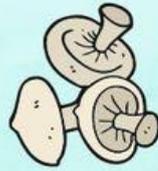
Brocaílí
(Broccoli)



Cairéad
(Carrot)



Cóilis
(Cauliflower)



Muisiriún
(Mushrooms)



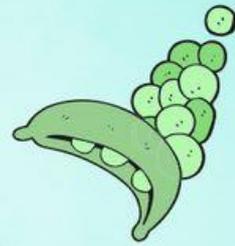
Arbhar sa dias
(Corn on the
cob)



Cabáiste
(Onion)



Cainneann
(Leek)



Piseanna
(Peas)



Prátaí
(Potatoes)

Neochana

‘Gaeilge, gaelbhrtach



Caife
(Coffee)



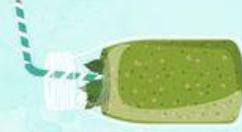
Tae
(Tea)



Bainne
(Milk)



Creathán bainne
(Milkshake)



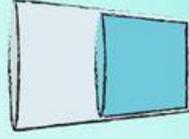
Caoineog
(Smoothie)



Tae glas
(Green tea)



Seacláid the
(Hot chocolate)



Uisce
(Water)



Sú Oráiste
(Orange juice)

Torthaí



Úlla
(Apple)



Abhacád
(Avocado)



Sméara
dubha
(Blackberries)



Annan
(Pineapple)



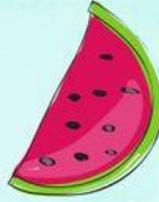
Sútha talún
(Strawberries)



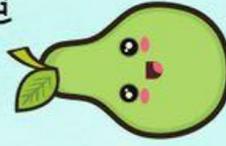
Líoma
(Lime)



Cíobhaí
(Kiwi)



Mealbhacán
uisce
(Watermelon)



Piorra
(Pear)



Oráiste
(Orange)



Líomóid
(Lemon)

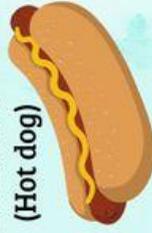


Péitseog
(Peach)



Fíonchaora
(Grapes)

Snaibhbia



Brocaire te
(Hot dog)



Ceibeab
(Kebab)



Citseap
(Ketchup)



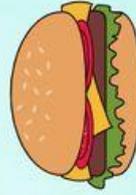
Píotsa
(Pizza)



Lasáinne
(Lasagne)



Curraí
(Curry)



Burgar
(Burger)



Sceallóga
(Chips)



Spaigiti
(Spaghetti)

On this page we are visiting some different shops.

“Téigh go dtí ____ (name of shop)” means “Go to the ____”. Pronounce it “*Chay gu jee ____*”.

“Agus ceannaigh ____ (name of item)” means “and buy ____”. Pronounce it “*aw-gus kyan-ee ____*”.

For example: Téigh go dtí an siopa bia agus ceannaigh banana.

The three challenges on the page are listed below.

Banana – An Siopa Bia	<i>Banana – An Shupa Bee-ah</i>	Banana – Food Shop
Liathróid – An Siopa Bréagán	<i>Lee-rohj – An Shupa Bray-gawn</i>	Ball – Toy Shop
Bríste – An Siopa Éadaí	<i>Breesh-tha – An Shupa Ay-thee</i>	Trousers – Clothes Shop

I’ve included a list of shop names on a poster below, but there are far too many for infant level. You can challenge your child with some of them during the fortnight if you like. Using the sentence above, you could tell your child to draw a picture of an item and the shop it comes from.



Siopaí





siopa peataí
siopa caife
ollmhargadh
siopa báicéara
siopa éisc
siopa troscán
banc
siopa
carthanais
siopa
bronntanas
siopa
bláthanna

siopa ceoil
siopa grósaera
bearbóir
siopa seodra
siopa cúinne
siopa nuachtán
garáiste
siopa na
gcluichí
siopa bianna
sláinte
siopa crua-
earraí

siopa éadaí
siopa milseán
oifig an phoist
siopa cártaí
siopa búistéara
siopa bróg
teach tábhairne
siopa
seandachtaí
ionad
siopadóireachta
siopa glasraí &
torthaí

siopa bia
siopa spóirt
gruagaire
siopa bréagán
siopa leabhar
siopa guthán
stáisiún peitрил
siopa
poitigéara
siopa earraí
athlámhe
siopa
ceardaíochta





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SESE (SOCIAL, ENVIRONMENTAL AND SCIENTIFIC EDUCATION)

Explore With Me (Poster Book) Topic 10 – At the Seaside

We're onto our final topic this month – The Seaside! Some additional questions you might like to ask with the poster are listed below.

- Where are the people in this picture? How do you know?
- What activities are happening at the beach?
- Which people are being active at the beach? How are they being active?
- What's your favourite thing to do at the beach?
- What's the weather like in this picture?
- Why is the man sleeping under the parasol?
- Why is the little boy on the blue towel putting cream on his body?
- What animals / creatures can you see?
- Name some other living things you might see at the seaside.
- What can we do to take care of these living things in their natural habitat?
- What sort of things can you collect at the beach?
- What things have the children and their families brought to the beach?
- What things can be found there naturally?
- What is the red and white ring for?
- Can you think of some rules for playing safely in the sea at the seaside?
- Can you tell me step by step how to make a sandcastle?
- Can you tell me about a time you went to the beach?
- Do you think going to the beach is a healthy way to spend the day? Why? Why not?

Geography p55

On this page we are using our senses to experience summer. Hopefully you will be able to pick a nice day to get outside with your child, and they can draw and write the markers of summer in their environment. There is a video with the corresponding page on the website, to show some general things about summer.

Key vocabulary: summer, warm, beach, outdoors, sunglasses, shorts, T-shirt, swimming, holidays, sandals, barbecues

I've also listed some ideas for things we can recognise using our senses, but it is always best for your child to come up with their own ideas!

Sights: short grass, empty schools, blue skies

Sounds: birds, aeroplanes, children playing outside.

Smells: sun cream, barbecue, the ocean.

Tastes: barbecue, honeysuckle, salt water.

Things you feel: sand, a hot breeze, grass under bare feet, and bee stings!

History p56

This story is about Seán Óg and his boat in Kerry. It is the history of an older person's memories of the summer. The video that goes with the story is the best way to do this lesson, but I've included the text below. You'll be missing out on a fantastic interpretation of a Kerry accent if you don't watch the video though! 😊

Sean Óg and Fungie: Hi, my name is Sean Óg and I live in Dingle in Co. Kerry. I work on a tour boat that brings visitors out into the bay to see Fungie the famous Dingle Dolphin. Fungie is famous because he has stayed in Dingle Bay for such a long time, all on his own. He has been here for over 30 years. Fungie doesn't seem to have any other dolphin family and friends. He loves people and almost every day pops up to say hello to all the tourists on the boats who have come to see him. When I was a little boy, my father Sean worked on the boat. During the summer holidays my sister Róisín and I helped Daddy on the boat. We cleaned the boat, chatted to the children who had come to visit Fungie and sometimes went out in to the bay to help spot him. I loved to see Fungie, but even more so I loved to see the happy faces of the men, women and children who had come from all over Ireland and all over the world to see him swimming and jumping alongside our boat. When Daddy got old and I grew up, I took over his job on the boat. I still love it to this day. This summer I hope my son Senan will help me out down in the bay.

