



Dear Parents,

First of all, I hope you are all staying safe and healthy, and doing well in these strange times. I know that your children are bright lights of hope and energy in my work days, and we are lucky to have their youth and enthusiasm to get us through these trying times.

On the Thursday when we closed, I sent your children home with all of their books, and a rough outline of the work we were due to cover in the following two weeks. Since we now know that we will not be back to school for some time, I will be helping you to guide your child's work through what their original yearly scheme would have been.

Importantly, I want you to know that learning at infant level is all extremely "play-based". The 1999 school curriculum, the new primary language curriculum, the early childhood Aistear curriculum and all the most recent updates to subject areas have play-based learning at their core for early years learning. What this means is that worksheets, copies and books are only a small part of the learning plan for your children. At infant level, we use interactive whiteboard games, markers and whiteboards, activities, pair and group games, songs, physical objects, toys, children's own belongings and everything in our class and natural environment as part of our lessons. Please do not feel like you have to be doing a load of worksheets, books or writing with your children.

Due to the closure of schools, I'm sure you've found that dozens of reputable websites have made resources available to children and parents for use at home. This includes the websites for your children's books, among others. While these can be of great benefit, don't forget that you know your child best of all. If there is a silver lining to this situation, it is that your child gets the opportunity to work at their own pace, with their own interests, with their own parents.

For example: Going for a walk and talking to you about the baby lambs in the field is just as important a learning experience for your child as looking at a photo of some lambs in our classroom. You are teaching your child all the time. When you get home, do a little drawing of the lambs, write a sentence about the walk, count how many lambs you saw and draw a dot for every one, write down the numbers for how long your walk was in minutes or meters, write a letter to someone along your route and post it to them - everything is a learning opportunity!

To finish up, I'm going to paraphrase a twitter thread that kept popping up for me to remind you of how much teaching you actually do at home.

"To all the folks trying to recreate school at home, with highly structured schedules & worksheets: we teach that way in schools because of CROWD CONTROL, not because it's the best way to learn. Kids have a rare opportunity here to engage in deep, authentic learning instead.

So here's some ideas of what this could look like instead. For science, take nature walks in a park/bike path, and talk about the water cycle, ecosystems, and biological processes you see. Start a garden. Collect bugs. Set up a science experiment.

English class? Just read, obviously, but also--challenge your kid to write a book! If they're little--draw a picture book. If they're big, write an entire novel. Help them edit it and look for a way to print it when they're done.

Social studies--read books that aren't contemporary fiction from your home country. Have international/historical movie time some nights. Tell family stories about the parts of history you've lived through, read some more.

Music--if your kid normally plays in orchestra or band, challenge them to write their own piece of music! Too many kids are forced to only play the music others have written without ever getting a chance to create on their own. And everyone knows one instrument--singing.

Paint, paint, paint, draw. The other day, my niece sat at the table and painted for like 6 hours. Why would I interrupt her and say, "Oh your hour of painting is done. We have to do maths facts now." No, for once, let the kids paint as much as they want.

PE--learn a dance from a video, or put on a ballet and try to copy it, yoga video, if you have access to it, go to a park and let kids run around in a green space (where you can stay away from other kids), and just BE outside. Bring a soccer ball or a frisbee, whatever.

And maths...okay, to some extent, you do just have to sit there and DO maths problems sometimes. But there's also counting toys! and tracing shapes! number hunts in the house!

Cooking! Not only is it great for teaching reading comprehension & maths (assign them to double/halve the recipe), it's also a pretty fundamental life skill!

Maria Montessori was spot-on that chores are great for kids' development. Learn to fold laundry, sweep, do dishes, teens can learn to check the oil in the car.

Any kind of crafting is great developmentally & making stuff with your hands is very good for mental health. Let your kid choose a language—any language— they're interested in studying & there's a million free resources online for doing it

Learn to meditate! Have time you're all off on your own, working quietly, and times where you talk—really talk! About ethics or wonderings or your kid's favourite cartoon—whatever we were all too busy to sit around talking about last week. A good conversation is worth 1000 worksheets.

If you're a brand-new home-schooling parent, I recommend reading up on Montessori-at-home for young kids, or project-based learning for teens. Limit screen time, go with the flow, and let curiosity be your guide. You'll all be much happier, and amazed at what you'll learn.

It's ok not to hit every subject every day. It's ok to have a lot of unstructured time. It's ok to have a day where you just do 1 or 2 things. I'd try to limit TV/video games to an hour a day (I know it's hard). And try to have outside time each day, & the kids will be just fine."



I heard a little rumour,
I don't know if it's true,
That the world is going to be at peace
For at least a month or maybe two.

I heard that folk must stay at home,
And spend time with their kin,
Slow down, relax and take a breath,
And find some peace within.

And though we may be worried,
About money, jobs and bills,
We will notice beauty everywhere,
Blue skies, fresh lakes, green hills.

And when a month or two is over,
And we can all go back to our lives,
People will show gratitude,
That their loved ones all survived.

(BTR)

Website Access Links for Parents during Covid-19

Many websites and publishers have made the online components of their material available freely to parents during the Covid-19 emergency. For some, it is as simple as clicking a link, while for others you may have to set up an account with an email address. Below, I've listed the three websites for publishers we use in our classroom.

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

https://www.gillexplore.ie/products?Type=1&SubjectList=0&LevelList=0&utm_source=Master+list&utm_campaign=032e461cb1-EMAIL_CAMPAIGN_2018_01_22_COPY_01&utm_medium=email&utm_term=0_239ea55615-032e461cb1-122336957

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

Username: primaryedcobooks

Password: edco2020

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

Sign up with:

Email: trial@growinlove.ie

Password: growinlove

And while I'm sure you are utterly inundated with useful links, here are two more:

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

Geography

p40 The Farmer's Work

To access the material for this topic, go to www.edcolearning.ie and use their special offer to login. Look through the bookshelf for "Explore With Me JI 2019", and select the theme "Spring". Play the animation of "Springtime on Mary's Farm" to help you and your child complete the activity in their workbook.

p43 Getting Home from School

Look through the bookshelf for "Explore With Me JI 2019", and select the theme "Transport". The Little Explorers have just finished school. Sparky (dog) will take the bus home, Erin (girl) will cycle and Fionn (boy) will travel home in the car. Each Little Explorer will take a different route. Who has the shortest route home? Who has the longest route home? What will they pass on their way home?

How do you travel to and from school? What do you see along the way? Why do we need maps? Where have you seen maps?

Challenge: Draw a map of your journey to school, with what you see along the way.

p45 The Pilot

Watch the animation on the website, then follow the instructions below to complete the workbook activity.

- Draw the co-pilot next to the pilot
- Colour the runway black
- Colour the control tower green
- Put an X on the airport terminal
- Draw a circle around the runway controller

What does a pilot do? How does a pilot help us? Where would you see a pilot? Who helps the pilot in her/his work? How does a pilot stay safe at work? How does a pilot keep other people safe?

History

p42 Easter Eggs

To access the material for this topic, go to www.edcolearning.ie and use their special offer to login. Look through the bookshelf for "Explore With Me JI 2019", and select the theme "Spring". Play the slideshow video showing the three steps to fry an egg.

Your child then has three sequences to complete:

- 1 - How to make an egg sandwich
- 2 - How to open an Easter Egg
- 3 - What happens during an Easter Egg Hunt

First, talk about the surrounding pictures in the sequence, and discuss what might be missing. Have your child describe to you what they are drawing and colouring, and why they chose that particular thing to describe.

p46 Amelia Earhart

Watch the video and listen to the story of Amelia Earhart. Write the sentence to say what Amelia's plane was called. Colour the picture of her plane.

