



18th – 29th May 2020

Hello again everyone!

This fortnight will be the last one in May. Can you believe it?!

Thank to the people who have already sent on photos of Healthy Lunches and Dioramas. The dioramas are still our art project this fortnight, so take your time. If anyone else would like to forward a healthy lunch photo from last fortnight's science lesson, the address is still mayoabbeyns@yahoo.com

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

We are finishing *Teilifís* this fortnight, and looking at *Ócáidí Speisialta – Lá Breithe*. There are only two pages in your child's book to reinforce the language, so again, see if you can use the focus vocabulary day to day yourself.

p38

We're looking at some farm animals here, so a nice little game you can play is *Cluiche Kim*. If you have farm toys or flashcards, you can get the animals/items below and name them with your child. Have your child close their eyes while you take one away, and see if they can name the missing animal.

Word	Pronunciation	Meaning
feirmeoir	<i>firm-yohr</i>	Farmer
bó	<i>bow (like a ribbon)</i>	Cow
lao	<i>lee</i>	Calf
muc	<i>muck</i>	Pig
banbh	<i>bon-uhv</i>	Piglet
caora	<i>kwee-ra</i>	Sheep
uan	<i>oon</i>	Lamb

They can then match the adult animal to the baby animal. You can use the phrase below to direct them, just change the underlined word.

Meaitseáil <u>bó</u> agus <u>lao</u> .	Match-all <u>bow</u> og-us <u>lee</u> .	Match the <u>cow</u> and the <u>calf</u> .
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Have you ever heard Old McDonald as Gaeilge? Now's your chance! Have a look at [this video](#).

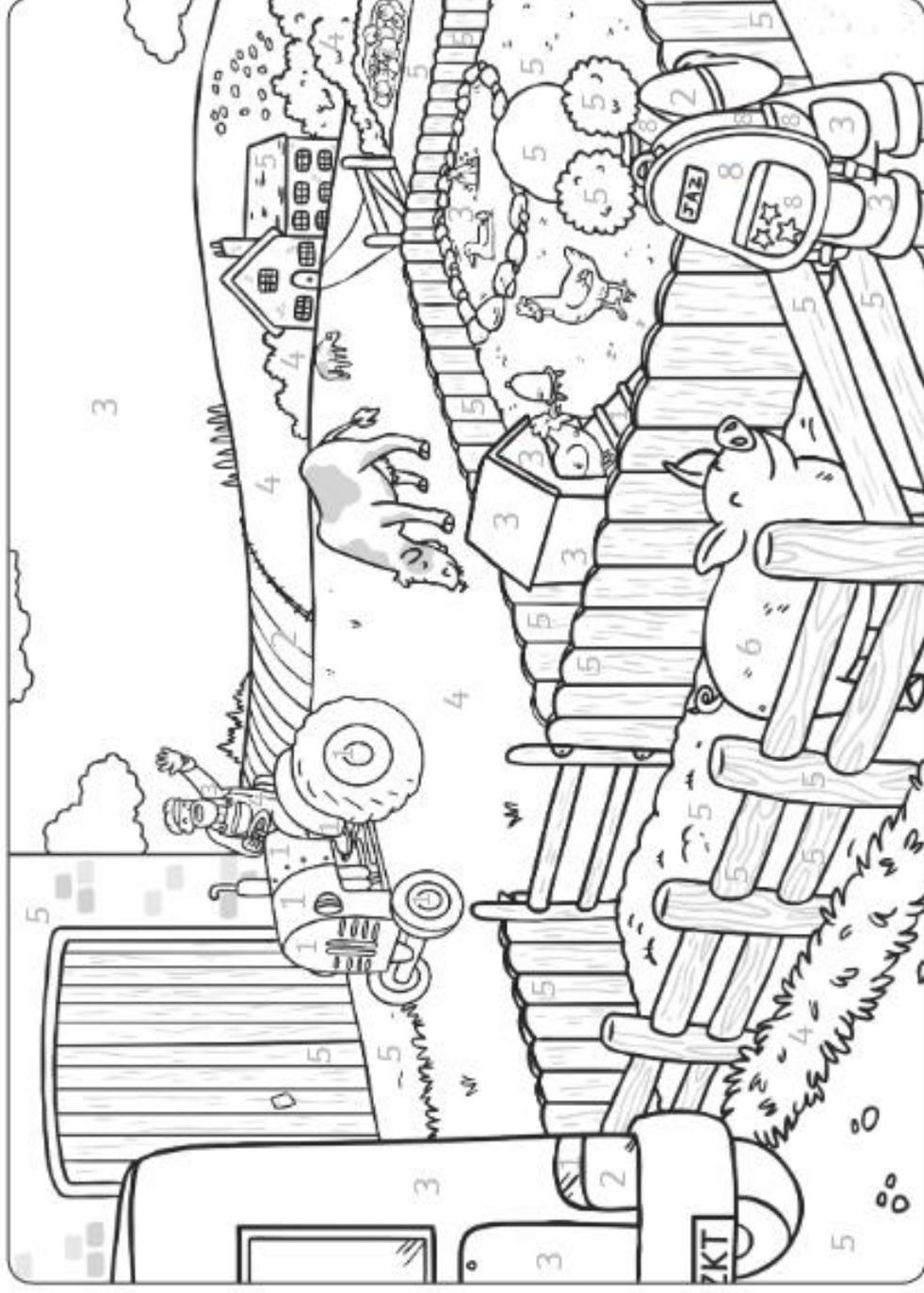
<p>Tá feirm ag an bhfeirmeoir, e i e i ó. Ar an bhfeirm tá bó is lao, e i e i ó. Mú-mú anseo, mú-mú ansiúd. Mú anseo, mú ansiúd. Mú anseo, mú ansiúd. Tá feirm ag an bhfeirmeoir, e i e i ó.</p>	<p>The farmer has a farm e i e i o On the farm is a cow and a calf e i e i o Moo moo here, moo moo there, Moo here, moo there (x2) The farmer has a farm e i e i o</p>
<p>Tá feirm ag an bhfeirmeoir, e i e i ó. Ar an bhfeirm tá caora is uan, e i e i ó. Ba-ba anseo, ba-ba ansiúd. Ba anseo, ba ansiúd. Ba anseo, ba ansiúd. Tá feirm ag an bhfeirmeoir, e i e i ó.</p>	<p>The farmer has a farm e i e i o On the farm is a sheep and a lamb e i e i o Baa baa here, baa baa there, Baa here, baa there (x2) The farmer has a farm e i e i o</p>
<p>Tá feirm ag an bhfeirmeoir, e i e i ó. Ar an bhfeirm tá muc is banbh, e i e i ó. Oinc-oinc anseo, oinc-oinc ansiúd. Oinc anseo, oinc ansiúd. Oinc anseo, oinc ansiúd. Tá feirm ag an bhfeirmeoir, e i e i ó.</p>	<p>The farmer has a farm e i e i o On the farm is a pig and a piglet e i e i o Oink oink here, oink oink there, Oink here, oink there (x2) The farmer has a farm e i e i o</p>

I've included another activity sheet below from Twinkl – more great resource on this are available there if you'd like to set some more worksheets for your child. [This link](#) is a sample of their mother and baby farm animal flashcards you could use for games.

