

Dear Parents/Guardians,

We hope you are all well and enjoyed the Easter break. The Junior Infant team have put together the following pack of work for this coming fortnight (20th April – 1st May 2020). We also have a general pack of work that includes activities that you can use to supplement what we have in this document. It is located with the previous work (March 30th).

We would like to remind you that you are under no obligation to complete this work. We are fully aware that many of you are working from home and it may not be possible to dedicate a lot of time to your child's school work. We will not be looking for this work when we get back to school. However, it wouldn't be right if we didn't provide you with some suggestions. Junior Infant children, by their very nature, require adult supervision/help when working, so feel free to spend whatever time you can on helping them to complete some/all of it. We would be delighted to see whatever your child does do through our school email accounts which Mr O'Doherty sent to you previously.

Letter sounds, tricky words and word boxes do need to be revised daily which is what you would normally be doing with your child as their everyday homework. This pack includes two new letter sounds and Word Box 3. We teach a sound a week in school so we suggest you continue with that practice. Do letter 'b' this week (April 20th) and letter 'j' next week (April 27th). If you can print/write out word box 3 that would be great so as your child can add these words to their bag/box of other words. We also do one handwriting sentence weekly and you will see these are also dated April 20th and April 27th. Ultimately, it is up to you how and when some or all of this work is done.

We have put together the following page which you may find useful. It includes a variety of websites and interactive games.

<https://padlet.com/ruthpower/cmqqxub7wb9ub0px>

We have tried to make this pack as user friendly as possible. If you have any queries please email us and we will do our best to help.

The Junior Infant Team

Please remember that learning doesn't always have to take place sitting at a table.

- Playing board games, doing jigsaws, playing in the garden, building forts – all these things are valuable learning opportunities so please don't feel like you have to be sitting down at a table in order for your child to be learning.
- If they are watching TV/YouTube, engage them in conversation after the show they've watched. Ask them to retell you the story – what happened? Who was in it? How did they feel when something happened? How would you feel if the same thing happened to you? What was your favourite part and why? etc. Can they draw what happened in the show in the correct order or draw their favourite part. You could write the title of the show for them and they could copy it using their cursive handwriting. Just because they're watching TV doesn't mean you can't extract some kind of learning out of them!
- Chatting to your children is extremely important – don't accept a simple yes/no answer. Always push for more information. They're well able!
- Continue reading to your child regularly.
- In order to continue our efforts to maintain a sense of connection with our school community, we are suggesting a "One school, One book" focus. The story chosen is 'James and the Giant Peach'.

This is a link to the audio version of the story 'James and the Giant Peach'.

<https://www.youtube.com/playlist?list=PLNWB9LCZQNVyKMw2WgoJzH1IOs45YCL5U>

Responses to the text if you have the book at home, or the above audio version, will be collated and uploaded to the school website. Junior Infants could write the title in their cursive handwriting and draw their favourite part of the story. They could even try to add in some simple words to describe their picture.

- Maths can be taught through board games – rolling the dice, adding two numbers on the dice. Counting how many forks/knives are needed for dinner. Matching socks after the washing. Make patterns with your Lego blocks. Two, three, four coloured patterns. Can they use something else to make patterns? Look in the garden – stones/leaves/sticks. Look in the kitchen – pasta/fruit/cutlery. How long is your bed? Use spoons to measure. Can you sort out the clothes – by size/colour/type. Maths doesn't need to be a worksheet. Go on a 2D shape hunt in your kitchen. Go on a 3D shape hunt in the garden. Make some shapes using garden materials – stones/leaves. Make shapes using playdoh/pasta. Practice number formation using stones/playdoh/pasta and then practice writing them.
- Get some exercise during the day.

This is how we teach a new letter in school.

Monday – Introduce the name and sound of the reading letter. Listen to the jingle. Give your child one or two words that start with the sound. Can you think of anymore? Do any of our friends begin with this sound? Can you find 2/3 things in the house that start with the sound? Throughout the day in conversation if a word comes up that starts with the sound of the week, emphasise it to your child. Keep encouraging them to think of new words that begin with the sound. Fill in the worksheet of 6 things that begin with the sound. Listen to the jingle again. Encourage your child to sing along. Revise all letter sounds to date in your sound copy. Don't forget tricky words too.