Extension – Have your child build a plane using lego, blocks, play-doh or cardboard.

p47 Old and New Transport

Play the interactive activity online (sort the transport left and right into 'old' or 'new' boxes). Talk about the differences between the old and new pictures. What transport have you seen before? What have you used? Have you ever seen old cars/tractors/machines at a show or on the road?

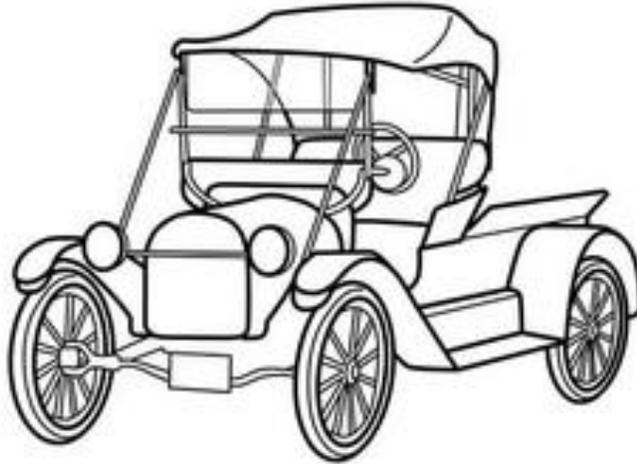
Workbook: Match the old version of a type of transport to the modern version.

Extension: Design a car for the future! (see page below) Try designing other future transport ideas.

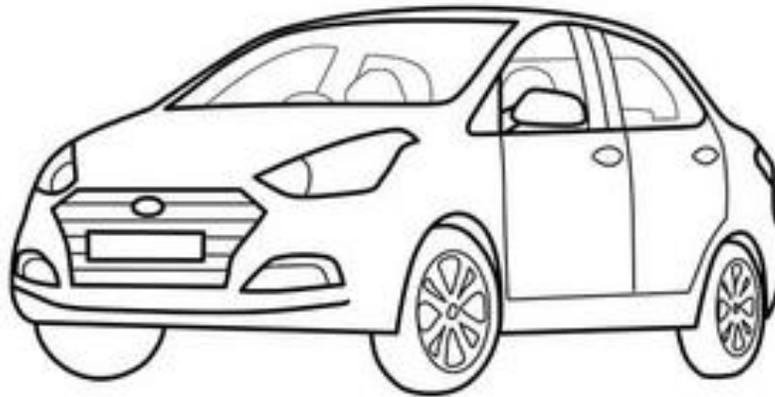
Old and New Cars

Design a car for the future.

past



present



future

Science

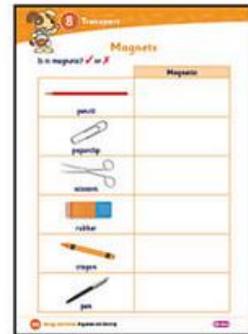
p44 Magnets

If you don't have real/toy magnets available, a fridge magnet will work for this chapter.



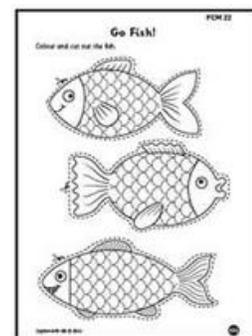
Lesson

- Tell the story about Fionn's painting. Fionn has painted a lovely painting. His mum admires it and tells him to stick it on the fridge. Fionn asks her how. She says to use a fridge magnet. Fionn puts up his painting. Then he tries to stick another magnet to a kitchen press but it falls to the ground. He asks Sparky why the magnet sticks to the fridge and not the kitchen press. Sparky tells him that magnets have a special force that pulls some metals towards them. The magnet is attracted to the metal in the fridge door and that is why it 'sticks'; it's not really sticky! Sparky says that if something is attracted to a magnet, it is said to be 'magnetic' and if it is not attracted it is said to be 'non-magnetic'.
- Where possible, give every child in the class a magnet (or one between two or three) and allow them to walk around the room to find objects that their magnet attracts. Encourage them to feedback to the class and list objects that were / were not attracted.
- Pupil Book, page 44: **Magnets. Is it magnetic?** Separate the children into groups. Give each group a pencil, a paperclip, a child's scissors, a rubber, a crayon, and a pen with some metal on it. Ideally, each child in the group would have their own magnet and test each item themselves. Alternatively, give one magnet to each group and each child in the group gets the opportunity to test an item to see if is magnetic. Each child must record their findings in their book.



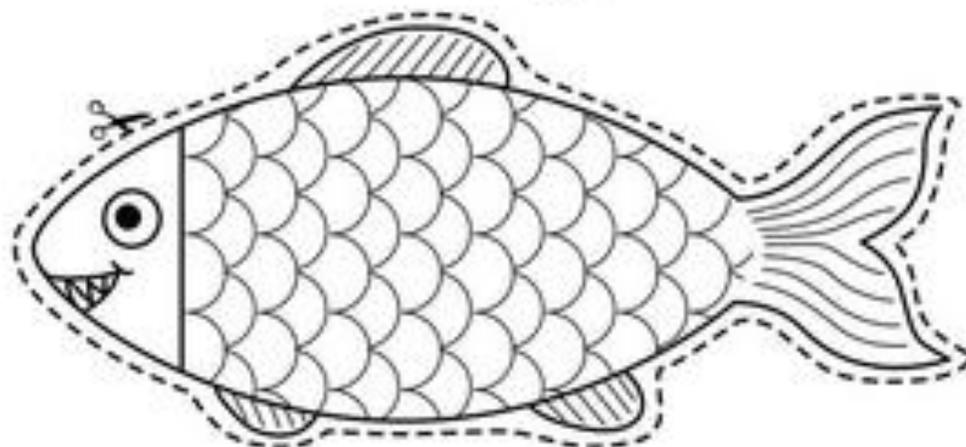
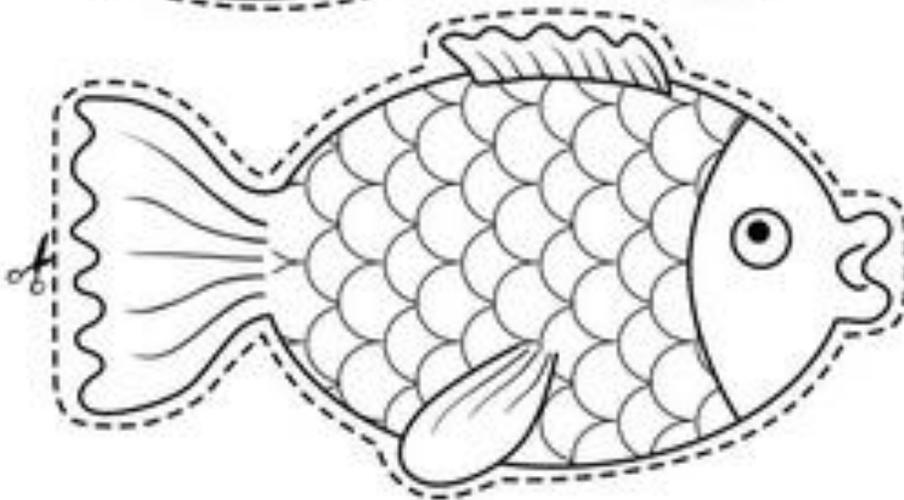
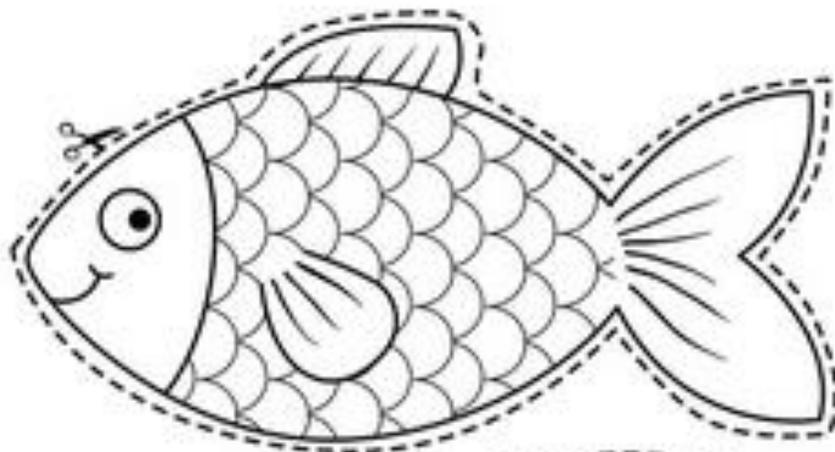
Extension Ideas