Feirm Dhaideo: Ag Dathú le hUimhreacha

Bain úsáid as an ngréille chun na pictiúir a dhathú isteach.

1	dearg
2	buí
3	gorm
4	glas
5	donn
6	bándearg
7	oraíste
8	corcra



This is a nice little chapter about birthdays and age. You might remember from school that the way you say your age changes at different points. I've listed the ages for the range in our classroom below! (they'll change the way they say it again at 11, so for now just get your child to understand their own age!).

The question you ask is "Cén aois tú?" (cane eesh thoo) – What age are you?

Tá mé cúig bliana d'aois.	<i>Thaw may koo-ig blee-na thee-sh.</i>	I am 5 years old.
Tá mé sé bliana d'aois.	<i>Thaw may shay blee-na thee-sh.</i>	I am 6 years old.
Tá mé seacht mbliana d'aois.	<i>Thaw may shock-th mlee-na thee-sh.</i>	I am 7 years old.

On the page, you can use the phrase you learned above – *meatsáil!* – to match the cakes and candles to the ages.

Meatsáil an cáca trí bliana.	<i>Match-all on caw-ka three blee-na.</i>	3
Meatsáil an cáca ceithre bliana.	<i>Match-all on caw-ka keh-ra blee-na.</i>	4
Meatsáil an cáca cúig bliana.	<i>Match-all on caw-ka koo-ig blee-na.</i>	5

You can also learn the Happy Birthday song in Irish. If you're not using a name in the third line, just say "happy birthday" twice. There's a [nice piano](#) backing track on YouTube if you'd like to practice along with it!

Lá breithe shona duit,	<i>Law breh-ha hun-ah ditch</i>
Lá breithe shona duit,	<i>Law breh-ha hun-ah ditch</i>
Lá breithe shona [name],	<i>Law breh-ha hun-ah [name]</i>
[OR Lá breithe, lá breithe]	<i>[OR law breh-ha, law breh-ha]</i>
Lá breithe shona duit.	<i>Law breh-ha hun-ah ditch</i>

If you read music and you'd like to teach the tune to your child on whistle or keyboard (or any instrument), I've included a short score. The first one is in C major (no sharps or flats). The second is in D major and can be played on the D tin whistle

Happy Birthday to You

Patty Hill Mildred J. Hill

C G7 C

Piano

Pno.

Happy Birthday

Traditional

3

5

7

SESE (SOCIAL, ENVIRONMENTAL AND SCIENTIFIC EDUCATION)

Explore With Me (Poster Book) Topic 9 – At the Supermarket

You might like to look over the poster book each week to see what your child can remember before starting an SESE topic.

History p52

This is the story of Frank the Fisherman from Donegal, and how fishing has changed over the course of his life. There is an animation to watch on the Edco website for this page. I've included the text below.

Key vocabulary: fish, wooden, boat builder, engine, nets, salmon, trout, herring, mackerel

Hello, my name is Frank. I live in a small fishing village in Donegal. When I was young, I fished on a small wooden boat, just like the one in the photo. This was built by a local boat builder. The boat had no engine and our fishing nets were made by hand. We fished for salmon, trout and herring. Today, fishermen fish in boats with engines and they are made from steel or plastic. They catch lots of fish such as mackerel and herring.

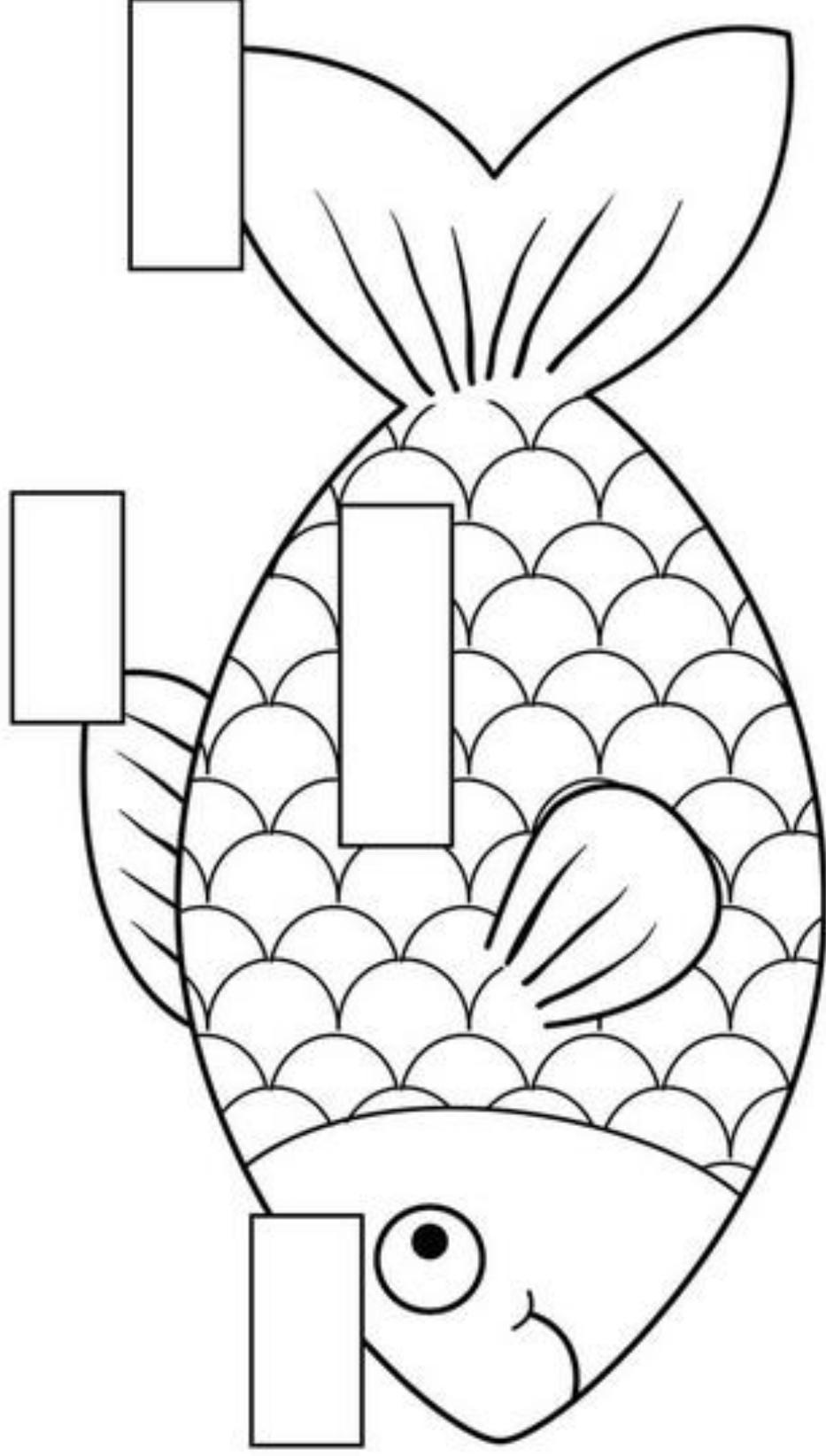
After the animation, have your child identify the main differences between the boat that Frank used as a young boy and the one that fishermen use today. Colour the picture. This could also be an idea for your diorama if you have not started one!

