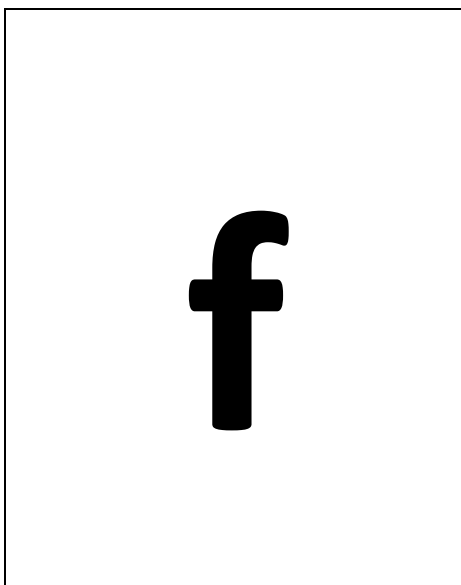


## Our new letter!

Here is the reading letter

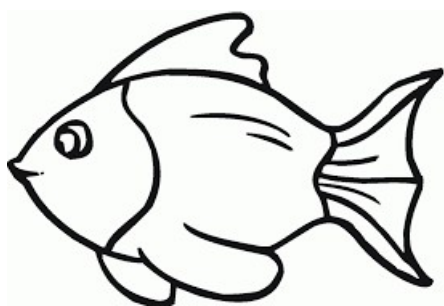


To hear the 'f' jingle and sound, start at 1:35mins and end at 1:50mins.

<https://www.youtube.com/watch?v=euxN7LGOoLc>

If you have Spotify, you can listen to each sound individually. Just find 'f'.