After this, your child can read and complete the sentences from the story. If your child is more confident, they can add extra parts to the sentence (examples below).

- Seán Óg is from Kerry. (or – Dingle, Co. Kerry)
- He works on a boat. (or – tourist boat)
- The boat brings visitors to see Fungie. (or – Fungie the dolphin)

Science p58

We are skipping a page to balance out the three subjects for each fortnight. There is another video to go with this page about starfish, and there is a fascinating real-life clip of a starfish moving underwater! You might like to look for a few more videos of starfish, or other odd creatures from below the sea, to add to this.

Some additional facts about starfish from the teacher's book are below:

- Starfish are not actually fish. They are animals that live in the sea. A starfish is an echinoderm.
- Starfish cannot swim. They move by using hundreds of tube feet which are on their body and arms. They have tiny eyes at the top of each arm.
- There are over 2,000 species of starfish. They come in many different colours and textures.
- A starfish normally has five arms but some have more. A starfish can regrow its arms.
- Starfish are carnivores; they have two stomachs.
- Starfish can change gender.

There is also an experiment to go with this topic, if you would like to try it!

Swimming Fish. Cut fish shapes out of cardboard. Gently place a fish on the surface of a basin of water. Predict what will happen if washing-up liquid is added to the water. Place a drop of washing-up liquid behind the fish shape. Observe and discuss what happens.

Equipment: Cardboard, basin of water, scissors, washing-up liquid.

MUSIC

This month's theme is "The Sea". The [Spotify Playlist](#) of music has been added to. I hope it is of some use to you! We are looking at some new songs, and revising tempo and pitch. I am including the full month's worth of work here, so divide it however you see fit! This will be exactly the same in the next fortnight's plan, but it is always nice to go over familiar songs and dances, so choose what your child enjoys!

[Apuski Dusky](#) (This is The Wiggles version, including a dance)

In middle ocean, sardines are swimming, apuski dusky, apuskidu.
A boat sails over, down comes a net, apuski dusky, apuskidu.

One wise old sardine flicks out a warning, apuski dusky, apuskidu.
Swift through the water, they dart away, apuski dusky, apuskidu.

With tails a-flashing, sardines are swimming, apuski dusky, apuskidu.
So full of joy that they're swimming free, apuski dusky, apuskidu

Songs from *The Little Mermaid*

If your child is familiar with this story/movie, have them retell it to you. Otherwise you could watch the movie, or give them a simple recount of it yourself. We are looking at two songs from the Disney movie, to see if the music can tell us about how the character is feeling. You'll notice one is happy and one is sad, but see if your child can identify this first. Ask them how the music makes them feel, and how they would respond to it in movement or in art. You can also have them identify things like voice, instruments, tempo (speed) and pitch (high or low).

With these two songs, it is better if your child is just using listening skills, and not also watching videos. If you can use the Spotify songs for this section, it would be even better.

[Under The Sea](#) (happy)

[Part of your World](#) (sad)

[Jackie the Sailor](#) – Your child can create actions to go with each verse of this song. Unfortunately, I couldn't find this one on Spotify!

<p>Oh, Jackie is a sailor bold, On a great big ship and a very fine ship, Oh, Jackie is a sailor bold, And he spends his life at sea.</p> <p>Chorus Oh, Jackie is a sailor bold, And he spends his life at sea.</p> <p>He scrubs the deck to make it clean, On a great big ship and a very fine ship, He scrubs the deck to make it clean, And he spends his life at sea.</p> <p>Chorus</p>	<p>He turns the wheel to keep the course, On a great big ship and a very fine ship, He turns the wheel to keep the course, And he spends his life at sea.</p> <p>Chorus</p> <p>He pumps out water when it leaks, On a great big ship and a very fine ship, He pumps out water when it leaks, And he spends his life at sea.</p> <p>Chorus</p> <p>He rows to the shore when the ships in port, On a great big ship and a very fine ship, He rows to the shore when the ships in port, And he spends his life at sea.</p>
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The final section of our music work for this month would be to revise what your child has learned about pitch and tempo.

Pitch is how high or low a sound is.

Tempo is how fast or slow a sound is.

The last four tracks on the Spotify playlist are for this activity, and I will also include YouTube links here, in case you can't access Spotify.

First, see if your child can demonstrate the four terms using their voice. You can either print the worksheet below this page, or have your child draw one similar. Play each piece of music through for your child first, telling the names of the piece, and discuss which of the four words you think describes each one. Play the pieces a second time (in the same order) and have your child write the term under which picture they think it matches.

Again, this is better as a listening activity, so try not to let your child see the videos until they have completed the listening portion of the activity!

- [The Elephant](#) (From Carnival of the Animals) – by Camille Saint-Saëns
- [Tortoises](#) (From Carnival of the Animals) - by Camille Saint-Saëns
- [Dance of the Sugar Plum Fairy](#) (From The Nutcracker Suite) – Pyotr Tchaikovsky
- [Flight of the Bumblebee](#) - by Nikolai Rimsky-Korsakov

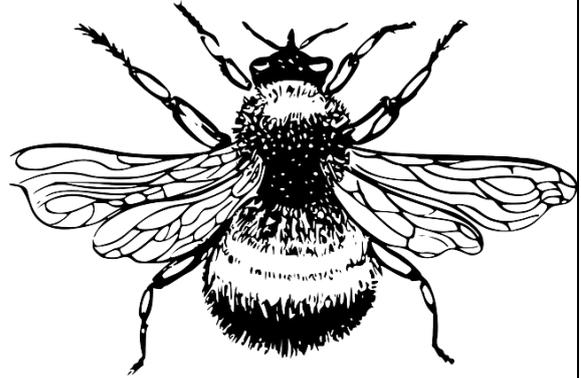
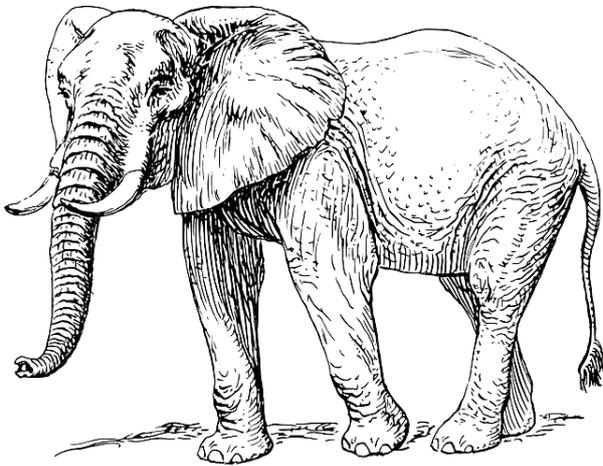
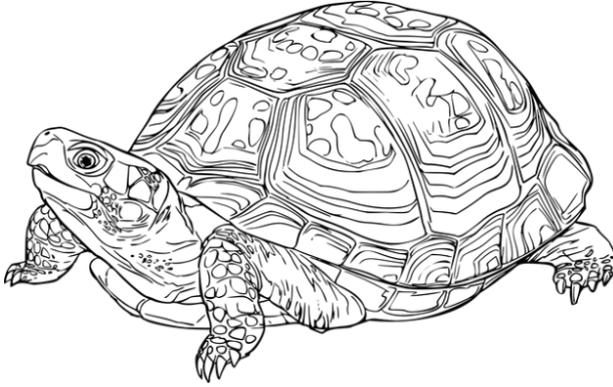
(You and your child might have different opinions to me, but as long as they have a decent argument, their answer is acceptable! I would say the tracks listed above are -top down-: low, slow, high, fast.)

fast

slow

high

low



VISUAL ART

If you would like to take on an art project relevant to our theme this month, we would have been looking at a view Under The Sea. The inspiration was the image below, but we would each make out own unique sea views. (As with anything from pinterest, it gets hard to find the original! “paper plate aquarium” is a search term you can use to find more inspiration).