Your child can also do the following extension activity to label the parts of the fish. You can either print out the page below, or have your child draw their own.

The Fish

Label.

fin **tail** **scales** **eye**



Geography p53

This topic is about Italy. Your child may or may not have an awareness of other countries that are far away, but at this level it is kept very simple. You can add on more challenges if your child is confident and able – name some Italian soccer teams, find Italy on a map, count/speak in Italian, name some cities or towns in Italy (great if you've been there!)

The video animation that accompanies this topic might make you hungry – be warned. The Little Explorers are in a restaurant and talk about some main points about Italy. (Some children may spot the problem with “you have to fly to get there” – of course you could take your car and get a ferry, then drive from there! If you have a map, you could look at the route someone might take to drive to Italy from Mayo Abbey!)

In your child's book, they have to write the correct word under each picture, then finish colouring the pictures. For the pizza picture, they draw their favourite toppings (mine is bacon and mushroom!).

The food aspect of this topic is great – if you are making pizza or pasta any day with your children, it would be a great day to do this lesson!

Science p54

How butter is made. For this, you will need to look at the experiment video on the website, or if you are VERY brave, you and your child could try to make some butter!! It might pass some time and energy!

In the book, the cup is not needed and can be Xed out. The missing word “jar” and missing picture of butter can be added in the second section.

I've included the lesson outline from the teacher's book below if you want more guidance.

- Ask the children what butter tastes like, how it is made and used.
- Present the cream and jar to the children. Explain that they are going to make butter. Ask them to predict how this might be done. Record predictions on the board.
- Pour some cream into the jar. Explain that cream has lots of fat in it. The fat is mixed in with liquid in the cream. Give each child a chance to shake the jar. As the children shake the jar, the particles of fat stick together to form a lump' of butter. The remaining liquid is called buttermilk. Salt can be added to the butter at this stage.
- Watch the experiment video and recap the steps involved in butter making.
- Allow the children to taste the butter on crackers or bread. Encourage them to talk about its taste, colour, smell and texture.

Think like a Scientist! Questions:

Where do you get butter?

What do we use butter for?

Explain how butter is made.

What happened when you shook the jar?

Why, do you think, did this happen?

What is the leftover liquid called?

Do you know what this is used for?

Would you change anything about the experiment?

MUSIC

Due to copyright ownership, I cannot include some of the songs and rhythm games we were due to use, but I've included alternatives instead, as well as some of the music from last fortnight.

This month's theme is still "It's a Wonderful World". The [Spotify Playlist](#) of music from last month and this month is still available.

[Zip-A-Dee-Doo-Dah](#)

[The Hokey Pokey](#) (with dance!)

[I Sent A Letter](#) – This version is a bit different to the one we were due to do in school, but it will still work fine! You can sing "I sent a letter to my friend" instead of "love" if you prefer. The version on the Spotify playlist is quite different, but you will recognise the tune. If you have enough children in the house to play a circle game, the rules are below:

Children sit in a ring; one child skips or runs round the outside and drops "the letter" (beanbag, ball, etc.) behind a seated child some time during the second part. The child who finds the letter jumps up and runs round the circle in the opposite direction to the dropper. Both aiming for the empty space. The loser becomes the new skipper.

[What a Wonderful World](#) – A lovely little video with a different version of the familiar song. If you have some percussion instruments at home (drums, maracas – you could even make some with an empty bottle and pebbles/rice) your child can play along with the rhythm of the song.

VISUAL ART

This is still the same as last fortnight. A diorama can take time to make. I would still love to see a photo if you make one! If you would like to send a photo, but don't have time or equipment to make a full on diorama, your child could make a collage of a fairytale story on a page instead. 😊

With the age your children are at, they are probably doing lots of art, all time! This is a great chance for them to experiment with long periods of being artistic, and of letting art be a process, not just an end product. They can start something one day, and continue to work on it later when it's suitable. It's the way art really is meant to be.

That said, if you are looking for some inspiration, our plan this month was to build fairytale dioramas!

Simply put, a diorama is "a three-dimensional full-size or miniature model". At school, a shoebox is the perfect housing for a diorama. The box sits on its side in the lid, and the diorama takes place within.

First of all, have a read through some fairytales (Three Bears, Tom Thumb, Thumbelina, Ugly Duckling, Puss in Boots – these are all fairytales. You can take the very notion of fairies in a forest as an idea as well.)

Next collect items your child can use for their diorama – card, fabric scraps, glue, colours, glitter glue (WARNING: loose glitter will NEVER LEAVE YOU!), stencils, crepe paper, pipe cleaners, etc.

Start with the background (sky, walls, ground) of the diorama, and add characters or props later. Don't feel confined to any one thing. Let your child explore and take their time. If we were in school, this would be going on over the entire month!

I have included some images from Pinterest to give you some inspiration, but feel free to let your imagination run free.

If you would like to email a photo of your finished diorama (with or without your child in the photo), please do so to mayoabbeyns@yahoo.com (Subject: Ms McNamara Diorama Photo).

Please see last fortnight's plans for example photos.

SPHE (SOCIAL, PERSONAL AND HEALTH EDUCATION)

I'm going to leave the links from last week 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". For some of you, this topic might be very relatable to your diorama project for art.

Learning Outcomes:

- By discussing the beauty of nature children have an opportunity to appreciate nature and are more likely to care for their environment

Lesson Content:

- Appreciate the environment and realise that each individual has a community and individual responsibility for protecting and caring for the environment.

Explain to the children that they will be going outside and looking at the natural environment (name some of the aspects that they will see). You can discuss appropriate safety aspects of the activity in advance of the activity.

When outside ask the children to stand still and:

- listen to the sounds and identify them
- look at, talk about and describe specific things that they see
- if appropriate, touch and smell elements.

Encourage the children to talk about what they have heard and seen.

Make a collage of the spring/summer season from items found outside (being careful to damage as little as possible – use fallen material where we can.) This can double as your art project if you are running short of time or supplies!

P.E.

(Mostly similar to last fortnight – check for good running posture in your child. New games added at the end of this section. Please feel free to adjust them to suit your own situation!)

As before, you know your child and your situation best! Get outside and keep active. Learn new games they can play on their own, or with their siblings or you. Look up some suitable yoga on YouTube and have some regular stretching each day (maybe before school work, or afterwards as a treat?!).

