

## 1<sup>st</sup> and 2<sup>nd</sup> Class

Dear Parents,

I hope you are continuing to keep safe and well during this time. We are continuing with the current system of providing **suggested** work to be carried out at home with your child. Below, you will find work outlined for the next fortnight which will bring us up to the **15<sup>th</sup> of May**.

Combined with this, I will continue to utilise the online learning tool SEESAW. Suggested activities will be posted weekly. I will also provide feedback on any work submitted.

Again, please remember the work is only **suggested** material. In these unprecedented times, it is up to you to decide what works best for your child. Please, move through the work at your own pace; **dates are only a guideline**.

Finally, this will be my last posting for 1<sup>st</sup> and 2<sup>nd</sup> class as Ms. Mulcahy will be back to work from Monday 18th of May. It is unfortunate to be finishing under such circumstances but I would just like to take this opportunity to thank you for your co-operation and support over the last number of months. It has been a pleasure to teach your child and I wish them well.

Stay Safe.

Kind Regards,

Aimée Mann

## **Suggested Work:**

**Week 1: 5<sup>th</sup> May – 8<sup>th</sup> May**

**Week 2: 11<sup>th</sup> May – 15<sup>th</sup> May**

## **English:**

- **Spellings:** children can continue to undertake 1 unit of spellings per week in their Spellwell book.
- Children can also undertake dictation i.e. call out a sentence to your child including 1 or more of the spellings. Children write these sentences independently. Challenge your child appropriately.
- **Wordwise:** Children should undertake 1 unit of wordwise per week.
  - 1<sup>st</sup> Class: Children in 1<sup>st</sup> class have now completed this book. Please find supplementary work e.g. reading and comprehension activities in folder labelled Summer.
  - 2<sup>nd</sup> Class:
    - Week 1: Unit 19: My Diary
    - Week 2: Please see reading and comprehension activities in folder labelled Summer.
    - Please encourage use of the following: Title, Date, Numbered Questions, Use of grammar e.g, capital letters, full stops etc. Also request that children provide their best handwriting,
- **Sounds in Action:** Please continue at a pace of 1 to 2 pages per week.
- **Free Writing:** Please continue to encourage children to do free writing for 15-20 mins up to 3 times per week. This is usually a very enjoyable task for children and one they do independently. I do not provide any spellings during free writing just simply encourage children to use their phonological knowledge and sounds to write, Children can accompany writing with a picture.
- **Writing Challenge:**
  - Week 1:**
    - Imagine an alien visited Earth for the day. What kinds of things would you do with it?

- Think about: How would you speak to him or her? What sort of things would you do together? What places would you want to show him or her?

## **Week 2:**

- Write a story using this title: The Day the Stars Fell
- Think about: why they fell? who saw it first? If the stars managed to return to the sky or not?
- **Reading:** Reading is so important during this time. Please ensure your child continues to read **regularly**. Take time to listen to your child reading a few times per week and swap roles. It also beneficial for you to read to them. Allow children to read books of interest and enjoyment for them.
- **Further Activities for English:**
  - When reading encourage children to use strategies such as prediction, connection, visualising, questioning and ‘declunking’ (breaking unknown words into chunks).
    - Prediction: what will happen next?
    - Making connections: reminds your child of something they’ve read or something in their life
    - Visualising: making pictures in their head
    - Questions: asking questions about what they have read; who, what, where, when, why etc.
  - Write about a book they are reading
  - Record a ‘word wall’ in their copies i.e. new words they have learned while reading.
  - Oral Language: its is important that children have time for a conversation where they have time to speak and listen. Ideas as listed previously.
  - Play oral language games e.g. 20 questions, headbands, charades, what am I etc. You will find lots of oral language tasks on Twinkl.

## Gaeilge: Téama: An Teilfís : Television

### Leabhar: Bua na Cainte

- Each lesson corresponds with a page in your child's book. Each lesson can be carried out over 2 days.

### Ceacht 1:

- Read the foclóir at the top of the page and finish the sentences at the bottom.
- Foclóir: Pg. 86
  - An seomra suí – sitting room
  - an tolg - couch
  - an fón póca – mobile phone
  - an lampa - lamp
  - an cúinne – the corner; sa chuinne – in the corner
  - an pictiúr – the picture
  - an balla – the wall
  - na bláthanna – the flowers
  - na cuirtíní – the curtains
  - an ríomhaire – the computer
  - an printéir – the printer
  - an páipéar – the paper
  - an ríomhaire – the computer
  - an teilifís – the television
  - an tine – the fire

### Ceacht 2: Pg. 87

- Cad atá ar an teilifís? What is on television?
- Tá \_\_\_ ar an teilifís. \_\_\_\_ is on television (cartún / cartoon, an nuacht / the news, an aimsir / the weather, clár spóirt / sports programme, clár ceoil / music programme, drama / drama, clár dúlra / nature programme, sorcas / circus)

### Ceacht 3: Pg. 88 : An t-am

- Cén t-am é? What time is it?