You will need:

- Paper plates
- Paint (blue and white)
- Sand
- Pebbles
- Small shells
- Scrap paper
- Scrap fabric
- Googly eyes
- Sequins
- Glue
- Acetate/Film (overhead projector transparencies, or a cut-up poly-pocket are perfect)

First, paint the plates blue – one on the front, and the other on the back. Once they are dry, help your child cut out a ‘porthole’ from the back-painted one. A few flicks/lines of white paint on the back of the main plate will look like waves and bubbles. For the rest of the design, let your child’s imagination run free! If you would like to email a photo of your art to the school, I’d love to see it!

SPHE (SOCIAL, PERSONAL AND HEALTH EDUCATION)

I'm going to leave the links from before at the top of this section, regarding speaking to your child about Covid-19. There are many websites to help explain the situation to your children, including [Nat Geo](#), [RTÉ](#), and even a free book by 'Gruffalo' illustrator, [Axel Scheffler](#).

If you would like to cover some SPHE lessons, we are still on the topic of "Developing Citizenship".

This lesson is more suitable for the classroom, but we can still participate with our families and neighbours. We were going to look at developing respect for and appreciation of others and explore and respect the diversity of children in the class and school.

A lot of this was by large group games in the class, but perhaps your child can recall different facts about their friends!

We are all different in many ways. Some of us discovered this year that we love mustard, while others prefer ketchup! Some people live in a town, others live in the countryside. Some of us have brown hair and others blonde. Everything about us makes us special, and who we are is very important.

To finish this lesson, every child would have talked about their eyes with a partner, and decided what colours their own eyes were. We would have all drawn a big A4 picture of one eye, and hung them all up together. This would have been particularly creepy if we put them in the windows to stare at all the parents!!! 😊 If you decide to do this lesson, please do take a picture and email it to the school and if there are a good few, I will get them on the school website!

P.E.

This week we would have been playing a lot of throwing and catching games. We would use beanbags, soft tennis-sized balls, and larger bouncy balls. Some of these games work best with a partner or a group.

To warm up, practice throwing a beanbag or ball up into the air, higher and higher, and catching it while you are standing still. You can also see how this changes if you crouch or sit. You can also use this activity as a cool-down, starting with throwing the ball/beanbag high and then getting lower and lower.

I've included the teaching points for throwing, and those for catching, first below. After that you will find a selection of games that work on each skill. Catching is more of the focus for this fortnight, and throwing will be next fortnight.

Of course many children will already be very used to playing ball games that involve all of these skills, but it is always useful to refine and perfect techniques. Other children may not have as many opportunities to play with a partner, so it is really good to find out where they stand, and help them learn the best way to utilise these skills.

Throwing



Eyes focused on the object throughout the catch



Move feet to place the body directly in the path of object and secure a wide base of support



Hands reach out to meet the object



Fingers and hands are relaxed and slightly cupped to receive the object

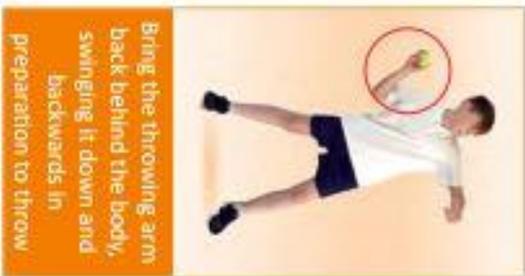


Catch and control the object with the hands only



Elbows bend at least 90 degrees to absorb the impact

Catching



Roll and React

Description of Activity

Arrange pupils in pairs and invite them to find a space in the playing area where they are not in contact with any other pair. Pupil A stands one metre behind pupil B, both facing in the same direction. Pupil A rolls a tennis ball under pupil B's legs. Pupil B must react quickly to retrieve the ball. Pupil B returns the ball to pupil A who repeats the activity five times before swapping over the roles and playing again.



Variations

- To simplify the activity, begin with beanbags and to increase the difficulty of the activity progress to footballs.
- Invite pupil A to bounce the ball between the legs of pupil B instead of rolling it. Pupil B must try to catch it before it bounces a second time.

Equipment

An open playing area, tennis balls, bean bags, footballs, cones



- Ensure pupils are not rolling the ball across the path of another pair.
- Encourage the catcher to face forward and not to preempt the throw.
- Encourage pupils not to roll the ball too far away (no more than three metres).
- Pause the activity at intervals to focus on the specific teaching points for catching in the lesson. Provide feedback to individuals while they are catching during the activity.



- Practise catching at home by bouncing a ball against a wall and catching it before it bounces a second time.



freagair • scil láimhsithe • féinghluaiseacht • ag caitheamh • i mbeirteanna • taobh thiar • treo céanna • liathróid a rolladh • breith ar an liathróid

Bounce and React

Description of Activity

Arrange pupils in pairs, pupil A and pupil B. Line all pairs up along the edge of the playing area, all facing in the same direction into the playing area. Pupil A stands behind pupil B and throws the ball over their shoulder. Pupil B must try to catch it before it bounces a second time. When pupil B has caught the ball, they return it to pupil A who repeats the activity five times. Pupils then swap roles and play again.



Variations

- Arrange pupils in groups of three, with pupil A standing behind the other two pupils. The two pupils must now compete to catch the ball after pupil A has thrown it over them.
- Throw a reaction ball instead of a tennis ball.
- Use a variety of balls of different sizes and shapes.

Equipment

A hard playing surface, tennis balls, reaction balls, cones



- Encourage the catcher to face forward and not to preempt the throw.
- Remind pupils to keep their eye focused on the ball as the bounce is unpredictable.
- Encourage the throwers not to throw the ball too far away from the catchers.



- At home, use a ball or beanbag to practise catching on the spot. Throw the ball high up above you and catch it when it comes back down, without letting it bounce.

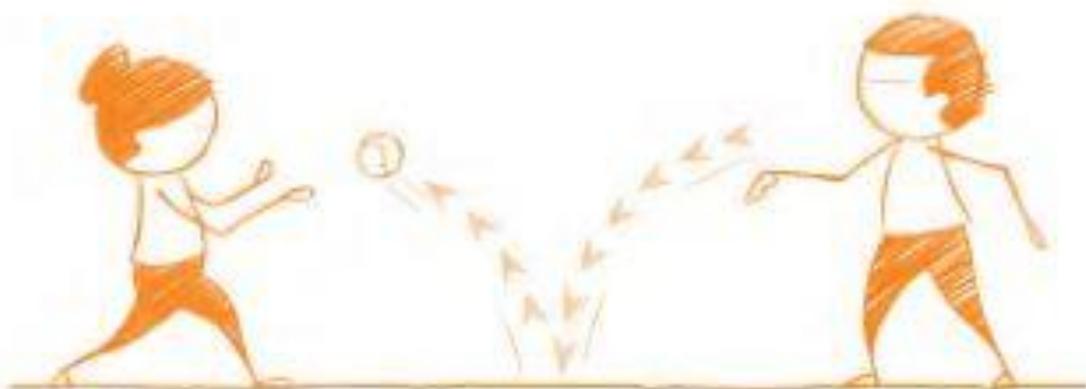


an treo céanna • freagair • tar éis preabadh na liathróide

Bounce Pass

Description of Activity

Arrange pupils in pairs and invite them to find a space in the playing area where they are not in contact with other pupils. Pupils face each other, approximately five metres apart and place a spot marker on the floor in the middle, equidistant from each pupil. Pupil A bounces the ball on or near the spot for their partner to catch. Pupil B then repeats the action.