This month we were due to focus on running (in the lead up to Sports Day), so perhaps you can do some running techniques with your child so they will be in top form when we are all back together!

Warm up with some gentle stretches. To run well, watch out for these skills:





The kick back should be close to the buttocks (at least 90 degrees)



Push off from the ball of the foot and land on the heel of the foot initially, however, when the run speed increases contact will be made predominantly with the ball of the foot only



Lean slightly forward when accelerating and slightly backwards when slowing down

Traffic Lights

Description of Activity

Invite pupils to find a space in a large open playing area where they are not in contact with anyone else. On a signal, pupils move around the playing area in response to the following commands.

- Red: stop
- Amber: walk
- Green: run



Variations

- Change the instructions for each colour, e.g. amber: move on hands and feet.
- Invite pupils to perform a balance when red is called.
- Change the vocal commands to whistle commands e.g. short whistle for green, three short whistles for amber and one long whistle for red.

Equipment

An open playing area



- Ensure pupils exercise caution when running. Invite them to imagine that they are inside a bubble, and if they touch anyone else, their bubble will burst and they will have to stop and spend five seconds blowing it back up again.
- Pause the activity at intervals to focus on the specific teaching points for running in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise individually and then return to the activity. Provide feedback to individuals when they demonstrate correct running technique during the activity.



- Create your own commands for green, red and amber. Practise with a friend in the yard.



dearg = stad • oráiste = bigí ag siúl • glas= bigí ag rith •
éist le treoir an mhúinteora

Description of Activity

Arrange pupils in groups of four. Each group lines up behind a hoop at one end of the hall. Place a large variety of equipment (beanbags, balls, etc) at the other side of the playing area. On a signal, the first pupil in each group must run out, select any piece of equipment from the opposite end of the playing area, and return to their group. Only when they have placed their piece of equipment softly into their hoop can the next pupil run to retrieve another piece. The team with the most items at the end of the activity wins.



Variations

- Call out specific colours of equipment so the pupils can practise identifying the colours.
- Vary the locomotor skill used to retrieve the equipment, e.g. run, hop, skip, jump, side step etc.
- Arrange the pupils into four groups and place one group in each corner of the playing area. Place the equipment in the centre of the playing area. Once the equipment has been retrieved from the centre, pupils may steal equipment from other groups hoops.

Equipment

An open playing area, a variety of PE equipment including hoops, beanbags, balls of various sizes, rackets etc.



- Ensure that there are enough pieces of equipment for each pupil to retrieve at least one item and ensure the equipment is spaced out to reduce the possibility of pupils colliding.
- Pause the activity at intervals to focus on the specific teaching points for running in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise individually and then return to the activity. Provide feedback to individuals when they demonstrate correct running technique during the activity.



- Practise running at home in your garden or in a safe space in your house. Teach the correct technique to someone who lives with you.



- spás oscailte • conas a ghluaiseann an t-ainmhi? • bunscileanna gluaiseachta • nathair • moncaí • eilifint • sioraf • frog • séabra • siota • coinín • leon

RELIGION

Water is Wonderful

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 Water in Theme 8.

Lesson 1

There is a good video about the girl Enestina in lesson 1, and it might be the best way to introduce the importance of water to your child. If you would like to then read the story "Messi Goes for Water" with your child, I have included the text on the page below this one. Your child can follow the pictures online. There is also an interactive game where your child must choose the pictures showing people caring for water. You can have a look through the links and see what suits your family best to work on.

In your child's book, p46, the children are looking at all the ways they use water and to show how every living thing needs water. The next page, p47, are ways families can respect and save water.

Lesson 2

This lesson is about Baptism. There is a video about baptism and another about holy water (and the holy water font) if you would like to use these to introduce the topic, but your child may have been at a family/friend baptism more recently that will be more personal, and you can look over those photos, videos and memories.

The story, "Welcomed With Water" is two pages below this if you would like to read it with your child.

In their book, on p48, they draw the picture that matches that story (Lucy's baptism) and who was present. Since you are doing this at home, your child might prefer to draw a more recent baptism they attended instead. The following page, p49, is to talk about your child's own baptism. You can include a photo if you like, or a drawing, and the names of the important people that participated in the ceremony.

'Mesi Goes for Water'

Begin by reminding the children that there are families living in parts of the world where it does not rain for months at a time. These families live in homes without taps, sinks or baths. Ask the

children how they think these families get water to drink, to wash in and to cook with. Then read the story, 'Mesi Goes for Water'.

'Mesi Goes for Water'



Mesi and her friends have been practising how to carry buckets on their heads, just like their mothers do. Each day after school, they put the empty

buckets on their heads and walk round and round the village. Then sometimes, for fun, they have a race to see who can run fastest without letting the bucket fall.

Today Mesi is very excited. Her mother has agreed that Mesi can go with her to the river. 'We will have to set off before the sun climbs too high in the sky,' her mother warns, 'otherwise the day will be too hot for us to travel.' Mesi puts an empty water bucket on her head and sets off.



There are lots of people walking along the road on their journey to the river. Some of Mesi's friends are there too. One of them is her best

friend, Enestina. Mesi and Enestina chat and talk as they go.

'Let's play races,' says Enestina.

'That's a good idea,' says Mesi.

'The winner will be the first person to reach the river,' says Enestina.

Mesi and her friends and their mothers walk and walk.

'Are we at the river yet, Mother?' Mesi asks.

'Not yet, but soon,' her mother says, smiling.

Mesi and her friends are watching out for the river, because each one wants to be the first to get there. They walk on and on and on.



Finally, Mesi's mum gives her good news. 'Look,' she says, pointing ahead, 'there's the river.'

'Goodie!' shouts

Mesi and her friends, and they speed off, running as fast as they can. When all the water buckets are full, the mothers and their children sit on the ground under the shade of a tree.

After a short rest, Mesi and her mother and the others begin the long walk back to the village. The journey is much more difficult. This time Mesi finds she cannot walk so quickly. Her water bucket is small, but now it is full of water and it is heavy. But Mesi doesn't complain. She keeps her back straight and her head steady just as she had practised. She walks and walks. She is getting a little tired. She wonders if any of her friends are getting tired.

'Are we nearly home yet?' she asks her mother, hopefully.

'Not far now, Mesi,' her mother replies. Just

then, Mesi sees the others taking their buckets down off their heads and setting them on the ground.

'We will stop here for a little rest,' her mother says.

'Will it always be like this, Mother?' Mesi asks. 'Will we always have to walk miles and



miles to get water?'

'It was like this for my grandmother and my mother and now me,' her mother answers. 'But I hope

things will be better for you and your children, Mesi.'

After reading the story, check for understanding using questions such as 'What did Mesi carry the water in?' Then dig deeper using these or similar questions:

- Mesi and her family live in a country called Malawi in Africa. What would you like about living there? What would be difficult?
- How do you think Mesi and her family will use the water they have collected? What do you think they will do when it runs out?
- I wonder ... what would it be like if you had to go to the river with your family every day to get water?