Tuesday – Go back over what you did on Monday. Can they think of any new words that start with the sound. They could add these to the 6 on their worksheet from yesterday. Introduce the writing letter. Look at it beside the reading letter. Even though it is the writing letter, it still sounds the same as the reading letter. Look at how the letter is formed on the video. Then say the rhyme as the letter is formed again. Watch it a few times. Then get your child to try – on the table, in the air, on your back with their finger. Then it's time to practice – on paper/whiteboard etc. Finally they can try it on the website that is linked, with/without lines. While you're having dinner, you can always ask your child to remind you or a sibling of the new letter and what sound it makes. Can they say the rhyme for writing it? Can they teach a younger sibling what sound it makes/how to write it? Revise all letter sounds to date in your sound copy. Don't forget tricky words too.

Wednesday – Do the same as Monday. Then do the activity sheet – colour the pictures that begin with the sound of the week. Revise all letter sounds to date in your sound copy. Don't forget tricky words too.

Thursday – Back to handwriting. Go back over the rhyme/letter formation from Tuesday. Can they write the letter on a plate of rice/sand? Can they make the writing letter with playdoh/stones/leaves from the garden. Practice it on paper/whiteboard and on the suggested website. Do the 'read the sentences/words' worksheet. Revise all letter sounds to date in your sound copy. Don't forget tricky words too.

Friday – Have a look at the website <https://slp.cjfallon.ie> and let your child revise the letter sound through some of these activities. Practice the writing letter too. Revise all letter sounds to date in your sound copy. Don't forget tricky words too.

Tricky word work should be done throughout the week. Start with where your child is at. If they know 10 words, add in two new ones for the week. The most simple way to do this is to stick the words around the house and anytime your child passes them they need to say the word. Or have them go on a tricky word hunt. Hide the words around the house, let your child find them and write them down. When they have them all, they read them back to you.

April 20th

Our new letter!

Here is the reading letter:

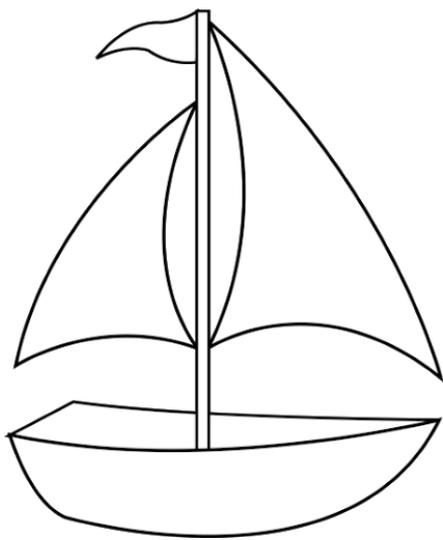
b

To hear the 'b' jingle and sound, start at 20 secs and end at 36 secs

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

If you have Spotify, you can listen to each sound individually, just find 'b'.

Some words that begin with the 'b' sound are:



boat

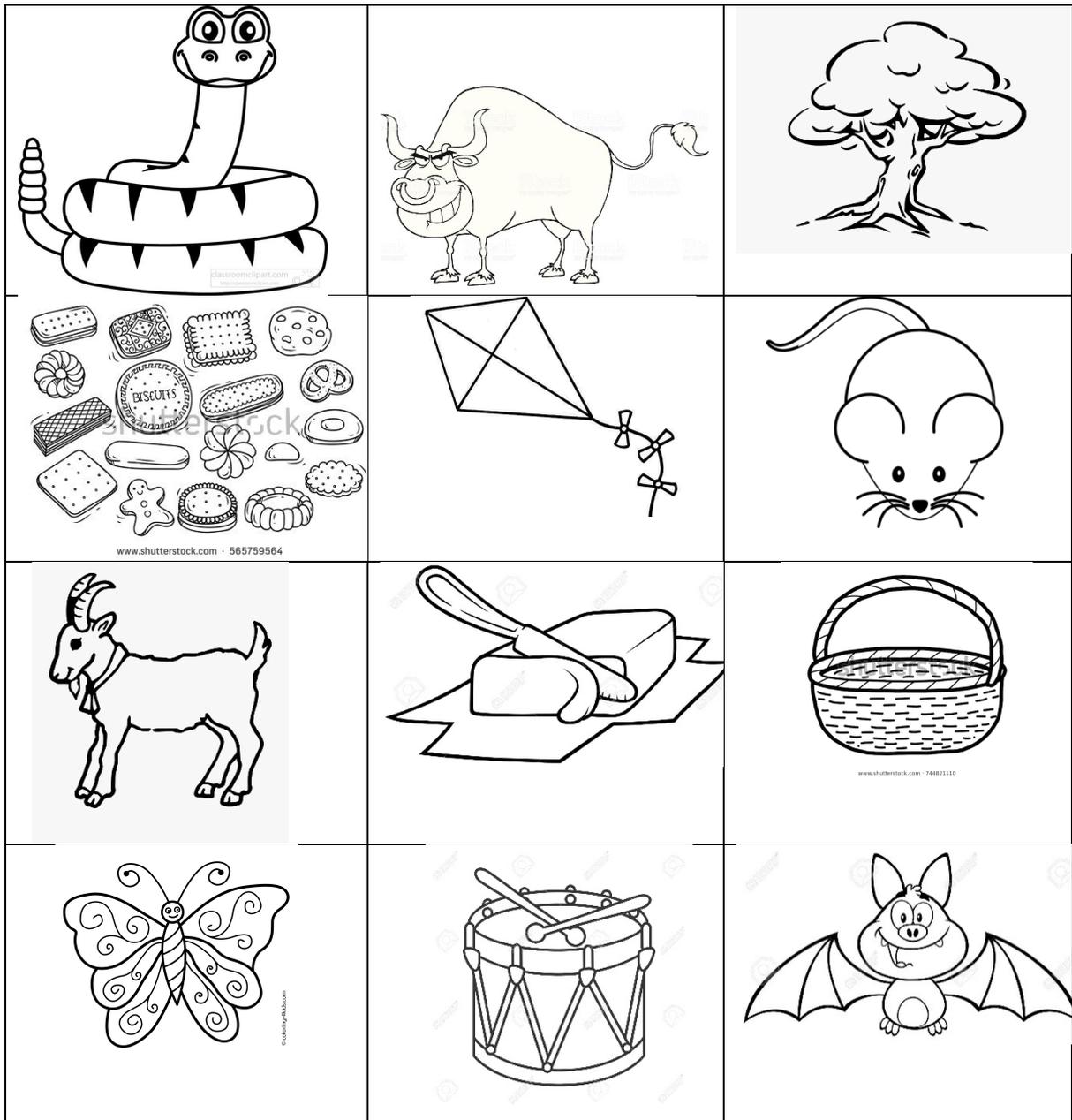


bag

Can you think of 6 more words that start with the sound 'b'? Draw a picture in the boxes below or use a blank piece of paper. Try sounding out your words and writing them too (in cursive!).

Activity Sheet

Find things that start with the 'b' sound and draw a circle around them.
Colour the 'b' pictures. Find 6 items in your house that start with 'b' 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.

Bill the black bat is in a bag.

Read the words and draw them.