Variations

- Alternate the hands used to bounce and catch e.g. bounce with two hands and catch with one or bounce with one hand and catch with the other.
- Vary the size or shape of the ball.

Equipment

A hard playing surface, spot markers, balls of various sizes including tennis balls



- Ensure pairs are evenly spaced and that pupils are not throwing across the path of another pair.
- At regular intervals pause the activity and discuss today's teaching points for catching. Invite a pupil to demonstrate correct technique, invite pupils to practise in isolation and then return to the activity.



- In your PE journal, draw a picture of a game that involves catching.



preabphas • gabhóil agus caitheamh • spás le dromchla crua • ag obair i mbeirteanna • liathróid a phreabadh • malartaigh na lámha • forleathnú

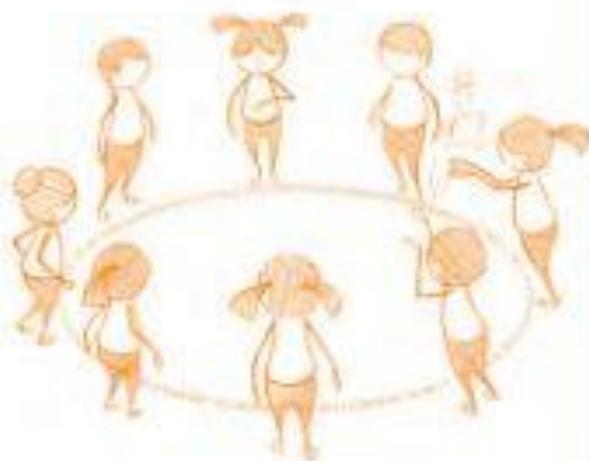
Hot Potato

Description of Activity

Arrange pupils in three groups, with each group forming a circle. One pupil in each circle begins with the hot potato (the ball). Pupils pass the ball around the circle from one person to the next. After the potato has made it around the circle without being dropped, everyone takes a step backwards. Now pupils need to pass the potato a further distance. Include additional instructions such as

- *'Cool it down'* - blow on your hands after you pass the potato to cool them down
- *'It's burning!'* - pass the potato faster around the circle
- *'Lunch time!'* - perform the action of eating the potato when you catch it

Invite pupils to create additional actions for the game.



Variations

- Include additional balls.
- Complete the activity from a seated position.
- Include additional commands such as 'mash up' - pupils swap places in the circle, 'sweet potato' - pupils compliment each other's catch, 'curly fries' - pupil spins around before catching the ball.

Equipment

Small foam balls



- Ensure there is adequate space between pupils to allow them to catch the ball. If space is limited, pass the potato across the circle instead of passing it from one person to the next.
- Pause the activity at intervals to focus on the specific teaching points for catching in the lesson. Provide feedback to individuals while they are catching during the activity.



- Ask a grown-up to draw targets at different heights on a wall outside using chalk or paper. Practise catching at different heights by throwing a ball at the targets.



ag seasamh i gciorca! • lámha a fhuarú • ag dó • am lóin • cos amháin

RELIGION

We Give Thanks

If you would like to use the Grow in Love website to support your child's learning, please see the login details and tutorial at the top of this document.

You will find the lessons on We Give Thanks in Theme 9.

Lesson 1

There are two more stories about Mesi here. The first is Monday Morning in Malawai, and the second is Mesi's Evening. Your child can follow the pictures from the online posters as you read.

There is also an interactive activity online, called Spot the Difference. There are two pictures – one is Mesi's house and the other is Niamh's. Click and chat about the differences.

The final online section is a video about Enestina's family.

In your child's book, p50, the children can circle and colour the food that Mesi eats (just two – porridge and banana). The next page, p51, is where your child can draw some of their favourite foods. It is a nice time to revise the Grace After Meals prayer, to be thankful for what we are lucky to have.

Lesson 2

The story to go with this lesson is called "Thank You God For..." The text of the story is below, and as usual, your child can follow along with the pictures online. The teacher's book also recommends now as a time to look back at the story of creation, if you like.

In your child's book, on p52, they can draw a picture of themselves with their family at mass on Sunday, or another special day. On the next page, p53, the children can draw something that they are thankful for. If they are having difficulty, draw their attention to the stories of Mesi and Enestina again. Even simple things are very important, and we are lucky to have easy access to many things.

'Monday Morning in Malawi'



Mesi's day begins at five o'clock in the morning, when she goes to the river to collect water with her mum. Sometimes Mesi goes to the river with

her friend, Enestina.

Mesi carries the bucket of water on her head. At the beginning, she liked going to the river with her mum, but not anymore. Mesi didn't realise that the river was so far away from her home, and the bucket is very heavy when it is full. It gives Mesi a pain in her neck and in her head.



When she comes home from the river, Mesi helps her mum to make the breakfast. Her family eats porridge made from

rice every day. Sometimes there is not enough porridge for everyone, so Mesi's mum and dad don't have anything to eat. They would rather give the food to their children. Mesi loves her family very much. She knows that her mum and dad love her very much too.

After breakfast, Mesi and Enestina make the long walk to school.

Story: 'Mesi's Evening'

Begin by recalling how Mesi started her day. Then introduce the story 'Mesi's Evening'.

'Mesi's Evening'



Mesi arrives back in the village after school just in time to see her mum walking towards their house with a big bucket of water on her head.

Mum looks tired. She is also carrying Tamara in a sling on her back.

'Hi Mum!' shouts Mesi.

Mum turns around, slowly and carefully, not wanting to spill any water. 'Let me help you!' says Mesi.

'I'm ok,' says Mum. 'How was your day at school? Did you get anything to eat?'

'Enestina had a banana,' replies Mesi. 'She gave me some of that.'

Mesi and Mum walk together and chat until they reach the door of the house. Then Mum lifts the heavy bucket off her head and places it on the ground. Dad comes out of the house.

'Great!' he says. 'Mesi, will you come



and help me water the plants?'

'Sure!' Mesi replies, even though she is very tired. She and Dad grab the old watering cans and fill

them from the bucket that Mum has just put down.

'When do you think it will start to rain again,

Dad?' Mesi asks, as they walk towards their small row of plants.

'Soon, I hope,' Dad answers.



Mum is cooking rice for dinner when Mesi and her dad return. When they are finished, they join some of the other families in the village to celebrate. It is Enestina's mother's birthday. The families celebrate by singing and dancing, which they love to do.

Then, tired after a long day, Mesi and her family go to bed.

After reading the story, check for understanding using questions such as 'What did Mesi's family do when they were finished their dinner?' Then dig deeper using these or similar questions:

- Are there any parts of Mesi's evening that are the same as what you do when you get home from school? What's different?

- Do you like to eat rice with your family? What might you eat with the rice?
- I wonder ... what would you like about living with Mesi and her family? What would you find difficult?