'Welcomed with Water'

Begin by asking the children what they remember about holy water: how is it different to ordinary water? Where can it be found? How can it be used? Then read the story, 'Welcomed with Water'.

'Welcomed with Water'



'Mammy, where's Billie?' said Niamh.
'Billie the bear?' whispered Mammy.
'I don't know, sweetheart, where did you last have him?'

'It's ok,' said Dad, softly. 'He's right here, Niamh.'

Niamh smiled. 'Thanks Daddy!' she said.

Mammy, Daddy and Niamh were all sitting in the front row of the church with Auntie Julie and Uncle Ray. Niamh's new baby sister, Lucy, was asleep in Mammy's arms. Father José, the priest, was talking to them.

'What name do you give your child?' he asked.

Niamh turned Billie around to face the front of the church, so he could see what was going on. 'I picked her name, you know!' she whispered to the bear.



Father José then said, 'I now trace the cross on your forehead, and invite your parents and godparents to do the same.' Mammy, Daddy,

Auntie Julie and Uncle Ray traced a cross on Lucy's head using their finger. Lucy squirmed a little.

Niamh kept whispering into Billie's ear.

'Father José is really nice,' she said. 'He tells good stories and funny jokes.'

'And there's Mary,' she continued, pointing

to the statue in the corner. 'She's a mammy too. Her baby's name was ...'

'Niamh?' said Fr José.

Niamh looked up. Mammy, Daddy, Auntie Julie and Uncle Ray were walking away. 'It's time to welcome Lucy into God's family ... Are you ready?'

Niamh nodded. 'C'mon Billie,' she said, jumping down off the seat.



Niamh listened as Fr José asked Mammy, Daddy, Auntie Julie and Uncle Ray some questions about Lucy.

Then Mammy walked over to the big font, and held Lucy over it. 'What's going on?' asked Niamh.

'Watch!' said Daddy.

'Billie! Watch!' said Niamh, turning her teddy around.

'Lucy Smith,' said Fr José, 'I baptise you in the name of the Father ...'

Niamh watched as Fr José poured water on Lucy's head, before he continued, 'And of the Son ...'

'And of the Holy Spirit,' whispered Niamh.

'And of the Holy Spirit,' said Fr José.

Everybody clapped. They were happy for Niamh, and for Mammy and Daddy, and especially for Lucy.

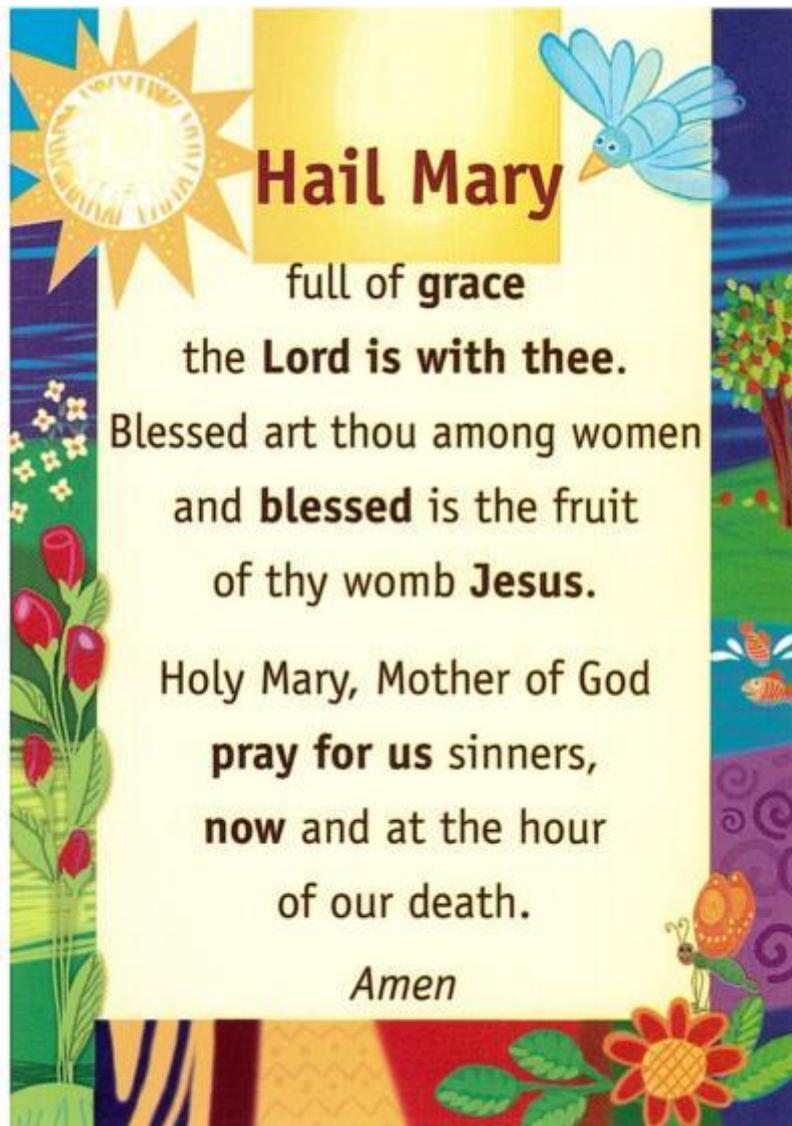
'Welcome to our family, Lucy,' said Fr José.

'Welcome to the family of God and to the family of the church.'

After reading the story, check for understanding using questions such as 'What did Fr José pour over Lucy's head?' Then dig deeper using these or similar questions:

- Have you ever been to a Baptism? Tell us about it. Who else was there? What did you see? Was there more than one baby being baptised on the day?
- What different things did Niamh see when she was in the church?
- What words did Fr José say when he poured the holy water over Lucy's head? When do you use the words, 'In the name of the Father, and of the Son, and of the Holy Spirit'?

Continue to practice the Hail Mary with your child.



The other prayers we have learned this year are:

- Morning Prayer
- Glory Be
- Oh Angel of God
- God Our Father
- Prayers Before and After Lunch

Junior Infants

English & Maths

English

Over the Moon – Unit 9A

New genre story – We're All Going on a Summer Holiday.

You can find this Genre story in Unit 9 on the Gill website, and it explains why the Kelly family are at the airport. This was obviously summer 2019, not summer 2020!

p108

Look at and discuss the picture of the airport. If you have been to an airport with your child, you can talk about those memories, or perhaps your child has seen or read about an airport in a movie or a book.

Barrier Games are games like Guess Who, or Battleship, where both players have the same layout, but need information from the other player to win the game. In the form on this workbook there are no winners, and you can be the quizmaster! Give your child instructions to colour various parts of the picture. To make this more challenging, add two or three steps to your instructions. See the following example:

1. Colour the aeroplane green.
2. Find the vehicle Kelly's will fly in and colour it green.
3. Find the vehicle Kelly's will fly in and colour the wings green and the rest of it blue.