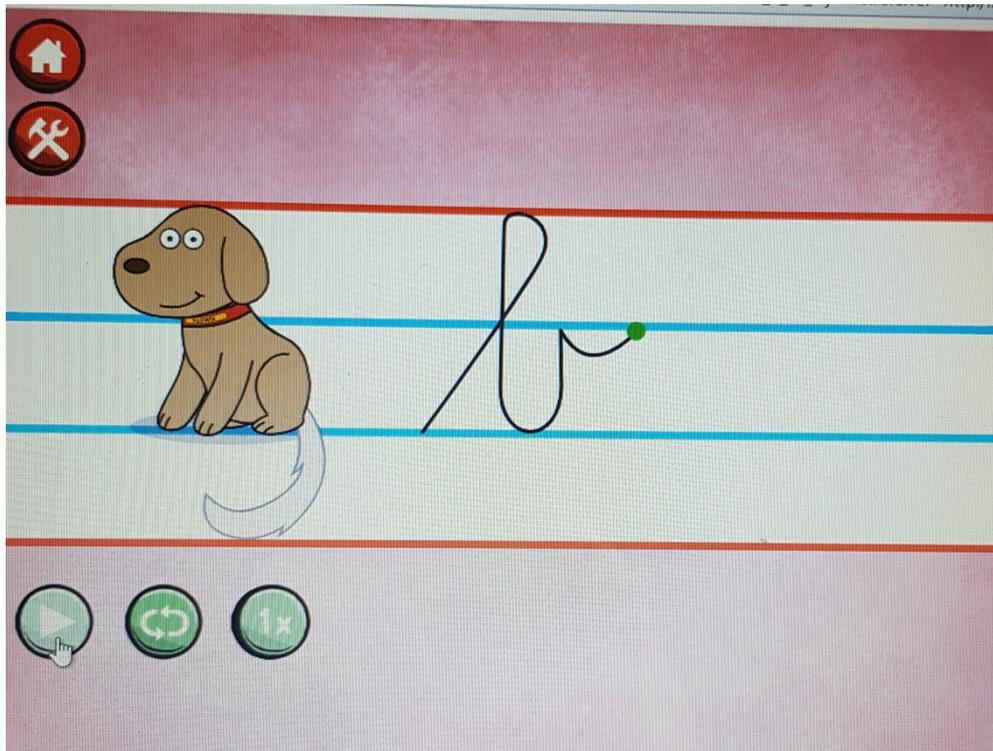
a black bin

a bug on a bed

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

<https://slp.cjfallon.ie>

Here is our writing letter 'b'. This is a body and head letter so you can tuck your feet up to your chair and raise your heads and hands to show how tall 'b' is.



This is the way we form our letter 'b'. Stop at 1min 25secs
<https://www.youtube.com/watch?v=DciLdOoAHc0>

The rhyme for writing 'b' is:

Tall slanty line, loop back, straight down, curve up half way, straight line out.

Remember not to lift your pencil!

Now it's your turn to write 'b':

- 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 3 times on someone's back
- Use a whiteboard/ blackboard/ sand/ rice/ paper to practise 'b' every day.

Don't forget posture, pencil grip and to warm up those fingers! See previous pack of work, March 30th.

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>

April 27th

Our new letter!

Here is the reading letter:

j

To hear the 'j' jingle and sound, start at 2:50 mins and end at 3:05 mins

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

If you have Spotify, you can listen to each sound individually, just find 'j'.

Some words that begin with the 'j' sound are:



jump



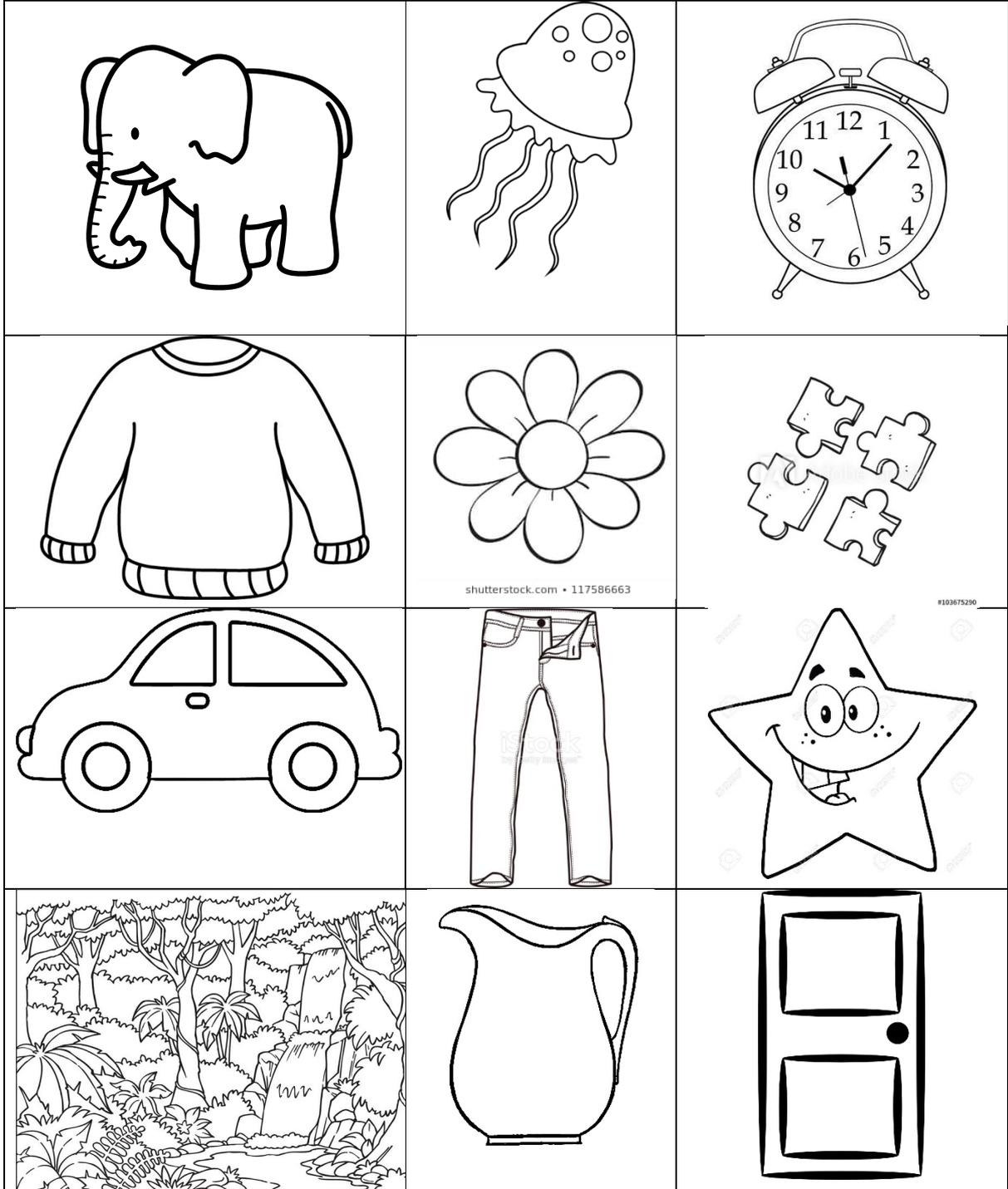
jacket

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

Draw a picture in the boxes below. Try sounding out your words and writing them too (in cursive!).

Activity Sheet

Find things that start with the 'j' sound and draw a circle around them.
Colour the 'j' pictures. Find 6 items in your house that start with 'j' 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.

Jack and Jess are on the jet.

Read the words and draw them.