Some words that begin with the 'f' sound are



**fish**



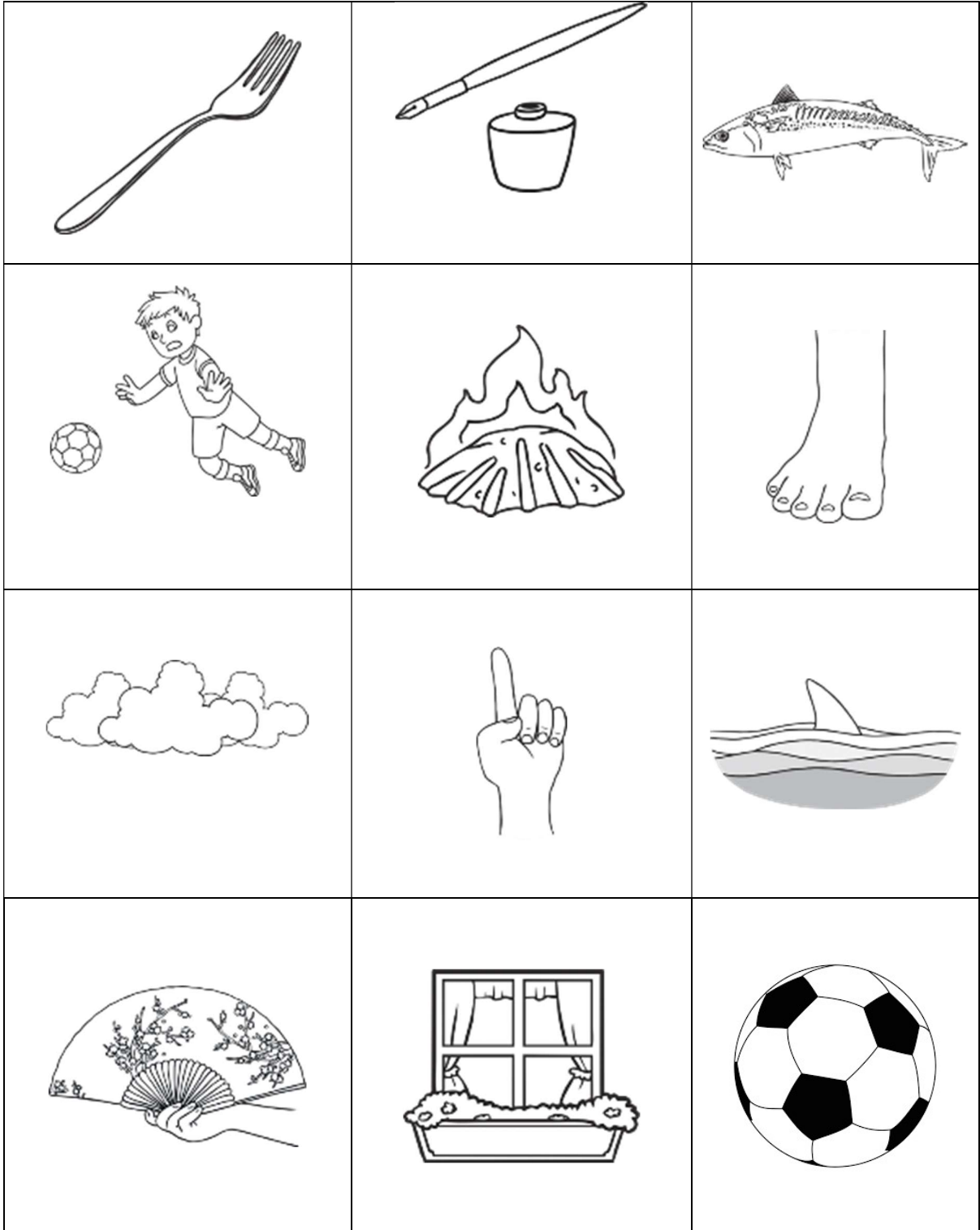
**football**

Can you think of 6 more words that start with the sound 'f'?

Draw a picture in the boxes below. Try sounding out your words and writing them too (in cursive!). You can use a blank piece of paper if you cannot print.


# Activity Sheet

Find the things that start with the 'f' sound and draw a circle around them.  
Colour the 'f' pictures. Find 6 items in your house that start with 'f' if you can't print this page.



Read the sentence and draw a picture. If you can't print, use a spare piece of paper. Write the sentence.

<p><b>Fred has a fat frog.</b></p>
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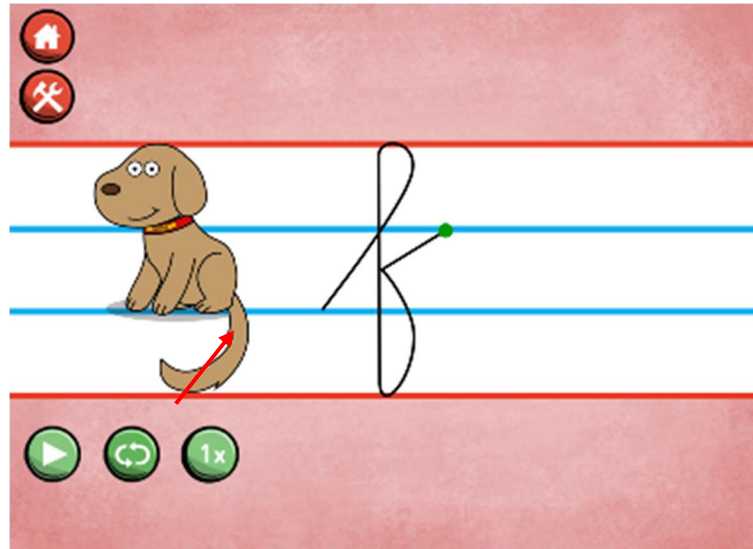
**Read the words and draw them.**

<p><b>the flag</b></p>	<p><b>the frog</b></p>
------------------------	------------------------

Click on the website below. Click Sounds like Phonics Activity Book A. Click Unit 3. Click the letter 'f'. Go through all the boxes there.

<https://slp.cjfallon.ie>

Here is our writing letter 'f'. All of Flowie is highlighted which means 'f' is a body, head and tail letter. Also Flowie begins with the sound 'f'! A body, head and tail letter means you need to put your legs down towards the floor and raise your heads and hands. Try it!



Here is the way we form our writing letter 'f'. Stop at 1:29mins.

<https://www.youtube.com/watch?v=o9vvR6BAXOY>

The rhyme for writing 'f' is:

Tall slanty line up, loop back, straight down, loop around, in, flick out.

Now it's your turn to write 'f'.

- Write it using your finger 3 times in the air.
- Write it using your finger 3 times on the table.
- Write it using your finger on someone's back.

Use a white board, chalk board or plain paper to get practicing. Make sure you practice writing 'f' every day. Don't forget to warm up your fingers!