'Thank You God for ...'



'Ready for Mass?' said Dad.

'Ready!' answered Ruairí.

'Ready!' said Darragh, copying his big brother.

Dad got out of the car and opened the door for Ruairí. Then he walked around to take Darragh out of his car seat. Ruairí looked around at all of the other people who were getting out of their cars.

'Hi Ms O'Sullivan!' he shouted.

His teacher looked over and smiled. 'Hi Ruairí!' she said. 'I like your jersey!'

'There's Marek, the barber,' said Daddy. 'That reminds me, boys ... we'll have to get a haircut next week.'

Dad and the boys started to make their way towards the door of the church.



'Good morning, Shane,' said a voice.

Daddy and the boys turned around. It was Mick, Ruairí's soccer coach.

'Hi Mick!' said Daddy. 'We'll see you at three o'clock?'

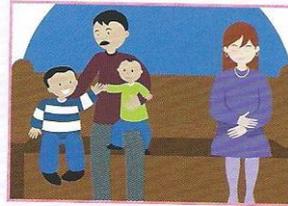
'Three is perfect,' said Mick. 'Just

make sure you bring my star player!'

Mick tapped Ruairí on the head, and Ruairí smiled.

Ruairí watched as Mick walked into the church, blessing himself.

Daddy bent down so that Darragh could reach the holy water font by the door. Ruairí reached up and dipped his fingers in too. Carefully, they both made the *Sign of the Cross*.



As they settled into their usual seat, Ruairí looked up at Daddy. 'What are you going to pray for?' he whispered.

'Same prayer as always,' Daddy replied. 'Thank you God for my two boys. What about you?'

Ruairí thought for a moment. 'Does God like soccer?' he asked.

'I'm sure of it!' said Dad smiling.

Just then, the bell rang and the music started.

*'When we go to Mass on Sundays
We thank God for all that has been given
When we go to Mass on Sundays
We praise God for all that has been done.'*

Ruairí smiled. 'Thank you God for Daddy and Darragh,' he said, using his inside voice. 'And thank you God for soccer!'

After reading the story, check for understanding using questions such as 'Where did Dad, Ruairí and Darragh go?' Then dig deeper using these or similar questions:

- What day of the week do you think this story happens on? Why?

- Do you remember a time when you went to Mass? Who did you go with?
- Who did you see when you went to Mass? Who did Ruairí, Darragh and Dad see?

The prayers we have learned this year are:

- Morning Prayer
- Glory Be
- Oh Angel of God
- God Our Father
- Prayers Before and After Lunch (Grace Before/After Meals)
- Hail Mary

Junior Infants

English & Maths

English

Over the Moon – Unit 9B

New story book – We're Going on a Bear Hunt

You may have this book at home. If not, there are dozens of versions online, and even a lovely movie. However, to get the feel of the book, [this one](#) might be a nice starting point. It is read by the author, and your child can watch the text as well as the images.

p113

This chapter starts off with a poem. You can find the interactive version on the Gill website, under Unit 9, Oral Language and Interactive Resources (I've just noticed they also call this the "Digital Library" which would be a lot easier to type, but it's not labelled as that.) In case this is unavailable, I've added the words of the poem below, and you can read it with your child – perhaps learn it off, add actions and perform it!

Do you like summer? I sure do! Come to the beach, I'll swim with you.	Bring a spade and a bucket And give me a hand, We'll build a castle In the sand.
Let's hunt for seashells Along the shore. The beach in summer Is great to explore!	Do you like summer? I sure do! Come to the beach, I'll play with you!

This poem can set the inspiration for the rest of the page. Have your child talk about some of their favourite things about summer (this ties very well in with our Geography lesson too.) Draw some pictures and encourage your child to label the pictures on the bottom of each one.

For section B, come up with a few sentences that your child can write. Use the poem again to stimulate the imagination. For example, your child can try to find the line that says "the beach in summer" and use that, including the spelling for the sentence "I like summer because I go to the beach."

p114

This is more reading practice for your child, and something you can do any day, on any board or piece of paper. As you can see, there are a lot of CVC (consonant-vowel-consonant) words, but some are nonsense. Nonsense words are important, because they help your child use their reading and decoding skills to read the word, then comprehend whether it is real or nonsense. X out the nonsense words, and colour the real words bright and shiny!

To extend this, you and/or your child can write lists of real and nonsense words and challenge each other to see who can find the nonsense ones! If your child writes for you, just take care to value their attempts (e.g. they might say k-a-t for 'cat', and you could say "That sounds very like 'cat', I wonder were you trying to trick me, or could we check the real spelling somewhere?"

p115

At this point, your child will need to be familiar with the story 'We're going on a Bear Hunt'. Again, you may have the book yourself, or you can use the video at the top of this English section.

This story map is great for developing recall and retelling skills. Your child can also use their imagination to picture "thick, oozy mud" very easily. To extend the activity, make up another few locations the family could have passed through, and draw a picture and a description. Your child could even make their own "Hunt" book about their own family and their favourite creature!

p116

A lot of reading practice here. All of the words end with -an. It can take time for children to realise that once they know -an says /an/ they don't have to sound out each letter in every word. Encourage them to discover this, and praise them if they figure it out and use the technique. Let your child read all the words, and only colour one star per go. If you go back to this page, another time, you can use extra star stickers, or draw more stars each time your child reads the words. If this is very easy for your child, instead of reading the lists, point to the words at random, so they don't know what's coming next! Section B is similar, and if your child is confident enough, you could do this step like dictation – call out the word and have them write it on another page. Section C is also self-explanatory, and all of the words are from the box at the top of the page.

Note : What are Onset and Rime?

Onset and rime are terms that technically describe the phonological units of a spoken syllable. Syllables are normally split up into two parts, the onset and the rime.

Onset - the initial phonological unit of any word which contains the initial consonant or consonant blend. However, not all words have onsets.

Rime - the string of letters that follow the onset which contains the vowel and any final consonants.

E.g. In the word cat, c- is the onset and -at is the rime.

p117

This section will be relatively new to your child. A big block of empty lines! It's just a list in this case, but it's important to have a discussion too – *why* would they choose those particular items? (Your children are probably far more imaginative than me, but you could add: honey - to lure the bear; a net – to catch the bear; camouflage clothes – to hide from the bear; a torch – in case we go into a cave; water – for when we are thirsty; etc.) After writing a good long list, get your child to pick the three most important things and tell you why they chose *just* those three. Then draw them in the bag (you can label them too, to get more writing practice).

p118

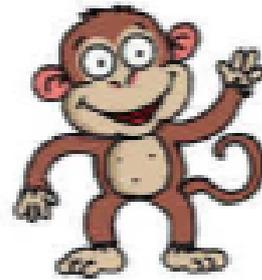
This is nice page to play at any time, so I've added a copy of it below, so that you can print it again and again if you wish. Another way to play is to just cover the words you rolled with a counter (I mentioned [these ones](#) in the last plans), so your child would use the red counters to cover, and you could use the yellow ones. The winner is the one with the most covered words. (And you can reuse the board without it being all coloured in!)

p119

This is not an activity page, but you can refer to it at any point that you need a topic to work on with your child. You can do word lists, stories, poems, dramas, recalling your own memories, speeches, bingo games, and many more things with any of the topics.

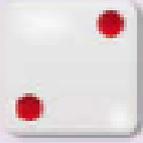
And congratulations on finishing your first Over the Moon book!