This would be a good time to have a look at the Gill website and explore the Oral Language and Interactive resources for Unit 9. There is a lot of material available there, so you can spread it out over this fortnight and the next, and you can always refer back to it for letter formation techniques, sight word games, and books to read.

You can also play the "I Went..." game. You can involve the whole family, and make the activity harder by only allowing items in alphabetical order (though that will be quite a challenge for infants!). The first person says "I went to the airport and I saw an aeroplane." The next player has to repeat what the player before said, and add their own airport word. You can play this game for any subject.

p109

This page is all about letting your child read for themselves. They are capable of sounding out CVC (consonant-vowel-consonant) words by themselves now, so don't give in to the urge to read it for them! They can tick the sentence that matches the picture and X the other one.

If you want to extend the activity, get your child to pick a few of the pictures, and change one word for another CVC word, e.g. pig in the mud -> cat in the mud.

You could also get them to draw the picture for the sentence that was wrong, and write it out under their new picture. Although many children enjoy drawing, the aim of this exercise is reading and sounding out words, so don't let the picture task take over if you choose to do this activity!

p110

Hopefully your child will use their deduction skills to see the pictures are telling the story of how Tom made his sandcastle, but the pictures are mixed up. Let your child read through the instructions at the bottom of the page – all the way through! Then look at step one, and see which picture matches it. By reading all the way through first, the verbs will be in their head, so hopefully they won't write step two under the picture for step three, because they will remember "Tap it" being one of the sentences.

p112

I know! I didn't skip p111! Just to point out that p112 is almost exactly the same as p110, so you will be ready for it when it comes. Try to save this page until the second fortnight so that it will be good revision for your child. The nice thing with this is that you and your child can make a smoothie too, and write out their own procedure steps.

p111

Sight Words / Tricky Words

As with last fortnight, your child needs to see these words frequently and recognise them on sight, as they are not words that can be sounded out. Having you or a sibling work through this page with your child is a great opportunity, because all the attention is on just them – not spread across the whole classroom! Take your time with this page and ensure that they recognise the words fully by the time they've finished. As before, you can make flashcards and play games with them, or spot the word in books – great ways to reinforce learning.

Shorter unit? Yes! At this time of year schools would be having school tours, sports days, testing and lots of other activities, so you will notice that many books have left room to manoeuvre around those. Keep that in mind – not every day has to be a workbook day. And if you would LIKE to do more work, Twinkl is a very good starting resource for printing off worksheets related to topics your child enjoys – such as farming, outer space, fairytales, and lots more. Also allowing your child to look back over their books and create harder activities for themselves (e.g. instead of just looking at what makes the 'f' sound on a page, try to spell out the words!) or to practice free writing in a copy, in a book they make themselves, or just on any scrap paper lying around.

Jolly Phonics

p38, 39, 40

Spread these pages out over the fortnight, and revise the sounds and words list each day. At times, you can go back to any page in the book and have your child read the words from the word list.

For the /ue/ sound song, click [here](#)

For the /er/ sound song, click [here](#)

For the /ar/ sound song, click [here](#)

Please take care with letter formation. Again, working on their own or with just their siblings is a great chance for your child to get individual attention. Don't accept rushed or messy work. Let them try their very best, follow the tracing practice, and work hard on making their writing look really grown up!

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

Maths

Week 1 Vocabulary

empty, zero, nothing, none add, put them together makes, combine

The concept of zero is usually difficult for children. This is why it is only introduced when the child has a firm understanding of the numbers 1 to 5. The difference between 0 and the numbers from 1 to 5 is that the numbers from 1 to 5 have a visible and tangible form (0 has no visible and tangible form). Some children have difficulty understanding that 0 means 'nothing'. However, having just completed the activities on capacity, this naturally progresses to a better understanding of the notion of an 'empty' set. Furthermore, comparing 0 to the numbers 1 to 5 helps children to understand the empty set/zero, e.g. they look at a set of two and see two objects, whereas they look at the set of zero (in comparison) and see that it has no objects.

If your child is still struggling with the concept, use tangible objects, like crayons in a box. Put 5 in the box and ask how many there are. 5. Take one out and ask how many. 4. Repeat until you take out the last crayon. How many are in the box now? Zero.

To write zero, hold your pencil in the tripod grip, start at the top, and move down the left side and back up the right side, the same as letter O. Please ensure your child is doing this correctly!

Try the following poem:

Five enormous dinosaurs

Five enormous dinosaurs
Letting out a roar – (children roar!)
One went away and Then there were four.

Four enormous dinosaurs
Crashing down a tree – (action of knocking over a 'tree')
One went away and Then there were three.

Three enormous dinosaurs
Eating tiger stew – (children say yeuch!) One went away and
Then there were two.

Two enormous dinosaurs
Trying to run – (children run on the spot)
One ran away and Then there was one.

One enormous dinosaur,
Afraid to be a hero, (children cower in fear)
He [or she] went away and Then there was zero.

p83

Practice writing the numeral zero, starting at the top, going smoothly down the left-hand side, and back up the right-hand side. Please don't let your child form it the other way around, as it makes learning joined writing more difficult in senior infants!

Notice the set on the back of the turtle. How many baby turtles are on its back? Zero! For the first time, your child does not have to draw anything in a set, as zero represents an empty set.

p84

The children have experience of combining (both objects and pictures), but now they are extending their knowledge to include combining a number, e.g. 2 and 0. Ask the children about what they see. (One counter and one counter. This makes two counters.) How many counters are above the number 0? (No counters/nothing.) Look at the House of 1 at the bottom of the page. We are learning facts about the number 1. What do they notice about the House of 1? (That 0 and 1 is the same as 1 and 0. This is the "conservation of number" we looked at previously!)

If you are interested in buying a set of counters to use at home, [these are the type](#) we use at school, and they will be a useful resource to have in future. I only include this link because some parents asked about it during our phone conversations.

p85

Look at this page and ask your child about what they see. How many counters are above the number 0? (No counters/nothing.) Look at the House of 2 at the bottom of the page. We are learning facts about the number 2. What do they notice about the House of 2? (That 0 and 2 is the same as 2 and 0.)

At Home Book p31

An extension for this topic. In this activity the children reinforce their understanding of the empty set. Making comparisons with sets that do have quantities consolidates their learning.

Week 2 Vocabulary

one, two, three, four, five, how many?, more, less amount, number, is the same as

This will sound like a lot of theory, but is the premise behind this unit of work.

The children have explored and have had hands-on experience of the components of number (through partitioning, pgs 59-60). They are familiar with the component parts of number, e.g. they have broken up the number 5 into parts (4 and 1). Now they can more readily understand that when these components, e.g. 1 and 4, are put back together again (combined), they make the same number (5). The partitioning activities have given them a solid basis for combining. The children are now consolidating their prior experiences of the components of number, partitioning and combining (of numbers 1 to 5 and 0 to 5). They are learning about the House of 1, 2, 3, 4 and 5 and discovering number patterns. They are also discovering (or their attention is now being formally drawn to) pairs of related number facts, e.g. that 3 and 2 is the same as 2 and 3.