- PCM 22, page 173: **Go Fish! Colour and cut out the fish.** Attach paperclips to the fish and tie a ring magnet to the end of a piece of string to make a fishing rod so the children can 'go fishing'.
- Challenge. Can you rescue a paperclip from a glass of water without getting your magnet wet?
- **Explore with Sparky! How Far will a Magnet Jump?** Place a strip of white paper on the ground or table. Mark a starting point at one end of the paper. Place a magnetic item on the starting point. Ask the children to make predictions about the point at which a magnet will be attracted to the item. Hold the item on the starting point and move a magnet gently along the piece of paper. Mark the point at which the magnet 'jumps' towards the object. Repeat using different items and / or different types of magnets. Equipment: Selection of magnetic and non-magnetic classroom items, different types of magnets.



Go Fish!

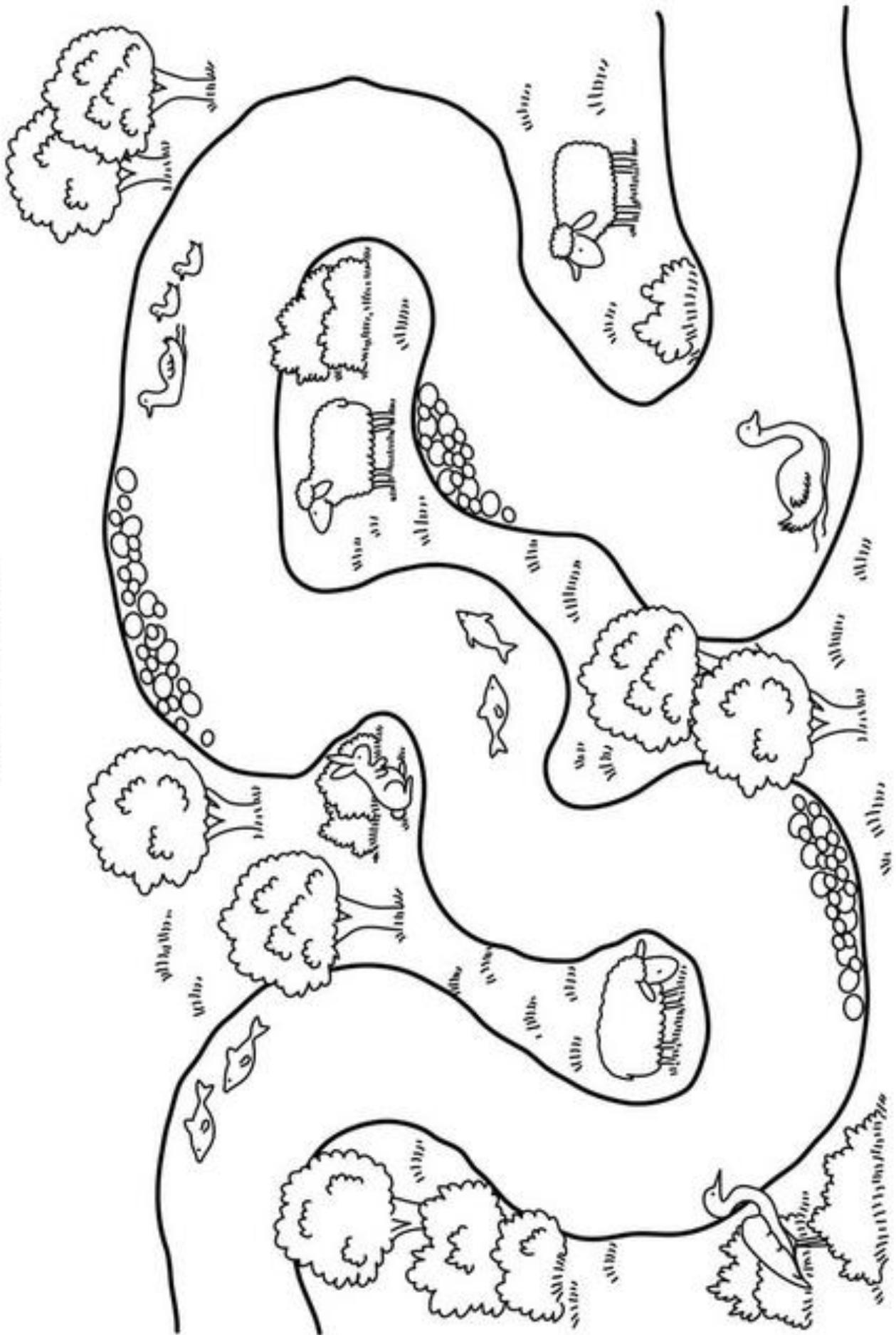
Colour and cut out the fish.



p48 Design and Make a Raft

Look through the bookshelf for "Explore With Me JI 2019", and select the theme "Transport". Watch the experiment video on p48 detailing how to make a raft. If you have materials, your child can try making a raft, and either drawing a river on a page, or printing out the one below. Again, a fridge magnet can be used if there are no real/toy magnets available.

The River



Gaeilge

If you lack confidence in Irish, don't worry! Many do. Keep it simple. Use the little bits of Irish you DO know. Look back through your child's book and have them see what they can remember. At the bottom of every page is a vocabulary list for you to help your child. Even very simple instructions throughout the day will keep the language fresh in your child's mind ("Colour the shamrock *glas*. Colour the teddy *buí*.")

For these two weeks, we would be moving on to the chapter *An Teilifís*. At infant level, your child is not expected to read or write in Irish, so this is mostly about listening and speaking.

p34 Cad atá ar an teilifís?

Tá ___ ar an teilifís. (sorcas, moncaí, tíogar, leon, cangarú)

First, talk about the pictures. Ask the question and help your child answer.

Next, have your child pick out 4 colours and name them in Irish.

Tell your child to put a different colour circle around the picture you name

e.g. Cuir ciorcal gorm timpeall an moncaí.

Cuir ciorcal dearg timpeall an fear grinn.

For the second section of the page you can suggest what your child will draw. It might be nice to see what animals they can name from other pages of the book, and ask them to draw that on the first TV.

e.g. Tarraing luch ar an teilifís. (Draw a mouse on the TV.)

Tarraing lacha ar an teilifís. (Draw a duck on the TV.)

Finally, ask your child to colour the *cangarú*. Have fun with this if you like – colour the kangaroo pink and purple! (Dathaigh an cangarú bándearg agus corcra!)

p35 Tá an ___ ag ___

Your child knows many actions as *Gaeilge*. Play a game to see how many they can do!