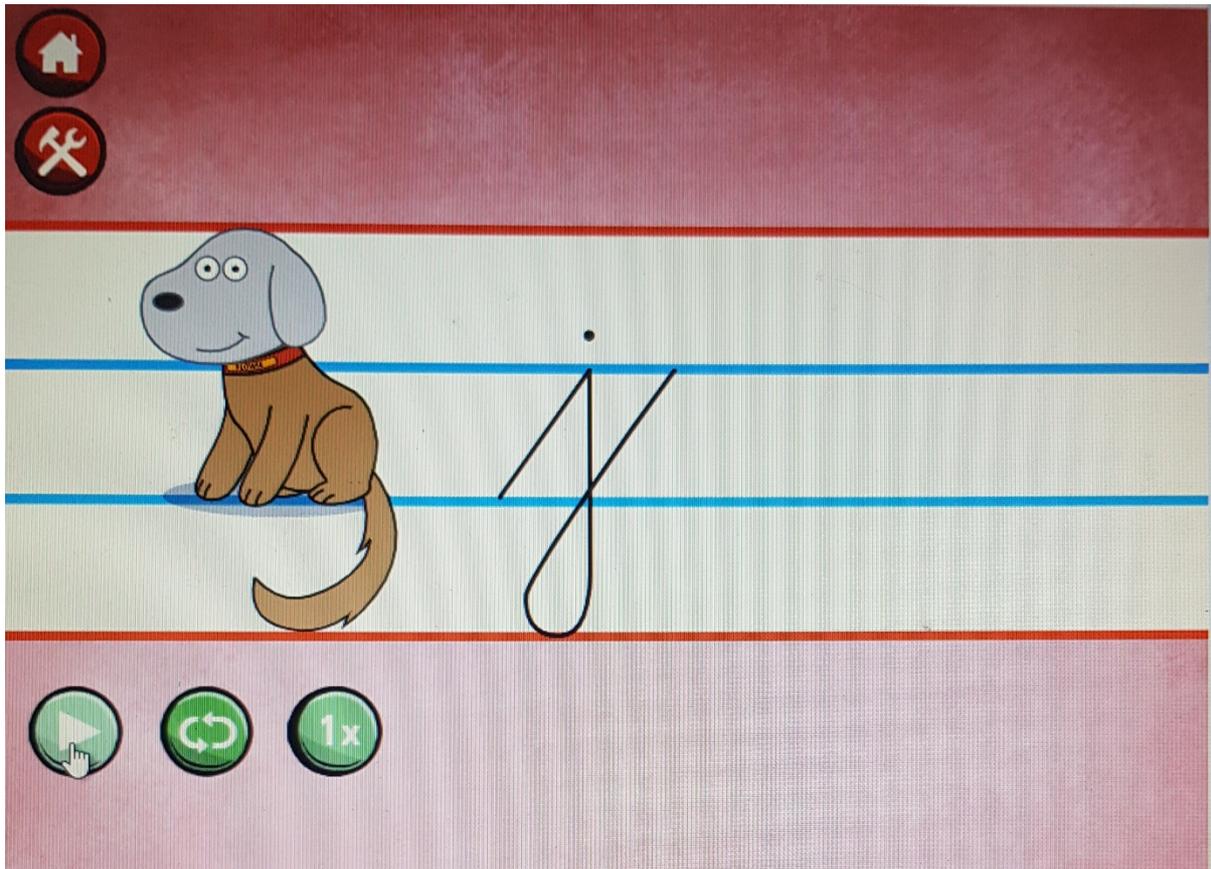
a jug

the red jam

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

<https://slp.cjfallon.ie>

Here is our writing letter 'j'. This is a body and tail letter so you can tuck your head and arms in tight and stretch your feet down to show how long 'j' is.



This is the way we form our letter 'j'. Stop at 1min 18secs
https://www.youtube.com/watch?v=KiGOJ35RS_E

The rhyme for writing 'j' is:

Slanty line, straight down all the way, loop back up. Lift up your pencil for a dot on the top.

Remember not to lift your pencil- except for that dot!

Now it's your turn to write 'j':

- 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 3 times on someone's back
- Use a whiteboard/ blackboard/ sand/ rice/ paper to practise 'j' every day.

Don't forget posture, pencil grip and to warm up those fingers! See previous pack of work, March 30th.

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.



a b c d e f g h i j k l m n o p q r s t u v w x y z



a b c d e f g h i j k l m n o p q r s t u v w x y z

1. **April 20th** Get a piece of paper and write the following sentence in cursive handwriting. Draw a picture to go with the sentence. Think about something nice you did with your family or perhaps draw some of the nice treats you may have eaten!

My Easter break.

2. **April 27th** Later on you will learn about the lifecycle of the frog. When you have completed some of the activities around that, you can write,

The lifecycle of the frog.

Draw a picture of the lifecycle. Try to label your picture with some of the words you will learn such as,

frogspawn, tadpole, froglet and frog.

Read the sentences and draw a picture to match.

The cat is fat.

The fat cat is on the mat.

The dog sat on the rug.

The frog on a log.

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.

map <i>map</i>	<hr/>	<hr/>	<hr/>	
dog <i>dog</i>	<hr/>	<hr/>	<hr/>	
cup <i>cup</i>	<hr/>	<hr/>	<hr/>	
hot <i>hot</i>	<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 (March 30th) for some fun ways to learn our tricky words.

Word Box 3

hip

pet

man

ran

dip

hand

map

rat

his

rip

Maths

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

- 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

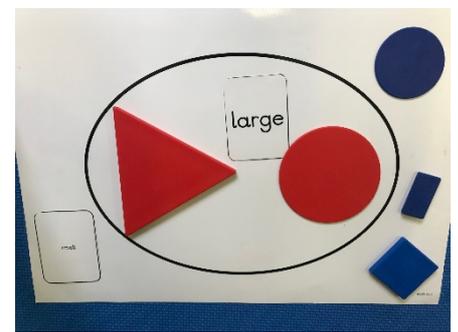
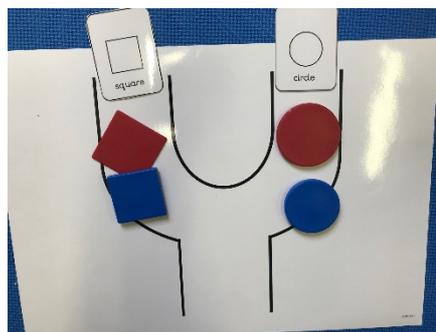
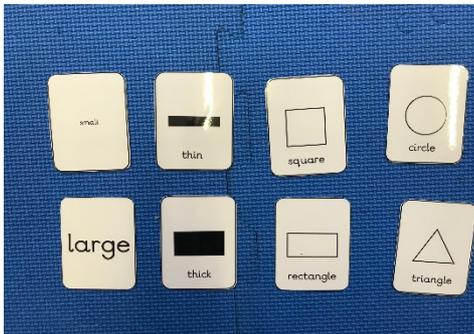
2D/3D SHAPES:

What we do in school-

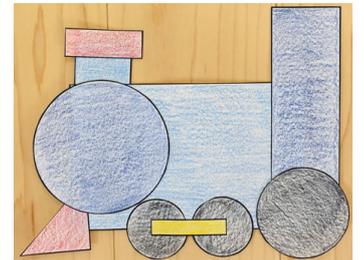
The children have already studied 2D and 3D shapes in school this year therefore this content is not new. The children should be able to recall that 2D shapes are “flat” and 3D shapes are “fat/solid”, therefore recognising the difference.

2D Shapes:

- The children should be able to sort and name 2D shapes: square, circle, triangle and rectangle.
- The children should be able to do some directed sorting of 2D shapes with different criteria e.g. large/small, thick/thin etc. (see first picture below)



- The children should also be able to use structured materials to create pictures- for example,



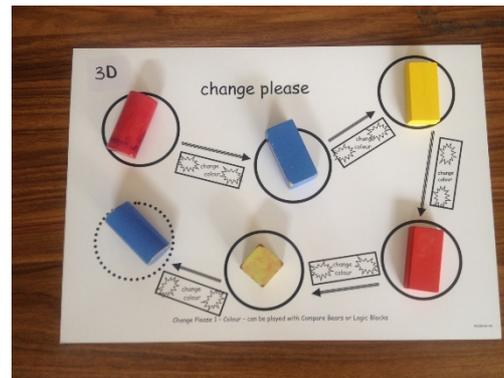
How to implement at home

- YouTube- “These are the shapes that I know” 2D
<https://m.youtube.com/watch?v=UDQDyx59QY4>
- Look at the pictures and identify the shapes you can see
<https://static1.squarespace.com/static/5157614de4b06ce8229f34fb/t/5d05853517e048001307607/1560642869808/What+shapes+can+you+colour.pdf>
- If you do not have any 2D shapes at home, you can easily make some shapes by drawing templates on a piece of paper. Encourage the children to try cutting some of them out if possible. The children could also use playdoh/márla/lollipop sticks/matchsticks to create shapes, whatever is at home! Try draw/make a variety of shapes, some big, some small etc. You can also easily draw the sorting diagrams as shown above on paper for the children to engage with when trying to sort in different ways (see pictures).
- Here is a link to the shape template to create the above train. Alternatively, you can encourage the children to be creative and make pictures with concrete shapes or shapes made from playdoh/márla/lollipop sticks/matchsticks etc.
<https://www.dltk-kids.com/t.asp?t=https://www.dltk-kids.com/crafts/transportation/images/bshapes-train.gif>

3D shapes

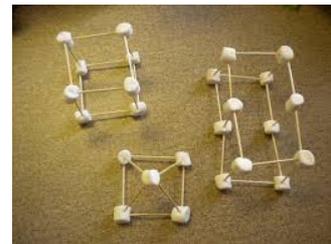
- The children should be able to sort 3D shapes, regular and irregular- shapes that do/do not roll, shapes that do/do not fit together.
- The children should also be able to make constructions with 3D shapes and discuss them.

What we do in school-

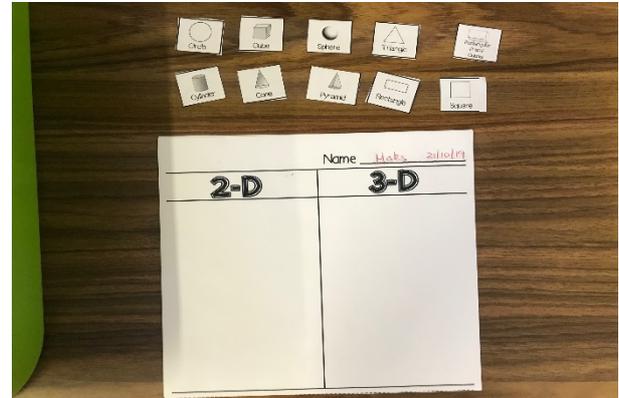
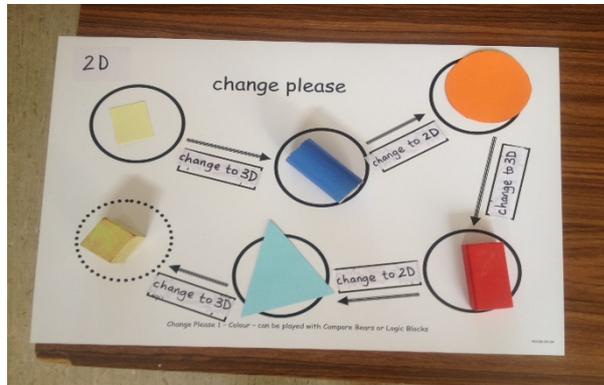