The following pages are fairly self explanatory and seem outwardly simple, but matching numerals (numbers 1, 2, 3, 4 and 5) to sums, conservation of number, and partitioning/combining, is a very important base maths skill for your child to have. Getting this solidly reinforced now, at this age, will make life easier for them as they progress through school.

p86

Ask your child about what they see. How many counters are above the number 0? (No counters/nothing.) Look at the House of 3 at the bottom of the page. We are learning facts about the number 3, e.g. that 0 and 3 is the same as 3 and 0.

p87

Ask your child about what they see. How many counters are above the number 0? (No counters/nothing.) Look at the House of 4 at the bottom of the page. We are learning facts about the number 4, e.g. that 4 and 1 is the same as 1 and 4.

p88

Show this page on the IWB. Ask your child about what they see. Look at the House of 5. We are learning facts about the number 5, e.g. that 2 and 3 is the same as 3 and 2. What do the children notice about the colours for each number? Discuss the pattern in the 'Try This!' activity. What is the pattern of colours? What is the pattern of the numbers?

p89

Your child has been discovering pairs of number facts when combining using concrete materials. They are now experiencing the visual version. Discuss the different number facts. Their early mathematical activities (EMA) matching experiences are related to this activity (e.g. pages 18-19)

Senior Infants

English & Maths

English

Over the Moon – Unit 9A

New genre story – Fun at the Campsite.

You can find this Genre story in Unit 9 on the Gill website, and it explains why the Kelly and Mooney families are at the campsite. This was obviously summer 2019, not summer 2020!

This would be a good time to have a look at the Gill website and explore the Oral Language and Interactive resources for Unit 9. There is a lot of material available there, so you can spread it out over this fortnight and the next, and you can always refer back to it for letter formation techniques, sight word games, and books to read.

p115

You can listen to the instructions on the Gill website by clicking the Senior Infant book and opening this page. I have listed the instructions below as well, in case you'd prefer to read them out.

1. The family are going hiking tomorrow. Mam brought a compass to help them find their way. Find the compass and colour it red.
2. It is getting dark. Dad put on the lantern to give them some light. Find the lantern and colour it blue.
3. The family pitched two tents at the campsite. Draw the letter 'b' on the big tent. Draw the letter 's' on the small tent.
4. Everyone is feeling hungry. Draw some food cooking on the barbeque and draw a sausage on Dad's fork.
5. Draw a smiley face on the moon and put a ring around the big cloud.
6. Mam is about to go looking for more firewood. Put a torch in Mam's hand and a cap on her head.
7. Ella's spots a hiker on top of the tallest mountain: he looks very small as he is far away. Draw a stickman on the side of the tallest mountain.
8. Ella is having dessert before dinner! Put a marshmallow on top of the stick in Ella's hand.

p116

You'll notice this page is similar to p110 from the last fortnight. Revise the sounds at the top of the page with your child. If you want to double-check your sounds, have a look back on this document at the last page of the Junior Infant English section – there is a copy of the Jolly Phonics pronunciation guide for the 42 sounds in English.

Section A: Play a guessing game with your child. You can take turns to say the sound, and the other person must point to the right box.

Section B: Fill in the missing sound. Our accents can affect how a child hears this, but they still must learn the correct spelling, so make sure they take care in listening for the differences.

ladder	corn	star
park	horse	shark

Section C: A crossword! Children can find these tricky, so take your time again. Maybe only use capital letters to help this make sense to your child.

1A – SCARF 2A - HARP 3A – CORN
1D – FARM 2D - HORN

p117

The genre for this unit is text we use to socialise. Throughout the Genre Story, the children saw the characters participate in different ways of using text to socialising, and this page is revising and reinforcing that. This would be an opportunity to re-read the genre story, or even the book from last fortnight – Dear Greenpeace.

Section A: Read the words and colour the pictures. Have your child “chunk”, where they recognise smaller words inside the bigger words – ‘invitation’ has the word ‘in’ at the start, and ‘it’ near the beginning. It looks like a long word, but they already know how to spell and read a lot of the parts!

Section B: Using the words they learned in Section A, your child needs to figure out what type of writing each character needs to use. Your child should be able to read all the words on the page by themselves, but stay with them while they do, and give guidance where needed.

If your child is struggling with this, or you need to leave them working on their own, you can work through the page orally first and colour code each item, e.g. put a red dot beside the word “booking form” in section A, and a red dot beside the problem that needs that word. Put a purple dot beside “get well card” and a purple dot beside the sentence that needs it, etc.

The correct order is: booking form, get well card, map, postcard.

Section C: You can talk about this section if you like, or you could also send a card to someone in real life and tell them about what you are doing! (If you’d like to send a card to me, you can send it to Mary McNamara, Headford, Co. Galway and it will get here! 😊 Include your address and I will send a postcard back!)

p118

Question marks are somewhat new to your child. In our Jolly Phonics book we already covered exclamation marks, but only briefly. At this stage your child should know that a full stop goes at the end of a sentence. Draw their attention to the fact that a question mark does the same, but it goes at the end of a question. On page 91 we looked at most of the question words.

Practice writing the question mark on this page, match the questions to the correct pictures, and colour the pictures.

p119

Section A: We often find activities like this in the puzzle books at airports! In this case, your child is keeping the ending sound the same, but changing the starting sound. Don't tell them what the word will be – let them write it and try to read it themselves!

park	dark	bark	shark
wish	fish	dish	squish
sing	ring	king	swing

Section B: Again, keep the ending sound the same to make a rhyming word. I've included some examples below in case you get stuck! You could also have your child extend this activity by writing out more rhyming words they think of, or by picking another word from a book and seeing how many rhyming words they can come up with.

Chop – cop, crop, drop, flop, hop, mop, pop, shop, stop, swap, top

Mug – bug, dug, hug, jug, plug, pug, rug, shrug, slug, snug, thug, tug

Star – bar, car, far, jar, par, scar, Spar, crowbar, guitar, radar

Ship – chip, clip, dip, drip, flip, grip, hip, kip, lip, nip, pip, rip, sip, skip, slip, snip, tip, trip, whip, zip

p120

Independent Writing - If you have gone camping with your child, they can use that experience for inspiration. This is also a good time to read back over the genre story.

Section A: Your child can draw OR write in the blank sections, whichever they are more comfortable with. If they draw, however, challenge them to also include a few labels on the picture (e.g. tent, sleeping bag, ducks, swimming etc.).