Bí ag ___

Irish	Pronunciation	English
ag canadh,	<i>Ag kon-uh</i>	Singing
ag damhsa,	<i>Ag thow-suh</i>	Dancing
ag féachaint ar an teilifís,	<i>Ag fay-kinch ar an tell-if-eesh</i>	Watching the TV
ag léim,	<i>Ag lame</i>	Jumping
ag rothaíocht,	<i>Ag ruh-ee-ukth</i>	Cycling
ag ithe,	<i>Ag ih-huh</i>	Eating
ag ól,	<i>Ag ohl</i>	Drinking
ag rith,	<i>Ag rih</i>	Running
ag léamh,	<i>Ag layv</i>	Reading
ag scríobh,	<i>Ag shkreev</i>	Writing
ag gáire,	<i>Ag goy-ruh</i>	Laughing
ag eitilt,	<i>Ag etch-ilth</i>	Flying
ag súgradh,	<i>Ag soo-gruh</i>	Playing
ag snámh	<i>Ag snawv</i>	Swimming

Talk about the animals on p35, and what they are doing. Again, this is written on the bottom of the page for you.

Tá an fear grinn ag canadh.

Tá an moncaí ag damhsa.

Tá an tíogar ag rothaíocht.

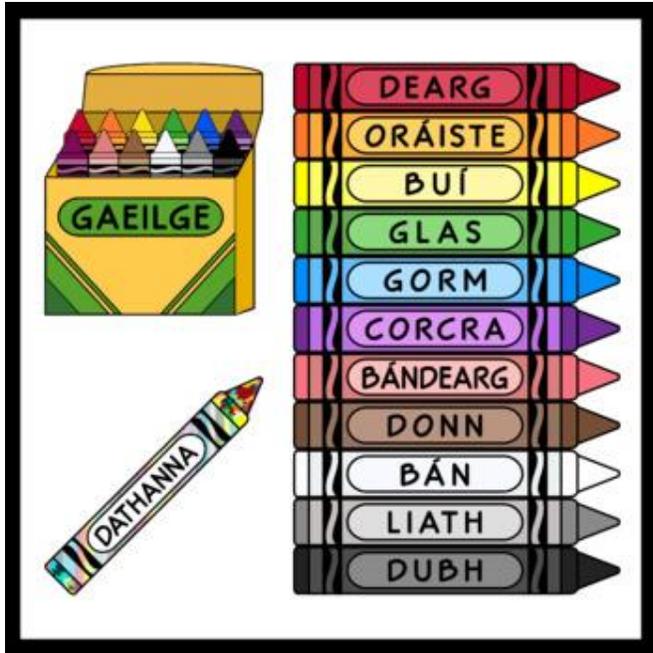
Tá an leon ag gáire.

Do the actions as if you were a clown/monkey/tiger/lion. If you want to practice colours again, ask your child to put a different colour circle around each character. To extend colour practice, you can ask your child to colour the *moncaí* and the *leon* different colours, or they can just have fun choosing their own colours and telling you about it.

See below for some useful vocabulary images.

Have a browse on Facebook for more - <https://www.facebook.com/IrishLanguageLearners>

And if you have a pinterest account, there are also many free vocab posters available if you do the right search!



Bróga
"Shoes"
(brogha)



Culaith
"Suit"
(culuh)

Eadaí *as Gaeilge*

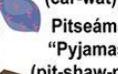
Carbhat
"Tie"
(car-wat)

Pitseámaí
"Pyjamas"
(pit-shaw-mee)



Ciochbheart
"Bra"
(keek-vert)

Veist
"Vest"
(vest)



Briste
"Trousers"
(brish-teh)

Culaith Snámha
"Swimsuit"
(culuh snaw-va)



Fobhriste dornálaí
"Boxers"
(fo-vrishteh dornawlee)

Uaireadóir
"Watch"
(ooradohr)



Lámhainn
"Gloves"
(lawvin)

Gúna
"Dress"
(goo-na)



Scairf
"Scarf"
(scar-uf)

Stocai
"Stockings"
(stokee)

Hata
"Hat"
(hata)

Stoca Rúitín
"Ankle Socks"
(stoka roo-tcheen)



Seaicéad
"Jacket"
(sha-kaydj)

Sciorta
"Skirt"
(shkirta)



Léine
"Shirt"
(lay-nah)



Buatasáí
"Boots"
(buatasee)

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2016



An Zú as Gaeilge

Sioráf
"Giraffe"
(shir-awf)

Mac tíre
"Wolf"
(mak tee-reh)

Mór-rón
"Sea Lion"
(mohr-rohn)

Órang-útan
"Orangutan"
(o-rang oo-tan)

Simpeansai
"Chimpanzee"
(shimp-an-see)

Goraille
"Gorilla"
(gor-il-eh)

Giobún
"Gibbon"
(gib-oon)

Eilifint
"Elephant"
(ele-fint)

Lasairéan
"Flamingo"
(lahs-air-ayn)

Piongain
"Penguin"
(pyin-gahn)

Ócáipe
"Okapi"
(o-cawp-eh)

Miorchat
"Meerkat"
(meer-hat)

Léamar
"Lemur"
(lay-mer)

Séabra
"Zebra"
(shay-bra)

Leon
"Lion"
(lyohn)

Srónbheannach
"Rhinoceros"
(srohn-van-ahk)

Toirtís
"Tortoise"
(tor-teesh)

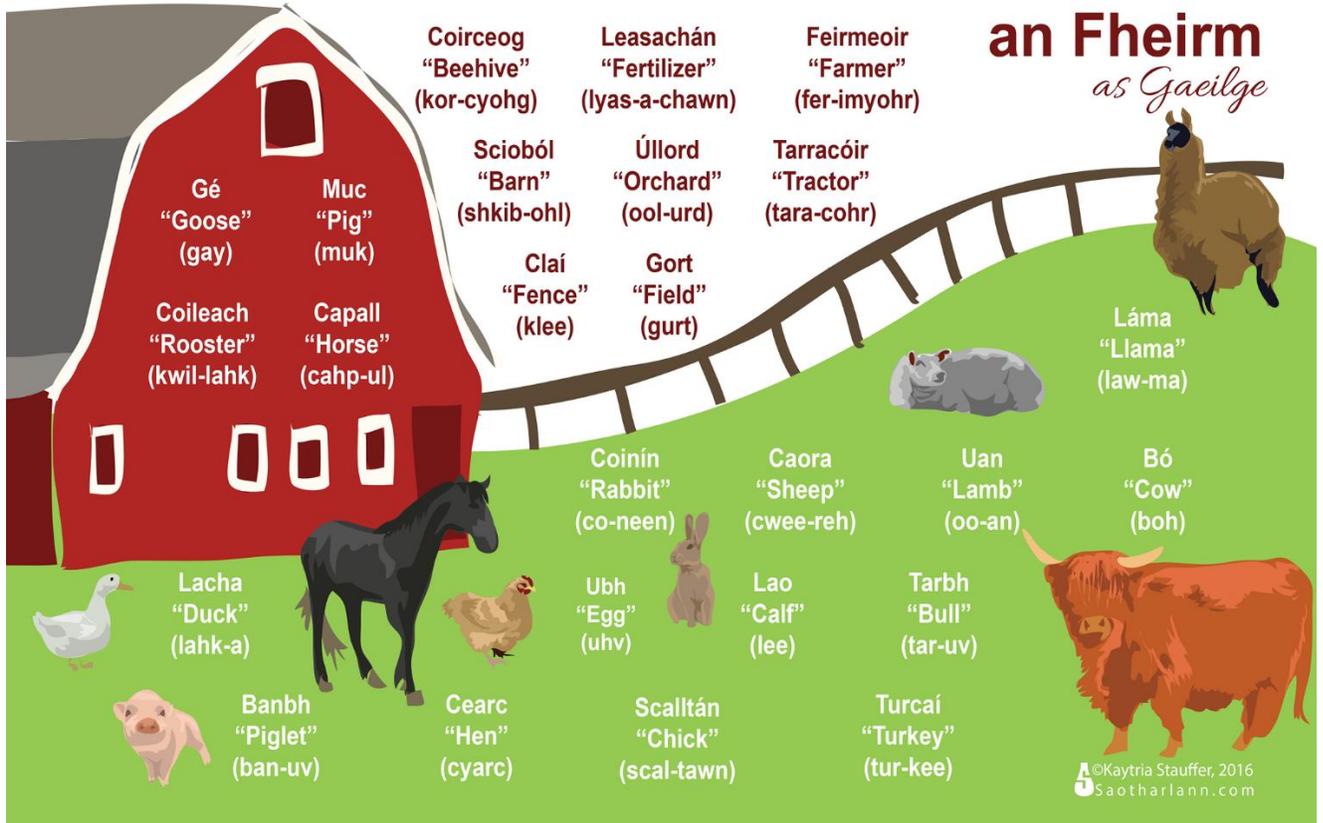
Tiogar
"Tiger"
(tee-gur)