**I stretch my hands, I squeeze my hands, I give a little clap.**

**I clap my hands, I stretch my hands, I put them on my lap.**

**Wriggle little fingers, wriggle wriggle wriggle,**

**Twiddle little thumbs, twiddle twiddle twiddle,**

**Tap little fingers, tap tap tap.**

**Hide little hands, hide behind my back.**

**I roll my shoulders round and round,**

**I move my elbows up and down,**

**I shake my wrists to and fro,**

**I wriggle my fingers and I'm ready to go.**

Make sure all six legs are on the floor – chair and children's feet! Bum needs to be at the back of the chair. One hand on the pencil and one hand on the whiteboard/paper.

Parents – ensure children are holding their pencil correctly. See below.

## **Posture**



**Correct Left-handed Pencil Grip**



**Correct Right-handed Pencil Grip**



This website will allow children to write their letters on a computer screen. They can practise with/without lines.

<https://www.ictgames.com/mobilePage/writingRepeater/index.html>

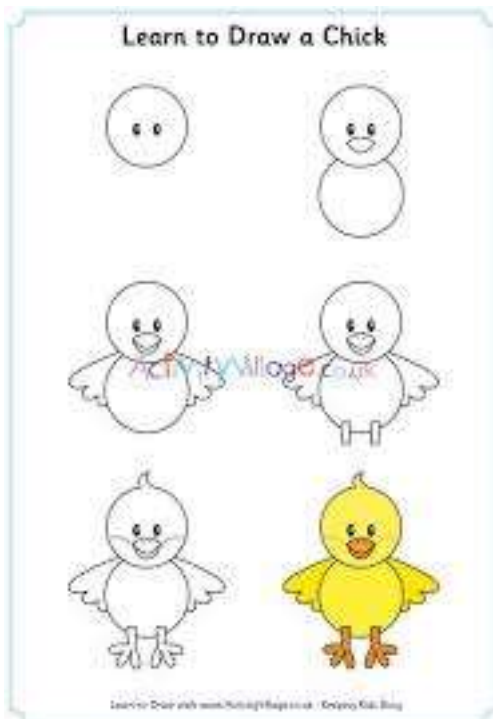
# Handwriting

Here are our letters in cursive handwriting. Try to say the rhyme for each letter that we already know as you write it.



1. Get a piece of paper and write the following sentence in cursive handwriting. Draw a picture to go with the sentence. Here are some examples.

Here is an Easter chick.



# Read, Write and Draw

Read the word given. Write the word in each of the boxes using **cursive** handwriting and then draw a picture for this word in the last box. Use a plain piece of paper if you cannot print this page.

net	<hr/>	<hr/>	<hr/>	
hug	<hr/>	<hr/>	<hr/>	
pig	<hr/>	<hr/>	<hr/>	
man	<hr/>	<hr/>	<hr/>	



**Our tricky words are:**

**1-5**

**6-10**

**11-15**

**16-20**

I	we	are	some
the	be	all	said
he	to	you	here
she	do	your	there
me	was	come	they

Remember these are words that cannot be sounded out. Children must learn them by sight. Unfortunately we have not had a chance to teach all of these words to your children yet.

We suggest that you take two new words a week for as long as we remain closed. Start where your child is at. Check which ones they do know first and then move on to the next two.

See our general document for some fun ways to learn our tricky words.

# Maths

COUNTING: (A selection of activities to be completed most days ideally)

- Counting forwards- 1-10
- Counting backwards- 10-1
- Counting from different starting points going forwards- 1-10 (e.g. start counting at 4 and stop at 9)
- Counting from different starting points going backwards- 10-1 ( e.g. start counting from 8 and stop at 2)
- Identifying the number before a given number (e.g. what number is before eight?)
- Identifying the number after a given number (e.g. what number is after two?)
- Recognising numbers 1-10
- Ordering numbers 1-5, make sets for each numeral

Some actions for counting activities (the children are very familiar with this so ask them to think of more)

- Clapping
- Jumping
- Slapping our knees
- Tapping our shoulders
- Tapping our head
- Sitting/standing