- Tá sé \_\_\_ a chlog. It is \_\_\_ o'clock.
- Tá sé leathuair tar éis \_\_\_\_\_. It is half past \_\_\_.
- Tá sé ceathrú chun \_\_\_\_\_. It is quarter to \_\_\_.
- Tá sé ceathrú tar éis \_\_\_\_\_. It is quarter past \_\_\_.
- Cén t-am atá \_\_\_ ar siúl? (an cluiche, an dráma) What time is \_\_\_ on?

#### Ceacht 4: Pg. 89

- Is maith leis \_\_\_\_\_. He likes \_\_\_
- Is maith lei \_\_\_\_\_. She likes \_\_\_
- (an leon / lion, an tíogar / tiger, an nathair / snake, an rón / dolphin, an eilifint / elephant, an sioráf / giraffe, an bhó / cow, an t-asal / donkey)

#### Ceacht 5: Pg. 90

- Chuaigh an chlann go dtí an sorcas. / The family went to the circus
- Chonaic siad fear grinn. / They saw a clown
- Bhí hata ard ar a cheann. / He had a hat on his head
- Chonaic siad rón. / They saw a dolphin
- Bhí liathróid ar a shrón. / He had a ball on his nose
- Bhí an-spórt ag na páistí. / The children had a great time
- An ndeachaigh tú go dtí \_\_\_? Chuaigh mé/Ní dheachaigh mé / did you go? I went / I didn't go.

#### **Litriú: Spellings – 2<sup>nd</sup> class only**

1 Litriú page per week at the back of the book – practice spellings, spelling games , Friday test etc.

#### **Other Irish Activities:**

- Use screen time to watch a cartoon as Gaeilge on TG4 / Cula 4
- Writing 2 – 3 sentences a couple of times per week e.g. An Nuacht – My News
- Make a list of the words you know under a heading e.g. An Aimsir ( The Weather), Eadaí (clothes), bia (food) Spóirt (sport) etc.

- Record new vocabulary learnt through-out the week under the heading ‘An Teilifis’.

## **Maths:**

- **Busy at Maths:**

- 1<sup>st</sup> Class:
- Pg. 135: Estimation – Rounding; rhyme to use for learning: ‘ 5 to 9 climb the vine, zero to 4 slide to the floor’ i.e. 5 and bigger round up, 4 and less round down. Children are rounding with tens and units for the first time i.e. **rounding to the nearest 10**. They always look at the unit to see how to round e.g. 14 rounds to 10 because 4 rounds down. Allow plenty of practice e.g. use cards for games.
- Pg. 136: Estimate by rounding then add. Children can use the number square to see visually which ‘ten’ is nearer to the number they are investigating.
- Pg. 137 – 141: Capacity; Use lots of hands- on activity. **Suggested examples:**
- Which holds more or less? Get a range of objects e.g. egg cup, cup, bowl, yoghurt carton etc. Estimate how many spoons of water each will hold then measure. Which holds most / least? What holds more than egg cup / less than the bowl etc.
- Get a range of glasses / cups all different sizes; Estimate which holds most / least- experiment with water, dry pasta, peas etc.
- Identify problems when baking e.g. if a recipe says 1 glass – explain this is why we have a measure that is always the same – the litre.
- Become familiar with a litre , measure with a litre etc. Get a range of containers and sort into groups – less than a litre / about a litre / more than a litre. \*Litres come in different shapes
- When measuring / filling containers use words like empty, full, nearly empty, nearly full.

- **Busy at Maths**

- 2<sup>nd</sup> Class:
- **Pattern:** Pgs. 140-143

- Revise counting in 2's, 5's, 10's, 4's, 8's, 3's and 6's
- You can use counting songs on youtube to do this in a fun and enjoyable way (Have Fun Teaching Station)
- Practice group counting objects
- Notice patterns when group and skip counting
- **Capacity:** Pgs. 144 – 147
- Use lots of hands on activities for capacity, **suggested examples:**
- Which holds more or less? Get a range of objects e.g. egg cup, cup, bowl, yoghurt carton etc. Estimate how many spoons of water each will hold then measure. Which holds most / least? What holds more than egg cup / less than the bowl etc.
- Find a range of 1 litre containers around the house- notice 1 litre comes in different shapes e.g. milk carton, juice bottle, ice-cream tub etc.
- Comparing; have a 1 litre container. Pick a range of different size containers eg, cup, glass, lunch box etc. Estimate if they hold more than a litre, less than or about a litre, then measure.
- Introduce  $\frac{1}{2}$  litre (500mls),  $\frac{1}{4}$  litre (250 mls); repeat comparing activity for these amounts.