Liopard
"Leopard"
(lip-erd)

Buaf
"Toad"
(boo-af)

Dobhareach
"Hippopotamus"
(doh-ar-ach)

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an Fheirm as Gaeilge

Coirceog
"Beehive"
(kor-cyohg)

Leasachán
"Fertilizer"
(lyas-a-chawn)

Feirmeoir
"Farmer"
(fer-imyohr)

Gé
"Goose"
(gay)

Muc
"Pig"
(muk)

Scioból
"Barn"
(shkib-ohl)

Úllord
"Orchard"
(ool-urd)

Tarracóir
"Tractor"
(tara-cohr)

Coileach
"Rooster"
(kwil-lahk)

Capall
"Horse"
(cahp-ul)

Clai
"Fence"
(klee)

Gort
"Field"
(gurt)

Láma
"Llama"
(law-ma)

Coinín
"Rabbit"
(co-neen)

Caora
"Sheep"
(cwee-reh)

Uan
"Lamb"
(oo-an)

Bó
"Cow"
(boh)

Lacha
"Duck"
(lahk-a)

Ubh
"Egg"
(uhv)

Lao
"Calf"
(lee)

Tarbh
"Bull"
(tar-uv)

Banbh
"Piglet"
(ban-uv)

Cearc
"Hen"
(cyarc)

Scalltán
"Chick"
(scal-tawn)

Turcaí
"Turkey"
(tur-kee)

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Grow in Love (Religion)

P42-45

The Church – Places to Pray

Various videos and activities available on the website to add to your child's learning, if you wish.

P.E./SPHE

Thankfully, Spring has sprung, and your child has great opportunities to get outside and play! Although it is hard not to be able to play all the team sports they usually get to play at school, this is also a great chance for your child to broaden their interests and learn other ball games, skipping, tip-the-can, obstacle courses, What Time is it Mr Wolf, Red-Light Green-Light, Hide and Seek, Mother May I and all the other wonderful playground games we all played.

Intersperse gross motor (whole body) games with fine motor (hand and co-ordination) games too. Pick daisies and learn to make daisy chains, build sandcastles/pebble houses/bug hotels, make mud pies, play with a water, make a bird's nest and have fun!

For days where you are stuck inside, we often use Just Dance videos at school. If you search on YouTube for "Just Dance All Perfect" you will often find full videos for your child to workout to. And you can tell them that they scored the "all perfect" themselves! 😊

We had recently started some mindfulness meditation before school closed. There are many options available online for you and your child, and as always, you know your child best. Perhaps 3 minutes of mindfulness is their limit, but maybe they would like to try double that, or to do it twice a day. It can be a useful mental resource when times are stressful. If you happen to have the "Calm" app on your phone, that is the one we were using in school, but the price may be restrictive. Have a look around, and always check the whole way through the meditation so you don't end up with any nasty troll surprises!

Junior Infants Maths and English

MATHS

Page 75

- Circle the animals that have neighbours
- Write the missing numerals

This activity reinforces the concept of, for example, 2 and 3 being next to one another (only one step away), while 2 and 5 are three steps away.

Games: Make a set of numeral cards (can be printed from page 2 of this document) and mix them up. Have your child sort them in the correct order.

Use small, flat items (e.g. counters, coins, jigsaw pieces, etc.) and build towers of 5, 4, 3, 2, 1. Lay the towers out on the table in the correct order. Do this activity the other way round (lay out items first, stack them second), or use in addition to numeral cards. If your child is up for a challenge, mix up the whole collection and have your child build the towers by themselves in the correct order!

Page 76

- Copy each row of bunting

This page is fairly complex. It looks at the language of ordinal number (first, second, third, etc), ordering of number, colour, shape, pattern and spatial relations.

The child needs to examine the first line of bunting in each row very closely so that they can replicate it on the other side. Use a lot of talk and discussion first. Take your time. Look down through the whole first column and see what colours you might need, what numbers you will be writing and what shapes you will have to draw. To limit distractions, just have the colours required, a pencil and a rubber nearby. Work slowly on each row, check your work and refer back to the bunting on the left frequently. Let your child talk through their instructions (e.g. "I need orange to colour the first flag ... I need to leave 3 blank flags after the orange flag ... the last/fifth flag needs to be coloured yellow")

Games:

Use the numeral cards. Take away one and see if your child can figure out which one is missing.

Create patterns and sequences with small toys. Have your child copy the pattern with other toys, or by drawing the sequence on a page. This can be done outside too. Collect, for example, 5 stones, 4 leaves, 3 blades of grass, 2 twigs and 1 berry/nut. Make sequences and copy patterns. Use numerals higher than 5 if your child understands.

PHOTOCOPIABLE 63: Numeral cards 1-10



1	1	2	2
3	3	4	4
5	5	6	6
7	7	8	8
9	9	10	10

Page 77

- Combining sets with totals to 5
- Representing sets with numerals 1-5

Make a story about the activity, e.g. Once upon a time, there was a little ladybird sitting on a leaf. She was lonely and wanted a friend. Along came another ladybird and now she's not lonely anymore. Now there are two ladybirds. Draw the child's attention to how this is depicted: the words *and* and *make* and the frames (boxes) for writing each number. Ask the child to make up stories about the other animals (birds, worms, frogs and fish).

Games: Have your child gather a selection of their toys and make combination stories about them.

Page 78

- Combining sets with totals to 5

This activity moves away from the 'story' to a depiction of concrete materials (counters). If your child would like to use counters when doing this page, do so. You can make your own counters if you do not have any, or use items suggested for p75 above.

Real life: Look for combining activities in real life. How many cushions on the couch? How many cushions on the armchair? If we put the cushions from the couch and the cushions from the armchair together, how many cushions does that make? (Could also be plates on each side of the table, shoes on top and bottom shelves, crayons inside and outside your pencil case)

In junior infants, your child is not expected to add to totals of more than 5, so remember to keep amounts small and manageable! If your child is enjoying the challenge, of course feel free to make the amounts larger.

Page 79

- Combining to totals of 5

Demonstrate this activity using your fingers. Some children may already be using their fingers to count, so this is an opportunity to ensure that they are doing so correctly. Use the same fingering as the images in the book and go from left to right (same direction as we read). If your child is confident to add larger numbers, or to show them using fingers (e.g. 6, 7, 8 etc) ensure that the small numbers start on the left and continue to their right hand for the larger numbers.