Sight Words Revision Game



How to play:

1. Roll the die.
2. Read and colour a sight word.
3. The winner is the person with the most words coloured.

					
the	was	she	I	we	go
me	said	to	he	have	come
are	all	do	they	there	be
your	some	you	here	give	live
that	one	do	they	like	so

Jolly Phonics

P41, 42, 43, 44

Jolly Phonics have also made a lot of resources available online during the Covid-19 emergency. They have a very good [Resource Bank](#) (especially the Phonics and Grammar Teaching Guides) and a page for [Parents](#). At the start of the year I gave you all a sound sheet, but I've included it below this page again for a reminder, and you will find good sound guides on the Parent section of that website.

The letter sounds of the English language:

a	ant, sand, caravan	
ai	aim, aid, drain	(long /a/)
b	bat, bend, crab	
c	cat, cot, duck	
d	dog, dip, sudden	
e	egg, end, shed	
ee	eel, creep, tree	(long /e/)
f	fog, lift, fluff	
g	goat, gap, digger	
h	hop, hit, hill	
i	ink, instant, drink	
ie	pie, tie, die	(long i)
j	jelly, jet, jumper	
k	king, kind, kettle	
l	leg, lost, shell	
m	man, mill, shrimp	
n	nut, nip, spin	
o	ostrich, on, spot	
oa	oak, oats, boat	(long /o/)
p	plug, pet, step	
qu	queen, quick, quack	
r	run, rabbit, barrel	
s	sand, sun, twist	
t	top, tug, mat	
u	up, under, lung	
ue	value, argue, cue	(long /u/)
v	van, vet, give	
w	wind, went, swim	
x	x-ray, ox, flex	
y	yell, yes, yellow	
z	zoo, zebra, buzz	
sh	ship, shop, wish	
ch	chop, chick, much	
th	this, then, with	(voiced /th/)
th	thin, thick, thimble	(unvoiced /th/)
ng	song, bang, string	
oo	look, book, foot,	(little /oo/)
oo	moon, spoon, shoot	(long /oo/)
ar	art, arm, start	
er	herb, stern, sister	
or	order, corn, storm	
oi	oil, ointment, spoil	
ou	out, cloud, found	

These letter sounds can be heard at:
www.jollylearning.com/research.htm

p41

Tricky Words are words that are not written exactly as they sound. Your child has encountered them throughout the year. (We also call them "Sight Words" because you can't sound them out – you have to know them by sight.) This page is revision of reading and spelling a set of Tricky Words.

Note – we pronounce 'the' as 'thuh' not 'thee' at this stage. All of the other words end on this page end in an -ee sound.

Your child should: read the words, trace them (good practice for joined writing!), then cover the words (some scrap paper or card would be useful, write them on their own (you can call them out to them one by one if needed), and finally check the spelling. It is important for your child to get into the habit of checking their own work, so it's great to show them how to do this, but don't do all of it for them!

p42

Start with the picture frames and have your child read each word, and draw and colour the picture that matches it in the frame.

The second section is getting more difficult. Your child will have to write short words. This is another case where having an alphabet card or poster for reference can be very useful. I've listed the words require below to avoid confusion! (The 'oo' in 'wood' is the little /oo/ sound -nearly like /u/, so this might be difficult, as can the /x/ sound in 'six' – they might say /cks/. Revising the Jolly Phonics songs can help with this, which I'm sure you'll be delighted to listen to again and again and again...)

mixer	queen	chin
hen	sun	ant
wood	six	ring

p43

This is another tricky word page, so tackle it the same way as p41.

p44

This page is fairly similar to p42, so use the same techniques to teach it. For the second section, you can point out to your child that we use capital letters at the start of sentences, which is why they are written there. We will start learning capital letters officially in Senior Infants, but it is good to hear this rule again.

moth	tree	star
fish	boat	moon
snail	flag	nest

Maths

Vocabulary

how much?, cent, is the same as, makes, equals add, combine, put them together one, two, three, four, five, how many?, more, less amount, number

The children now have a solid understanding of numbers 0 to 5. They are now ready to connect this understanding with the basic coins we use (1c, 2c and 5c). Many children have difficulty with the fact that one coin, e.g. a 2c coin, represents two 1c coins. They need plenty of concrete experience of coins. Using concrete materials such as buttons will be helpful, as they can see that one button has two holes. Some children may have no difficulty combining, say, a 2c coin and a 1c coin, but most will find this challenging. The fact that the children have been experiencing coins throughout the year (in their Aistear play activities and in general conversation) will give them confidence when formally using the coins in the next two weeks. Please note that 1c and 2c coins are no longer in general circulation in Ireland.

Involve your child in a discussion about money. It could be interesting to discuss why we use money – why do we need money? Where does money come from? The children’s responses are sure to be interesting! You might like to tell them that long ago, people didn’t use money. Instead, they swapped things with each other. For example, if Jack had two mandarin oranges in his lunchbox and May had an apple, they might swap. Can they think of any other swaps they might like to make?

I’m going to copy here what I advised for the Senior Infants last fortnight:

In current times we are using coins far less, but it still forms the basis of how children understand money, so it is important for them to learn. The best way to learn about money is to have actual coins, so if you can have some sterilised coins for your child to look at and use, it would be ideal for this chapter. For Junior Infants, we only need 1c, 2c and 5c coins.

Let your child explore the coins – do coin rubbings, sort the coins into sets of colour, size, value, etc. If you happen to have one of the euro coin sorters, this could pass a solid seven minutes!



Page 90:

Look at the page with your child. Talk about the concept that a 2c coin represents two 1c coins. This is of course also reinforcing the 'twoness' of the number 2.

The first activity has your child recognising the numbers on each coin.

The second activity draws the children's attention to the presence of shape in their environment (circles are not just shapes that they use in the classroom). The three different sizes of the coins are also being consolidated.

The last activity alerts children to the fact that the coins will not always be facing the 'right' way up. This is also an opportunity to show them the back of each coin (with the harp on it). There are no amounts on the back of each coin, so it needs to be recognised by size.

This is also an opportunity for an interested child to explore more about the euro currency. It could lead into a nice little geography/history topic about where coins come from, using the symbols on the back. Your child might be interested in starting a collection! [This website](#) has pictures of all the current coins. There are also commemorative €2 coins in circulation around Europe.

Page 91:

In this activity the children are counting different amounts of money. They are then breaking down the different amounts of money by partitioning. Let your child partition the sets any way they wish, and note how much is on each side.

Page 92:

All the experience the children have had in presenting sets to match a numeral is used here. Colour the amount of 1c coins needed to pay for each item.

Page 93:

Money is linked to the data strand in this activity. The children identify each of the three different coins and represent the number of each coin. You could perhaps choose three colours, and circle each coin in the piggy bank with their corresponding colour, before tackling the graph.

At Home Book Page 32:

The children determine which price is greater and mark it accordingly. This activity also assesses their understanding of ordering of number. (Do they understand that the 5c coin is greater than the 2c coin?)

Page 94 and 95: (at the same time!)

This is a pet shop where the children work out if their friends (on p95) have enough money to buy various items. You could also explore whether they would get any change and if so, how much.

Page 96:

On this last page of their book, the children make their own choices (of colour) to create their own individual responses to a 'problem'. The challenge is to create three or four different versions, using different colours in different ways. No two shapes (in the same row) should be the same. This will require concentration and reasoning, but it will also be fun and enjoyable – a good note on which to finish their book!