### Both Classes: Further Maths Activies:

- Continue revising tables -4, -3
- Practice telling the time: 1<sup>st</sup> – o'clock / half past, 2<sup>nd</sup> -o'clock, quarter past and to, half past
- Revise Days of week, Months of the year, Seasons, Parts of the Day e.g. morning, noon, afternoon etc.
- Practice addition and subtraction; with units, tens and tens and units
- Revise odd and even number e.g. using a 100 square – put a coin on an odd number , an even number etc.
- Revise rounding numbers to nearest 10 – children know a rhyme for this
- Play card games e.g. pick 2 / 3 cards and add or subtract, make a number sentence with the cards e.g. 9 plus 8 = 17
- Play online games or apps e.g. top marks

- **Communion:**
- **Children in 2<sup>nd</sup> class should continue to prepare for First Holy Communion.**
  - Continue to revise all previously provided learning:
    - Prayers before and after Communion
    - Sanctus
    - Mystery of Faith
    - Agnus Dei
    - Liturgy of the Eucharist
    - Songs: This is the Day, We come to you Lord Jesus, He is Lord (Grow in Love Version)
  - New Learning:
    - Invitation to Holy Communion :  
 “*Lord I am not worthy that you should enter under my roof, but only say the word and I shall be healed*”
    - New Song: Go Now in Peace

**S.E.S.E: (See folder labelled Summer uploaded on School website)**

- Theme: Summer
- I have provided a folder labelled Summer with work on this theme.
- This work will integrate both Geography and Science. The reading and comprehension activities will also supplement work for English. There are also supplementary activities like wordsearches and art. Again, all work is **suggested**.
- 1. Summer Powerpoint
- 2. Summer in Ireland: reading and comprehension activity:
  - 1<sup>st</sup> Class pg. 1 and 2
  - 2<sup>nd</sup> Class pg. 4 and 5
- 3. Summer Free Writing Activity
- 4. Extra Work or Use for English; Summer Oral Language Task
- 5. Summer Word Search
- Theme: Life Cycle of a Butterfly



- 1. Lifecycle of a Butterfly Powerpoint
- 2. Lifecycle of a Butterfly Fact Cards
- 3. Lifecycle of a Butterfly writing activity
- 4. Lifecycle of a Butterfly reading and comprehension activity:
  - 1<sup>st</sup> Class pg. 4 and 5
  - 2<sup>nd</sup> Class pg. 7, 8 and 9

### **P.E:**

- Again, it is beneficial for children to be active for at least 60 minutes per day.
  - Activities include walking, running, skipping, kicking a ball, throwing and catching a ball etc.
  - The Body Coach is doing free live P.E lessons for all school children Monday to Friday for 30 minutes at 9am. These are also uploaded to be done at a later stage.
  - Brain Breaks: Search GO NOODLE or Just Dance on Youtube for dance activities for your child.
  - Make an obstacle course in your garden, sitting room etc.

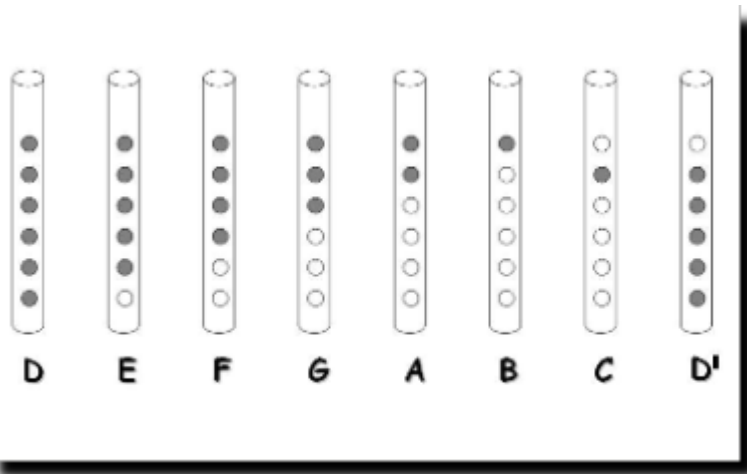
### **Art:**

- Children can draw, colour, paint etc. This fortnight children can use Summer as their theme for painting / colouring etc. There is plenty of inspiration in the Summer powerpoint e.g. summer flowers, weather, animals. Etc.
- Children can also create objects using playdough or clay.
- Simple used household items can also be used for construction.
- This fortnight, children can link art with the writing challenge about an alien. Children can construct or use clay / playdough to make an alien.

### **Music:**

- Learn a new song
- Listen to music and draw or write about it
- Learn about a musical instrument
- Children should have their tinwhistles in their school bag
- Children (particularly 1<sup>st</sup> class) are only beginning to learn the tinwhistle. Practise playing each note up and down the scale

- This is the D' scale they use. They can practice notes and can practice songs provided.



### Baa Baa Black Sheep

D     D     A     A  
 Baa, baa, black sheep,  
 B     B     BB   A  
 Have you any wool?  
 G     G     F     F  
 Yes, sir, yes, sir,  
 E     E     D  
 Three bags full;  
 D   D   D   A   A  
 One for the master,  
 B   B   B   A  
 one for the dame,  
 G   G   G   G   F F   F  
 And one for the little boy  
 F   E     E     E   D  
 Who lives down the lane

It's Raining It's Pouring. Childrens nursery rhyme

E G E A G E E G E A G E

It's Raining It's Pouring the old man is snoring

E G G E E G G E

He went to bed and bumped his head

E G G G E E A G E

And couldn't get up in the morning