Page 79

-Combining using dice

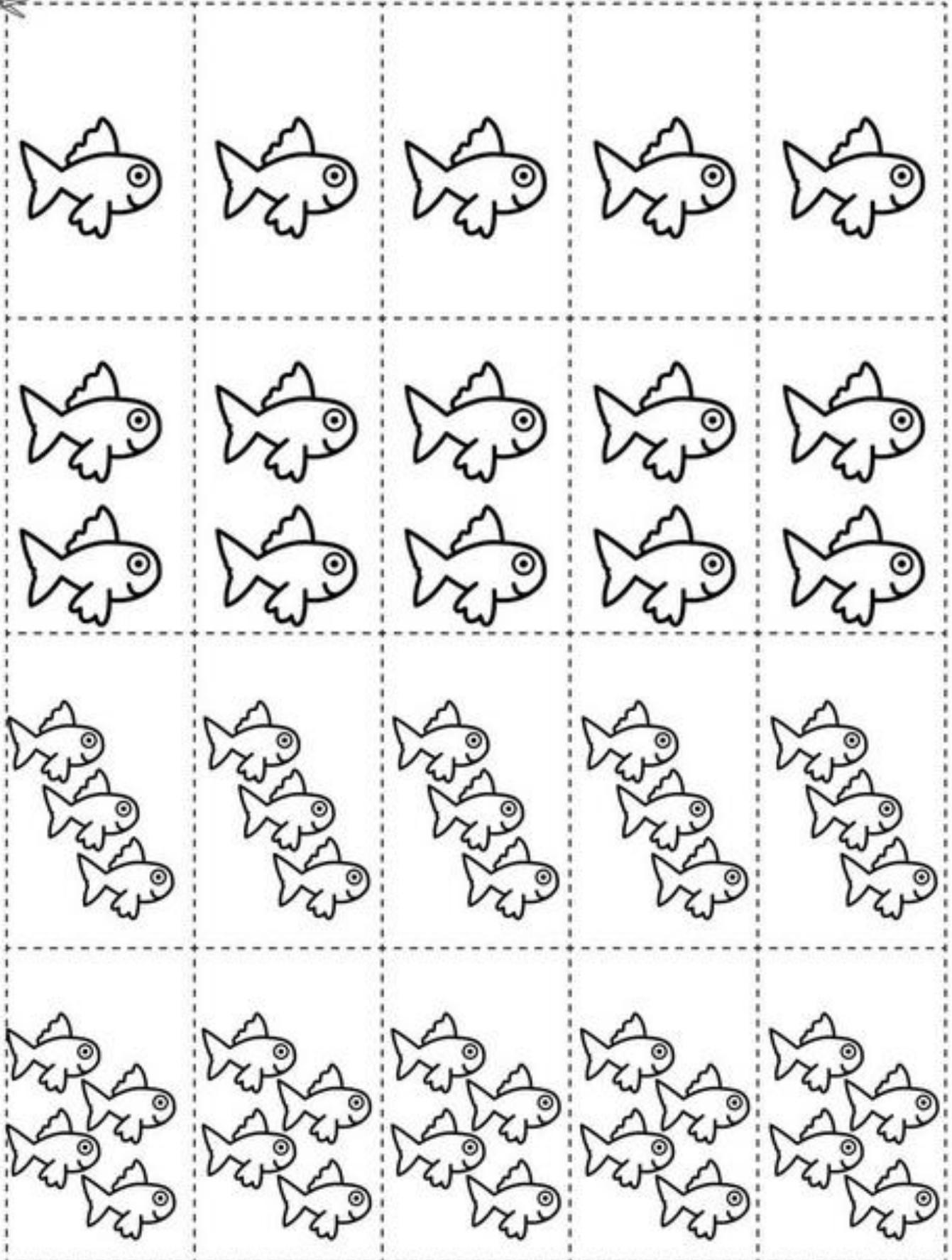
Have your child familiarise themselves with dice (and the pattern of dots representing each number). If you have some dice at home, your child can represent each sum before counting the dots. The dice pictured in our book are crazy dice, and show different patterns to real dice, so be careful!

Games: Play Fish Cards with your child (Print out page 5 of this document – colour first if you like). Each player picks two cards at a time. If the two cards make 5, they keep them. After all the cards have been picked, the person with the most cards is the winner.

Play “Shut the Box” with your child. Write the numbers 1-5 on a piece of paper. Roll a dice. Cross out the number you roll (6 gets to roll again). First person to cross out all of their numbers is the winner. This game can be made more challenging if your child is confident with the first version. Write the numbers 1-12 on the page and roll two dice. Miss a turn if you roll a number you already have! (Note, there are versions of this game available in shops like Tiger, when the world is back to normal! Perhaps you have one lying around at home!)



PHOTOCOPIABLE 66: Fish cards for combining 1-5



Number Formation Poem

Around and around and around we go,
When we get home we have a zero.

Number 1 is big and tall,
Stand him up so he won't fall.

Number 2 goes backwards and along,
Please make sure you don't go wrong!

Two little curls for number 3,
One for you and one for me!

Number 4 goes down and across,
Give him a stick so he's the boss.

Number 5 is a funny chap.
Down, fat tummy, and give him a hat!

Number 6 looks like a curl in your hair,
Twirl it around to show that it's there.

Number 7 starts with a hat,
Then goes down, just like that!

Number 8 starts with an S
Then join back at the top and press!

Number 9 is like a ball on a stick.
Start with a C, then go up and down quick!

Number 10 is a hero,
First the one, then the zero!

ENGLISH

Having your child read, write and speak with you are some of the most important ways you can help improve their English skills. While the workbook and website are great tools, you are your child's best way of learning. Set aside some time each day to read a book or story with your child, even if it's one you've already read. Look at the readers for each unit of Over the Moon on the Gill website, and go back to the stories from Unit 1 onwards. Let your child make small books and try out spellings for themselves. Sing through the Jolly Phonics songs (if you can take it!). Pick a picture (from a book, website, magazine, photo album, etc) and talk to your child about it. Ask them questions and get them to ask you questions in turn.

To learn how to use the Gill publisher's website to go with our English programme, Over the Moon, please watch the video at the following link:

<https://drive.google.com/file/d/16gHRE4zj3OiX5ewK2tHGGsT8v46U025S/view>

As before, take your time with the workbook! Do no more than one page per day, and take days off. Look through the page of the day before doing it with your child, and talk it through with them. Perhaps get your child to make flashcards to play a game of Go Fish (with new words like 'go' and 'no') or print out letter cards for your child to build CVC (consonant-vowel-consonant) words like m-a-n.

When writing with your junior infant child, please remember to use only lower-case letters (except for the first letter of their name). We have gone through all the letters and their formations in both Jolly Phonics and Over the Moon, and it is important that your child knows how to form lower-case letters as well as upper case. At this stage they are familiar with all the letters, so it is just a case of remembering to use them. They will start learning and using capital letters (upper case) in Senior Infants.

Workbook pages 96-101 (Unit 8A)

Listen to/read the Genre Story for unit 8 with your child – Who Will Save the Day? – on the Gill website.

p96 Use Gill Online to play the instructions for colouring. Questions also listed below.

B Listen carefully and follow the instructions.

- A firefighter has woken to the sound of the alarm. Colour his bed blue.
- A firefighter is sliding down the pole. Colour his uniform black and yellow.
- A firefighter is eating her dinner in the canteen. Draw a glass of water on the table.
- The fire engine is ready to go. It has a ladder on top. Colour the ladder orange.
- Colour the fire engine red.
- They will need lots of equipment to help them to fight the fire. Put an x on each oxygen mask.
- Count the number of helmets and then write the number above the helmets.
- Put a circle around the buckets.
- Colour the boots orange.
- Draw a line under the fire extinguishers.



p97 New sight words – go, no

Read the words and follow the instructions on the page to practise the word with your child. This is where you can have your child make flashcards with the words and play games like Go Fish to practise reading the word. You can also look back for similar pages in the book and make flashcards of other sight words we have covered and revise them with your child.

p98 – Problem and Resolution

This page requires your child to be familiar with the Genre Story from the website, and to recall and answer the questions of the page. This is all to develop your child's skills of recognising the narrative genre and using techniques to tell and write stories in that genre.