Senior Infants

English & Maths

English

Over the Moon – Unit 9B

New story book – Herman’s Holiday by Tom Percival

You might be lucky enough to have this book at home, which would be best. Unfortunately, I cannot seem to find a reading of this book online, so for the moment [this video](#) has a turn the page look through. You could mute the background and pause the video to read the text to your child yourself. I’ve included the story at the bottom of this Over the Moon section. Please note that it is an American version, so it’s called “Herman’s Vacation”. You can talk with your child about how different words mean the same thing, but our book is called “Herman’s Holiday”. This actually comes up again straight away with the poem on p122!

p122

The poem for this page is available on the Gill website, under Unit 9, Oral Language and Interactive Resources. I’ve included the text below in case the site is unavailable.

<p>Camping – by Natasha Niemi</p> <p>Crack! Crack! The fire crackles under the stars. Sizzle! Sizzle! The water sizzles above the fire. Crunch! Crunch! The campers crunching on potato chips. Click! Clack! Click! Clack! The tent poles clicking and clacking together. Rustle! Rustle! As we prepare our sleeping bags to go to sleep. Chirp! Chirp! The crickets say, "good-night".</p>

The American word is of course “potato chips”. We just call them “crisps”. We also don’t commonly have crickets, but you can see a close-up video of [them here](#), or the more [common sound here](#) (in a 10 hour video!).

For the workbook, have your child read through the whole list of words, then match them to the correct pictures. They can colour these pictures nicely too.

In Section B, they trace the sentence and add their own piece. Try to get them to add a substantial amount, for instance “My favourite sound in the poem is the fire crackling under the sky.” If your child is struggling with this, you can keep it simpler, e.g fire crackling.

Section C is a new set of sounds for your child to identify. It might be easiest to end all the words with ‘-ing’, but see what they come up with.

Popping

Hissing

Barking

p123

Real or Nonsense words. As with the Junior Infants this week, nonsense words are important, because they help your child use their reading and decoding skills to read the word, then comprehend whether it is real or nonsense. First though, revise the sounds at the top of the page. The Jolly Phonics links and sound list above in the Junior Infant section can be useful if you get stuck!

Now read through ALL of the sausage words. You can identify real and nonsense as you go, but it is good to practise the reading on its own first. Go back and use green for real and orange for nonsense.

p124

This page and p127 are directly related to the story book, so if you can manage to read it for these sections, it will help!

Read the packing lists and compare the items Herman and Henry brought. What does your child think of each list? What things would they bring on a camping trip to the forest? Have them write their own list, or draw and label their items. Which character are they more like?

p125

This is revising end punctuation, like full stops and question marks (from p118). It also connects nicely with our question words in Jolly Phonics this fortnight. Have your child think up a question Evan might be asking Mam, and her answer. e.g. "Can I have a sausage please?" "You can, in three minutes."

p126

On this page we are investigating compound words (words made up from two or more words). Your child will be able to tell what the first word should be based on the image beside the second word, but I've listen them below as well!

butter	fly
foot	ball
moon	light
camp	fire
lunch	box
tooth	brush

In section B, write each word under a box (campfire is already done) and draw a picture to match it. For section C, your child will just need to write the compound words "campfire" and "butterfly". Emphasise that there is no space between the words in this case.

p127

This page definitely requires a familiarity with the Herman story book. Again, the video is [here](#) and the text is typed out below this page.

Your child might come up with a variety of ways that Herman knew Henry was unhappy, but they could include his difficult journey, his uncomfortable bed, being scared, the collapsed tent, the broken bridge and other events from the book.

They will probably also have a variety of answers for the First, Next, Finally section, but a the first one is "First, he wrote tonnes of postcards." The following ones could include:

- he collected a lot of packages.
- he put his plan into action.
- he chopped/sawed/hammered/painted all night.
- he built a hotel.
- he did all the things that make a holiday great.
- he went sunbathing/sight seeing/surfing/swimming.

p128

This is not an activity page, but you can refer to it at any point that you need a topic to work on with your child. You can do word lists, stories, poems, dramas, recalling your own memories, speeches, bingo games, and many more things with any of the topics.

And congratulations on finishing your first Over the Moon book!

Herman's Holiday

(each paragraph is a pair of pages. There is one postcard I couldn't see – why not make up what you think Herman's postcard said?!)

The day was warm and smelled of summer. Herman and Henry were busy planning their holiday. There were SO MANY exciting places to go.

But all of the places cost SO MUCH money. Far too much for Herman and Henry. It was looking like they'd be staying at home this year. And Henry didn't like that one little bit. Herman hated to see his best friend upset...

...so he set out to find a holiday they could afford.

"CHEAP camping trips plus a FREE donkey ride to your destination"

A short while later, Herman had everything they could possibly need for a fun-packed break. He was SO excited - after all, EVERYBODY loves camping!

We, maybe not EVERYbody. Still, it was all booked now. By lunchtime, they had each packed a few essentials and were ready to go.

As they set off, Herman felt ready for anything. Henry, on the other hand, just felt like going home.

Within five minutes of arriving at the campsite, Herman's tent was up and the marshmallows were toasting. But Henry did NOT find camping quite so easy.

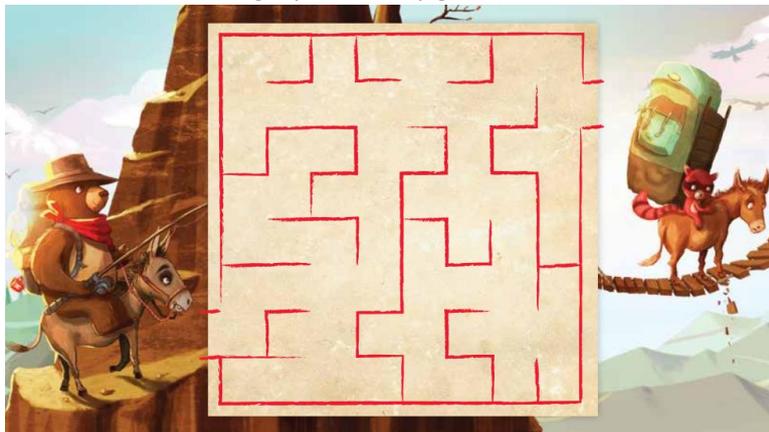
That night Henry didn't sleep very well. He just couldn't get comfy. To be perfectly honest, he was a teeny bit scared. And that was BEFORE his tent collapsed!

The next morning Herman took Henry into town to buy some postcards. But they each wrote VERY different things...

Henry: Dear Aunt Winifred.

Have you ever been camping? Well, if you haven't, DON'T. It's AWFUL. I'm cold, soaking wet, and bored. Love, Henry. PS Please can you post me some hot chocolate? I forgot to bring any.

Henry TRIED to enjoy his holiday - but nothing seemed to be working out for him. Herman got the impression that his friend wasn't having a particularly great time.



So the next day Herman didn't just write one postcard - he wrote TONNES!

"Dear Henry's aunt Winifred.

Thanks for the hot chocolate. Henry made me a cup. It's DELICIOUS. Please could you send us a couch too? Best wishes, Herman.

Dear Rueben,

How's it going? Please could you drop by my house and send me a few things? Maybe some rope, a shovel, a drill, a hammer, lots of nails, a saw and some paint. Thanks, Herman.