## PARTITIONING SETS WITHIN 5 (breaking the number up)

### What we do in school-



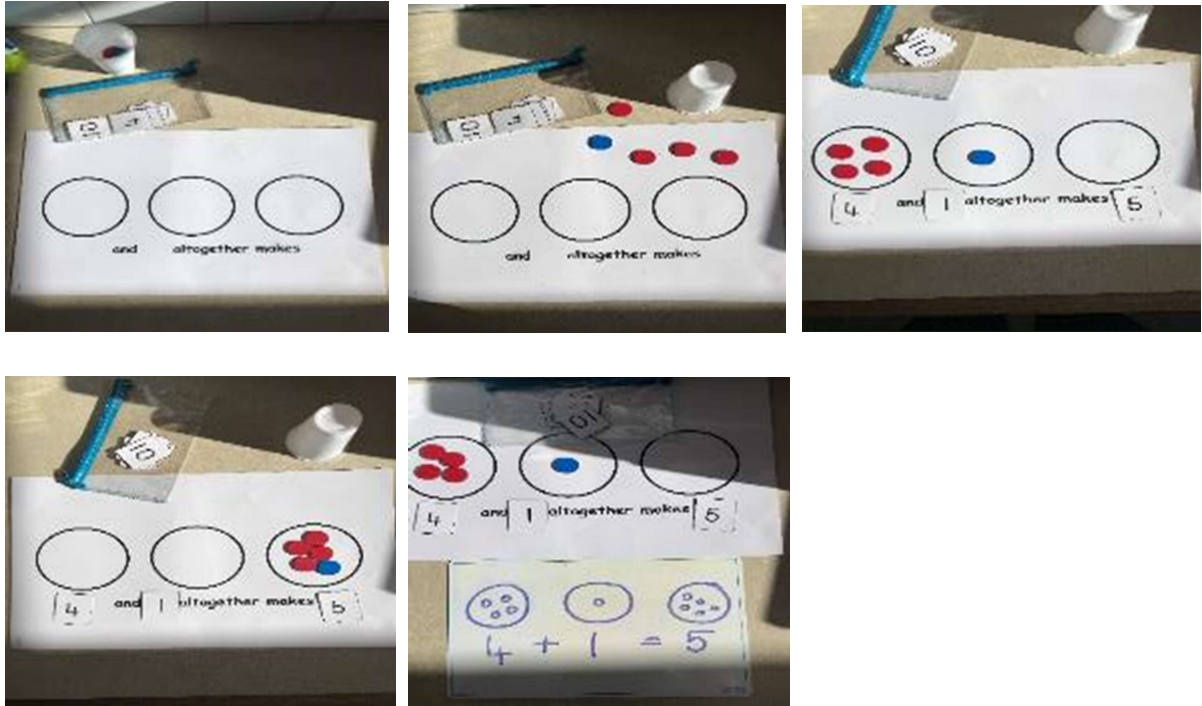
### How to implement at home -

- Use similar materials if possible or items you have around the house that would work equally as well.
- Create sets so that the children can make decisions around partitioning for size/colours- in the example above there are 3 yellow and 2 red bears, 4 of which are big and 1 is small.
- Model partitioning sets into subsets (smaller sets) within five- with the above bears ask your child firstly how many bears there are altogether and then ask your child to suggest a way of partitioning the set into subsets- by colour/size.
- If your child partitions the set of bears into a subset of yellow bears and a subset of red bears the modelled language would be-  
“Altogether, 5 is the same as 3 and 2” or “Altogether, 5 is the same as 2 and 3” (As above)
- If your child partitions the set of bears into a subset of big bears and a subset of small bears the modelled language would be-  
“Altogether, 5 is the same as 4 and 1” or “Altogether, 5 is the same as 1 and 4”
- Start partitioning with five and then go down to smaller numbers ie; partition within 4, then 3, then 2, and 1.
- Your child can draw how they partitioned their set on a whiteboard/paper afterwards. Here's an example



### COMBINING SETS WITHIN 5:

## What we do in school-



## How to implement at home-

- Use similar materials if possible or items you have around the house that would work equally as well- you can easily just draw three circles on a page for the base.
- Create sets so that the children can make decisions around combining for size/colours- in the example above we are using double sided counters but you could use cubes/counters that are two different colours.
- Place the cubes/counters into a cup and turn them onto the table. Place all cubes/counters that are the same colour in the first circle and place the remaining cubes/counters of a different colour into the second circle.
- Model the language- "4 and 1 altogether makes 5". Push all cubes/counters over to the third circle when saying the last part of the sentence (altogether makes 5).
- Start combining within five and then go up to 10 if you wish.
- Your child can then draw how they combined their sets on a whiteboard/paper afterwards (see picture above). Encourage them to use the appropriate Maths symbols when drawing, +, =.
- Repeat the process as often as you wish!