You can extend this activity with your child by having them draw three boxes on a page and having them make up a story with a problem, a problem solver and an ending. To practise sounds and writing, they can label parts of the picture, or write a sentence underneath.

p99 - Medial Sounds

Finding the middle sound in a word can be very tricky for children. Using counters/dots for each sound can be helpful – you will notice in your child’s Jolly Phonics book that there are dots under each phoneme (sound) and a similar tactic will help your child with this activity. Say the word, point to the letter and read each sound. As much as possible, let your child lead in the activity, and try not to be tempted to just say the sound for them!

To ensure your child is using the correct letter formation, you can check the Letter Formation interactivity on the Gill website. Having a reference page written or printed out for your child can also be helpful (in school the label on the table with their names also has numbers and letters for your child to quickly refer to).

p100 – Problem and Resolution

Discuss each problem with your child. Encourage your child to match the problems in the column on the left with the resolutions in the column on the right. You can challenge your child to come up with alternative resolutions for each problem.

p101 – New sight words – so, like

This page is similar to p97. Sight words are also known as “Tricky Words” because they do not follow the rules we know about reading! These words cannot be sounded out the way we do with CVC words, so having your child learn to ‘just recognise’ these words is important. Flashcards and repetition are the best ways to accomplish this, so getting your child to read and recognise these words frequently is the most useful way to practise. Do this activity once or twice each day after learning the words. You will probably soon build a stockpile of flashcards if you decide to make them, and you can just pick one up on the way to ... getting the post, say! ... and have your child read it.

On p101 you will notice dots under some words. These are not tricky words, and your child can read them out sound by sound.

Senior Infants Maths and English

MATHS

Ten frames can be useful for these activities. Please find a printable version two pages below on this document. It will work best if you print it on stiff card, or even make your own on more durable material!

Counters would be very useful, and you can make your own by cutting some coloured card. Alternatively, use small flat items like coins (be careful not to get distracted by the numbers on the coins), jigsaw pieces, or other materials you may have in the house.

p96 - Point to the first sum. How many teddies are there? How many cars are there? Ask your child what ways the sum can be written, e.g. $3+2=5$ or $2+3=5$. Use the ten frame to create the sum with counters. Write the two versions of the sum into each of the four sections.

p97 PART A - The child joins the dots 1-10 to find the hidden toys.

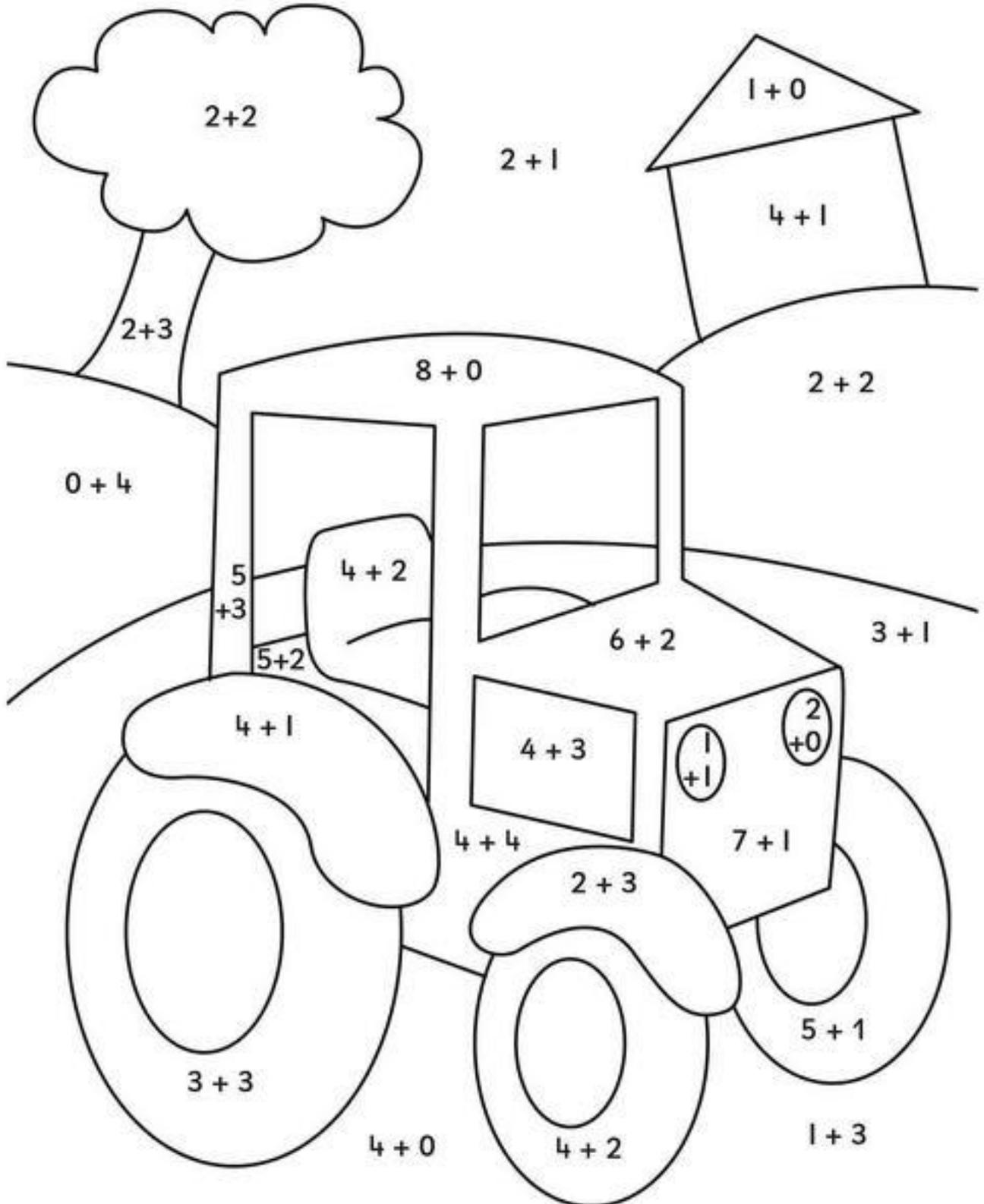
PART B - Needs a dice and counters. Your child will roll the dice and write the number they got. They must then figure out how many more they need to get to 10. To do this, they can use the counters (on the ten frame), their fingers, etc.

p98 - Sums can be written on a spare page/whiteboard. They can choose to either do all the sums first, or colour after each sum using the answer/colour key. Ask your child to say the sum and then figure out the answer. To do the sums, have your child lay out the parts on the ten frame (3 + 2 could be 3 yellow counters and 2 blue counters = how many counters altogether?) If your child enjoys this activity, or you feel they need a bit more practice, an extra printable is included after the Ten Frame.