Section B: Write a postcard to Ella about the camping trip. In the genre story, p20-21 are a good example of what could be put in the card. Use this as a guide for your child, but if they are up for a challenge, let them come up with other sentences themselves. In class we would write these on the board together first, check for proper letter formation, good spelling, making sense and full stops and question marks at the end of sentences. You can do this with your child on a board or a spare piece of paper, and they can write the final version into their book. If they like, your child can also use joined writing where they are able.

p121

You will notice that this is the same format as p108, so the same technique applies! Your child has covered many of these Sight Words/Tricky Words in school this year, but revision is always good. Start by playing some revision games (make some flashcards and play Go Fish, etc.) then have your child figure out which word the scrambled letters should spell. The length of the words and combination of letters are the obvious indicators your child will use, but ensure that they are careful with their correct spellings on the lines (sometimes they think they just have to write one of the words directly opposite the line.)

For the second section, have your child describe what is happening in each picture, then read through the sentences to find the matching one. Colour in the sentence and the picture.

Jolly Phonics

p35

Practice capital letters. Read and draw the correct pictures.

For dictation, you can call out the following words and your child can write them on the lines. For some children, the first five words will be plenty, but try all 10 if your child is confident with the activity.

Dug

Mix

Leg

Help

Soft

Rang

This

Shout

Coach

Raindrop

p36

Tricky Words – These tricky words are NOT magic ‘e’ words, so take care that your child is aware of that. This is why they are tricky. Remind your child that English words ending in a /v/ sound always have a silent ‘e’ at the end. Colour all the flowers red to reinforce this concept.

The second section show how magic ‘e’ changes words. Three of the words are regular CVC words (consonant-vowel-consonant), but the other words use magic ‘e’ to change the sound of the vowel (it says its name). The ‘u’ in cube and tube says its name, and the ‘i’ in ride does too. You can also point out the ‘g’ in ‘huge’ makes a ‘j’ sound. Aren’t phonics fun?!

p37

The bottom of this page shows your child how to use joined writing for the letter ‘c’. Without lifting the pencil from the page, start on the bottom left, go all the way to the top of the C, then back over your line, down and around the bottom, before starting back up on the next C.

For the story, you and your child can come up with a list of word 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 *pirate* and *sea*, so take care. 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.

p38

Revising /ou/ and /oa/ sounds. Read carefully, play guessing games (Can you find... flower?) and draw the pictures. (See Junior Infant Jolly Phonic section for links and sounding guides)

Maths

Week 1 Vocabulary

one cent, two cents, five cents ten cents, twenty cents, coin

The children are exploring the concept of money. The children were introduced to the basic coins (1c, 2c and 5c) in Junior Infants. In Senior Infants the children are learning to recognise coins up to 20c and to use coins up to 10c. Money is a complex concept to grasp. Some children may have difficulty with the fact that one coin, e.g. a 10c coin, is the same as two 5c coins or five 2c coins. The children need plenty of hands-on experience when exploring this concept. The children have been using coins throughout the year in their Aistear play activities and have explored the concept of money in their monthly topic (January and May), which should help them as they explore this concept.

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.

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!



Ask your child questions about the coins:

- What are coins used for?
- What coin is this?
- Which coin is worth the most/ least?
- What shape is this coin?
- What colour is this coin?
- What is the value of this coin (e.g. 10c, 20c)?
- Where is the value of the coin printed? (Point to where it is printed.)
- Is the edge of the coin smooth or ridged?

With Euro coins, this 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 110:

- part A: The children match the coins and colour them.
- part B: Ask the children questions, e.g. How much does the panda cost? What toy is the most expensive? What toy costs the least? The children trace the correct number of coins in each row.
- The 'Try This!' activity at the bottom of the page suggests doing coin rubbings.

page 111:

- part A: Point to the first wallet. How much money is in the wallet?
- part B: Ask the children what different coins they can use to make 10c. Discuss the different combinations of coins that can be used. (p90, the story of 10 is useful revision for this section - just remember that there are no 3c coins, etc.)

page 112:

What different toys can the children see in the toy shop? Ask the children questions, e.g. How much does the teddy cost? Which toy is the most expensive? How much more is the train than the crayons? Point to the first sum. What did Tom buy in the shop? How much did the bubbles cost? How much did the train cost? How much did Tom spend altogether? Write the corresponding sum on a board or a page: $2c + 5c = 7c$.

- The 'Try This!' activity at the bottom of the page can be explored if you wish!

page 113:

- part A: Ask the children how much each child spent in the shop (from p112). The children draw the corresponding coins in each child's purse. Discuss the different coin combinations that can be used.
- part B: The children identify how much money is in each row and circle the corresponding total amount.

At Home Book p34

The children are learning to identify and count 1c, 2c, 5c, 10c and 20c coins. They are also learning to represent and interpret data in an early graph. This page will help your child recognise the value of each different coin.

Week 2 Vocabulary

(same as week 1) one cent, two cents, five cents ten cents, twenty cents, coin

The children are learning to recognise coins up to 20c and to use coins up to 10c. They are learning to exchange a number of coins for a single coin of equal value and vice versa. The children are learning to use coins in shopping activities, tender appropriate coins, calculate change and use the correct vocabulary: cost, price, cheap/expensive, change, too much/too little. They are solving practical tasks and problems using money, including which items can be bought with a given coin. They are identifying how to spend the same amount of money in two different ways.

page 114:

Your child will roll two dice. They work out the total number rolled. They then draw coins in the purses to make that total amount. Discuss the different coin combinations that can be used. Remember, your child can use more than two coins in the wallet - having two dice may confuse them about this.

page 115:

Having a number line will be useful for this page. You can make your own, but I have also included one from Twinkl at the end of this maths section.

Zuzanna has 10c to spend. Point to the first sum. Ask the children to identify how much the items cost. Does Zuzanna have enough money? Ask the children to identify how much change Zuzanna will receive. The children can use their number lines to help them work out the answers. It might help to use a pencil to fully cross out the wrong answers on the page so your child doesn't get confused!

page 116:

- part A: What treats can you see? Ask questions, e.g. How much does the ice cream cost? How much more does the balloon cost than the lollipop? Point to the first sum. Demonstrate how to work out the answer and match it to the corresponding treat. You can use coins, counters or a number line to help.
- part B: Read the questions to your child. Use lots of maths vocabulary here with them.

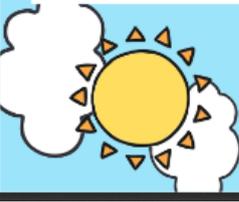
page 117:

What food and drink can you see on the page? Point to the first sum. How much does the orange juice cost? How much does the milkshake cost? How much do they cost altogether? Demonstrate how to write the corresponding sum on a board or a piece of paper: $3c + 4c = 7c$. Your child has encountered vertical sums before (p79) but it might take some time for them to adjust to this method again, so take it easy!

The 'Try This!' activity at the bottom of the page can be used as an extra challenge if your child is able for it. Don't push too hard if they are struggling with the other work - you can leave this section for now, or come back to it another time.

At Home Book p35

Revising coin combination and price addition.



twinkl.com