## DATA:

### What we do in school-

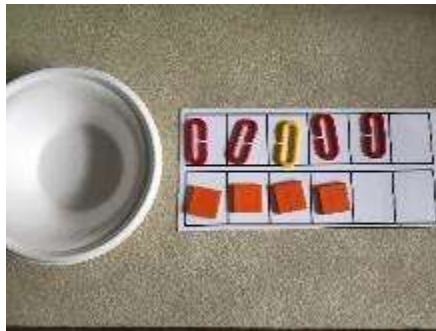
- In order for children to be able to understand how to interpret data they first need to be able to sort and classify sets of objects by one criterion e.g. colour, shape, size etc.



Sorting by colour  
Sorting by size/type



- The children should also be able to match sets equal and unequal- therefore identifying what set has more/less.



### How to implement at home-

- The above activities have already been completed in school. You can use any toys you have around and sort them like shown above as many ways as your child can think of- preferably three!
- Similarly, you can chose 2 different sets of toys, take a few from each and ask your child to tell you what there are more/less of.
- If your child can do that then they should be ready to tackle data!
- Here's something fun you can attempt with your child when you think they are ready  
<https://www.simplykinder.com/jelly-bean-freebie/>



- Here are two links to worksheets your child can complete

<https://www.twinkl.ie/resource/t-n-5582-jungle-and-safari-themed-block-diagram-activity-sheet>


<https://www.twinkl.ie/resource/t-n-2823-food-bar-graph-activity-sheet>

When they have filled these out you can talk about which set has the most and which has the least. Your child should be able to justify their answer by using numbers and the words more/less. If not, help them by reminding them of the language. Talk about which is their favourite/least favourite and why.

## The Life Cycle of a Hen/ Easter time

English:

Rhyme




### Baby Chick


by Aileen Fisher

Peck,  
peck,  
peck,

on the warm brown egg.  
Out comes a neck.  
Out comes a leg.



How does a chick  
who's not been about,  
discover the trick  
of how to get out?



- Say this poem and make up some actions to go with it!
- Get a piece of paper or a copy and write

This is a chick.

in your cursive writing and draw a picture of a chick to go with it.

- Write

It is Easter.

in your cursive writing and draw a picture to go with it- include Easter eggs, rabbits, chicks, daffodils etc. (the children could label their picture if they want to do some more writing).

### **Maths:**

- Song: 5 little chicks

<https://www.youtube.com/watch?v=xQN9meM5GVQ>

One, two, three, four, five!  
Five little chicks went out one day,  
Over the hill and far away,  
Their mommy said, “come back, come back!”,  
But only four little chicks came back.

One, two, three, four  
Four little chicks went out one day.....etc!

- Making 5- Chick and egg counting

<https://www.twinkl.ie/resource/t-t-1070-making-5-chick-and-egg-counting-activity>

This is a nice counting activity from Twinkl- if you do not have access to a printer the children could draw their 5 eggs, 5 chicks and nest.

- Draw some Easter eggs, cut them out and hide them around your house and garden- collect and count as you go on your hunt!!



## Science:

Learn about the life cycle of a chicken- from egg to chicken



<https://www.shutterstock.com/image-photo/young-chicken-sitting-nest-straw>

The hen nests and sits on her eggs to keep them warm



<https://www.shutterstock.com/image-photo/young-chicken-sitting-nest-straw>

The eggs are ready to hatch.



Watch as the tiny chicks hatch from their eggs!



- Cut and stick the life cycle of a chicken (If you cannot print the children can draw the pictures in the correct order).

<https://www.twinkl.ie/resource/au-t-2702-australia-hen-life-cycle-worksheets>

- Here is a chick hatching video  
<https://www.twinkl.ie/resource/t-t-5149-chick-hatching-video-powerpoint>

## Music:

- On YouTube listen to the “Ballet of the Unhatched Chicks”  
<https://www.youtube.com/watch?v=8cJSbWtTia4>

Ask your child about what instruments they think they can hear in the music. Your child can then listen to the music again and pretend to be a little chick hatching from their egg as they listen!

- Do the chicken dance on GoNoodle with Maximo!!

<https://family.gonoodle.com/activities/chicken-dance>

## Physical Exercise:

Let’s practice doing some hopping like a bunny rabbit!

<https://www.youtube.com/watch?v=9gV85rd3yTc>

<https://www.youtube.com/watch?v=mQmnKn5YOR4>

## Art:

Create this bunny using whatever bits you have in your house



- Use a fork and some paint to create this little chick- it doesn't have to be a yellow chick, whatever colours you have will work.



- How to draw a chick – step by step

<http://resources.sparkleboxteacherresources.ltd.uk/12000-13000/sb12300.pdf>