PHOTOCOPIABLE 21: Ten frame

PHOTOCOPIABLE 57: Colour by number

1 red	2 yellow	3 blue	4 green	5 brown	6 black	7 orange	8 purple
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p99 – Capacity Vocabulary

In Senior Infants the children are learning to estimate and measure capacity using non-standard units, e.g. spoons, eggcups. The children are learning to select and use appropriate non-standard units, e.g. using a bucket instead of a spoon to fill a bath. They will need lots of hands-on experience with concrete materials when exploring this concept. Using containers and exploring capacity through play is more important than filling out worksheets, as long as your child is learning the correct mathematical vocabulary. This may seem really obvious to us as adults, but your child will learn it best by playing, seeing and repeating. Here is how Operation Maths recommends you use the vocabulary of capacity with your child:

full/empty

Show the children a selection of full and empty objects, e.g. a cup filled with water, an empty cup, an empty bowl, a full box of toys. Ask the children if they are full or empty. Emphasise that full means full to the top.

nearly full/nearly empty

Show the children a selection of items that are nearly full/nearly empty, e.g. a bottle of water that is nearly full, a box of cubes that is nearly empty.

full/empty, nearly full/nearly empty

The children go on a capacity hunt around the classroom searching for items that are full/nearly full, empty/ nearly empty. Write the results on the board.

more/less

Show children a 500ml plastic water bottle. What holds more than the plastic bottle (e.g. basin, swimming pool)? What holds less than the plastic bottle (e.g. spoon, eggcup)? Record the answers on the board.

containers

Show children a basin and a tablespoon: Which would you use to fill a bath? Why? Show children a teaspoon and a cup: Which would you use to fill an eggcup? Why? Repeat with different objects.

Capacity is a lovely topic to explore in the fine weather. You can have your child use water outside to play with any variety of containers mentioned above, and use the worksheets in their book later on in the day to revise what they've learned. Bathtime too is a great opportunity to revise the language of capacity. Don't feel like you have to do a full page of this every day – balance it to suit your own situation.

p100 – Making a Full Box

Each column on this page represents apples/oranges/bananas.

A full box of each requires the following: 8 Apples – 9 Oranges – 7 Bananas

Your child must count how many items are in each box, and how many more they need to fill the container. Make this more like a game by having your child play the role of Shopkeeper. They need to keep their fruit boxes full so the customers will be happy. How many to they need to add to each box to make it full? How many boxes in the shop are empty/nearly empty/nearly full?

You can relate this to real life in many ways – for example, how many spaces are there for big plates in the dishwasher? Is the dishwasher full/nearly full/nearly empty/empty?

PS – You can celebrate reaching the 100th page in your maths book today! 😊

p101 – Estimating with Capacity

Estimating is a difficult concept for children to understand, because we often value “being right” more than using our skills to estimate. A good way to prevent your child from changing their estimates is to make them write them in pen, or to take away their rubbers! They only get one chance to make an estimate then, so it better be based on solid knowledge, rather than just pulling it out of thin air.

On this page, you will need to have the physical items to hand.

- Spoon
- Eggcup
- Cup
- Glass
- Measuring Jug
- Saucepan
- Mixing Bowl
- Basin

Before looking at the page at all, let your child explore and play with the objects and with water. In each case, they should choose the more sensible item to fill the object with, and then estimate how many times they will fill it, based on their previous play. This is where having a solid idea of how many cups of water will fit in a saucepan will benefit them in making a sensible estimate (e.g. it's more likely to be 15 than 2 or 58).

As long as your child is making a sincere effort to estimate, give them credit for it!

At Home Book – p31

Do not feel under pressure to do everything, but if you would like to do more reinforcement of capacity, there are three sections (A, B, C) on this page that will serve as revision.

Number Formation Poem

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When we get home we have a zero.

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Please make sure you don't go wrong!

Two little curls for number 3,
One for you and one for me!

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Give him a stick so he's the boss.

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Then goes down, just like that!

Number 8 starts with an S
Then join back at the top and press!

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Start with a C, then go up and down quick!

Number 10 is a hero,
First the one, then the zero!

ENGLISH

As part of our school's Early Intervention programme, pupils in senior infants are getting focused work on phonics from our SET team. This all makes up your child's English language programme. You know your child and your situation best, and you are the person best suited to balance their home learning. Do as much of this work as your children (and you!) are capable of, and also feel free to add on extra work that you find suitable to challenge them.

Having your child read, write and speak with you are some of the most important ways you can help improve their English skills. While the workbook and website are great tools, you are your child's best way of learning. Set aside some time each day to read a book or story with your child, even if it's one you've already read. Look at the readers for each unit of Over the Moon on the Gill website, and go back to the stories from Unit 1 onwards. Let your child make small books and try out spellings for themselves. Sing through the Jolly Phonics songs (if you can take it!). Pick a picture (from a book, website, magazine, photo album, etc) and talk to your child about it. Ask them questions and get them to ask you questions in turn.

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As before, take your time with the workbook! Do no more than one page per day, and take days off. Look through the page of the day before doing it with your child, and talk it through with them. Perhaps get your child to make flashcards to play a game of Go Fish (revise their sight words from previous pages in the book) or print/write out phoneme (sound) cards for your child to build words (such as g-oa-t, or sh-ee-p).

Workbook pages 102-108 (Unit 8A)

Listen to/read the Genre Story for unit 8 with your child – Life in the Zoo – on the Gill website.

p102 – Barrier Game and Word Tennis

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 rhinoceros grey.
2. Find the animal with a horn on its nose and colour it grey.
3. Find the animal with a horn on its nose and colour its body grey and its horn purple.

Extend your child's oral language relating to The Zoo by looking, listening and playing with the Oral Language Interactive Resources for Unit 8 on the Gill website.

p103 – Medial Sounds

Medial (middle) sounds can be difficult for many children. Your child has covered the four sounds at the top of this page in class before, but always revise first. You can write them on pieces of paper and play guessing/go fish games, and revise their jolly phonic songs.

(Jolly Phonics songs – blends start at 6:30 here -

<https://www.youtube.com/watch?v=26uXtUYssuo>). Look back through their Jolly Phonics book too, for more practice.

NB – When looking for sounds of letter blends or reading activities online, be aware that many sites and apps use American pronunciation and spelling. We use British/Irish spelling, and Irish pronunciation, so there will always be a few that you need to be cautious with when your child is learning – e.g. British English /or/ sounds very different to Irish English, and American English /ar/ can sound more like an Irish /or/!

Say the words in the pictures on p103 first, then sound them out. Use a finger below each sound to help. Find the missing letter sound and write it in. If your child is confident enough to start using joined writing between some letters, let them practise that here too.

p104 – Report Genre

This page requires your child to be familiar with the Genre Story from the website, and to recall and answer the questions on the page (lions on pgs12-13). This is all to develop your child's skills of recognising the report genre and using techniques to tell and write reports in that genre.

You can extend this activity with your child by having them write their own book about lions, or another of their favourite animals (except hippos! See p107, below!). Use the facts from the Genre Story on the website to help them figure out what to write!

p105 – Capital Letters and Full Stops

In our writing lessons, Senior Infants have been practicing putting capital letters at the start of sentences, and full stops at the end. This is a very important step in learning to write confidently and coherently. Revise the capital and lower-case letters at the top of the page first, then read the sentences and figure out what needs to be corrected. For a change, your child gets to be the teacher! Let them use a red pen/pencil to mark what needs to be fixed in the original sentence first, and rewrite it correctly afterwards (note: each sentence only needs a capital at the start and an full stop at the end!).

p106 – Substituting Sounds

This page is a fun way to revise the sounds your child knows. It might be a help to keep their Jolly Phonics book nearby to check for sounds too. Start by naming all the pictures, show them one or two examples, then see if your child can work out what the red line needs to be changed to for the new word to make sense.

p107 – Report Writing on Hippos

Revise the Genre Story online (specifically pgs8-9) and have your child recall and draw up a report on Hippos. Try to have your child label 2-3 things in each picture, using the writing in the Genre Story to assist them.

p108 – Sight Word Revision

Your child has covered all 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., or try out some of the interactive games on the Gill website) and 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.

Wash your hands!