Dear Felix,

Please make sure that Rueben doesn't FORGET to send the things that I've asked him for. You know what he's like! Thanks, Herman. PS - Could you get him to send my TV too?"

Before long, strange packages began to arrive for Herman. It was all VERY mysterious.

That night, Herman waited until his friend fell asleep...and he put his plan into action.

By the time the sun rose, the campsite had been transformed. Henry couldn't believe his eyes! "Wow!"

The two friends spent the rest of their time doing all the things that make a GREAT holiday. Everything was just perfect.

Dear Herman,

Thank you for making my camping trip so FANTASTIC! I've had the BEST time ever. Same place next year? Your best friend, Henry.

But despite everything that he had built, Herman refused to abandon his tent. After all, this WAS a camping trip.

"Goodnight!" "Goodnight!"



Jolly Phonics

Pages 39 40 41 42 43

p39

Handwriting and Dictation

Letters (c shape) c, a, d, o, g, q

Dictation: run, bad, lip, just, melt, moth, sang, porch, rescue, magpie

Write the correct word under each picture (moon, drum, queen)

p40

Tricky Words

Revise all; Learn *little* and *down*

Complete wordsearch

p41

Words and Sentences - The Shipwreck

As before, you and your child can come up with a list of words that relate to the picture, and work together to spell them out on a board or a page. Some of these will be difficult, like 'treasure', so take care. There may be some you can reuse from the pirate story on p37. Use good writing techniques: capital letter at the start, spaces between words, neat writing, full stops at the end and use joined writing where you can.

p42

Alternatives – /er/ /ir/ /ur/

Three similar sounds in different words. Practise and write.

Read the words and draw the correct pictures.

Think of other /er/ sounds in words and write them.

(e.g. bird, burn, thirteen, burst, thirsty, turnip, first.)

p43

Handwriting and Dictation

Letters (tall letters) b, d, h, k, l, t

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

Say the alphabet and identify and write the missing capital letters

Maths

Week 1 Vocabulary

pattern, odd, even; time, o'clock, hour, hand; first, second, third; before, after, next

The children are exploring patterns to discover different arrays of the same number. They are creating patterns with colour and numbers. They are learning about odd and even numbers. They are learning to read time in one-hour intervals.

Here is a poem to remember the first 10 even and odd numbers:

0, 2, 4, 6 and 8,
Even numbers, they are great!
1, 3, 5, 7, 9,
I love odd numbers all the time!

If your child is not already familiar with the analogue clock, we are going to learn about the hour during this fortnight. If you haven't got a toy clock, or even a real clock with hands, you can make one with some card (or a paper plate).

The Clock

Show a clock to the children. Point to the hands of the clock. Ask the children if they know what these are called. Show them that the hands move around in the same direction all the time – this is called clockwise.

Ask the children if they know what the hands of the clock are used for. Point to the short hand of the clock. The short hand shows the hour. Point to the long hand of the clock. The long hand shows the minutes.

Show them that when the short hand is pointing to a number, e.g. 5, and the long hand is on the 12, then it is 5 o'clock. Show a few examples and call on children to tell the time.

Tell the children that you will be putting on a timer for one hour. Ask the children to make predictions for what they will be doing for the hour. Write some predictions down, e.g. eating lunch, playing outside, reading stories. Ask the children where the short hand is, e.g. 10. When the timer goes off after an hour, discuss what the children did for the hour. List the activities. Ask the children where the short hand is now, e.g. 11.

(Sung to the tune of 'The Wheels on the Bus')
When the big hand's on the 12 it's o'clock, o'clock, o'clock.
o'clock, o'clock, o'clock.
o'clock, o'clock, o'clock.
When the big hand's on the 12 it's o'clock, all day long.

A great game to play for this is "What Time Is It, Mr Wolf?"

page 118:

Ask your child to make four different patterns of the same number. Discuss the different patterns they made.

page 119:

- part A: Distribute cubes/lego to your child. Ask them to identify the pattern, continue it with their cubes and write the corresponding numerals in the boxes.
- part b: Ask your child to identify the pattern. What comes next? (2,3,4,2,3,4,etc)
- part c: Say the even/odd poem (near the top of the previous page on this document.) Read the instructions to your child and give them enough time to complete the patterns. Take care to only use even numbers in Q2 and odd numbers in Q4.

page 120:

- part A: Ask your child to identify the different parts of the clock.
- part b: Revise what the small hand and big hand point to. Sing the "Hands on the Clock" rhyme. What is Sue doing in each picture? What time does Sue eat breakfast? What time does Sue walk to school? What time does Sue have maths class? What time does Sue play? Ask your child to write the corresponding times.
- part c: Ask your child to write the corresponding times.

page 121:

- part A: Ask your child to draw the small hands for the clocks.
- part b: Ask your child to draw the big AND small hands on the clocks.

At Home book page 36:

- part A: Ask your child to write the correct times beneath the clocks.
- part b: Ask your child to draw the big AND small hands on the clocks to show the time.

Week 2 Vocabulary

more than, less than; add, combine; bigger, larger, smaller

The children are learning to read the number words and order them correctly. They are also learning to explore the early aspects of subtraction. The children are learning to add two and three numbers by counting on (moving forward) on the number line. They are also learning strategies for adding using the number line, i.e. start with the larger number.

Page 122:

- Parts A and b: Point to the first set of dice. How many dots are on the first dice? How many dots are on the second dice? How many dots are there altogether? The child should add the numbers on the dice and write the answers underneath. If it helps, write the number on each die beside it.
- Part c: Point to the first set of dice. How many dots are there altogether? What numbers could you draw on the dice to make the sum? Discuss the different combinations of numbers that can be used. Remind your child that the largest number on a dice is 6.

Revising the “House of (number)” might help here as well. You can find each of the numbers’ houses under “Story of ___” on the contents page. 10 is on p89.

page 123:

If you have counters, they will help with this page, but again, you can make your own or use jigsaw pieces/coins/etc. Point to the first tablet. Model how to use counters to work out the sums. Take 4 counters and split the set into 1 and 3. Then split it into 3 and see what is left over. It is 1, so that is the second digit. Continue this way for each question.

page 124:

- part A: Look at the sum on the page: $3 + 6 =$. What number should we start with? (the bigger one) Why should we start with the bigger number? (Many reasons – but mainly it make our work quicker and easier) Ask your child to place their finger on the bigger number on the number line. Ask them to jump on three places (the smaller number). Repeat with other examples.
- part b: Your child should use the number line to work out the sums. Remind them to start with the bigger number. It might help to mark the bigger number in each sum if they are struggling.

page 125:

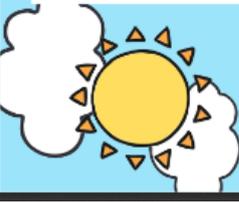
- part A: Point to the first sum. Model how to use the number line to add the numbers together. Remind your child to start with the biggest number.
- part b: What can your child see in the picture? Point to the sum on the chair. Ask your child to use their number lines to work out the answer. Model how to use the key to work out what colour the chair should be.

I’ve left the number line image attached to this document in case you need to print it again!

At Home book

page 37: The children are learning to read the number words and order them correctly. They are also learning to explore the early aspects of subtraction. Tell them that each plate started with 10 ice pops. The box signifies the ones that melted.

page 38: This page is revision of learning to do a sum by starting with the biggest number. You can use the number line on the page, or one you already own.



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