How to implement at home

- YouTube- “These are the shapes that I know” 3D, again remind the children about the difference between these 3D shapes and 2D shapes (“fat/solid”/ “flat”)
<https://m.youtube.com/watch?v=2cg-Uc556-Q>
- Most households should have blocks that are 3-dimensional that the children can use. If there is nothing at all suitable at home then maybe, you could attempt to make some 3D shapes with matchsticks and marshmallows (remember that the marshmallows must be used for construction prior to consumption!)
- In Junior Infants, the children do not need to be aware of the names of the 3D shapes. However, if they are inquisitive be sure to inform them.
- Sort the shapes/blocks into shapes that do roll and shapes that do not roll (see picture on the left above), shapes that fit together (without gaps) and shapes that do not fit together and shapes that stack on top of one another and shapes that do not stack on top of one another. You should not need pictures to aid understanding, a verbal instruction/explanation should suffice.
- If you have Magnetix at home, the children can make shapes/constructions.
- The children can also engage in free play with blocks to make their own constructions.



Finally, as a consolidation activity to reinforce the difference between 2D and 3D shapes, the children could engage in an activity similar to the one below where verbal instructions are given to the children-e.g. change from a 2D shape to a 3D shape. A mixture of 2D and 3D shapes should be placed in front of the children for this activity.



Alternatively, the children could complete this cut and paste activity where they firstly identify the shapes and subsequently sort the shapes and decide whether to paste them on the 2D side or the 3D side of the page. Here is the link to the worksheet

<https://www.teacherspayteachers.com/FreeDownload/Sortng-2D-and-3D-Shapes-669593>

This interactive sorting game allows the children to sort 2D and 3D shapes without the need for paper and other materials!

<https://www.education.com/game/2d-3d-shapes/>

CONSERVATION OF NUMBER:

Conservation of number means that a child is able to understand that the number of objects remains the same even when rearranged.

- Make two equal rows of eight objects in front of your child.
- Make them both equally spread out so that they look the same to your child, for example;
 - X X X X X X X X
 - X X X X X X X X
- Ask your child to count the top row.
- Ask your child to count the bottom row.
- Ask your child if the rows are the same (the answer is yes).
- Now take the row of 8 objects closest to your child and spread them apart so that the row looks different from the top row, for example;
 - X X X X X X X X
 - X X X X X X X X
- Ask your child if both rows are the same now (the answer should be yes).
- Explain to your child that the number of objects does not get bigger/smaller just by moving the objects around. Repeat the process with different quantities of objects until they consistently realise that the number of objects never changes.

WRITING NUMERALS (1-5):

Examples of what we do in school



How to implement at home

- The children can engage in any activity at home that involves them writing/tracing numbers, for example, tracing numerals in sand, using a whiteboard, tracing numerals with shaving foam, using playdoh to make numerals, Q-tip number tracing with paint etc.
- It is important to practise the number formation rhymes with the children and encourage them to say the rhymes as they write/trace the numerals to ensure that they are forming their numbers correctly.
- Number formation rhymes 1-5
 - Number 1- “A straight line one, it is fun”
 - Number 2- “Around and back on the railway track makes two, two, two.
 - Number 3- “Around the tree and around the tree, this is the way you make a three.
 - Number 4- “Down and across and down some more, this is the way you make a four”.
 - Number 5- “With a straight neck and a round tummy, put his hat on five sure looks funny”.
 - Number 6 (if needed)- “Down to a loop, the six rolls a hoop”.
- Here is a link to some worksheets the children could use to practise tracing/writing their numbers (1-5)
<https://content.twinkl.co.uk/resource/4e/16/au-n-029-large-tracing-number-formation-activity-sheets-straight-1-ver-1.pdf?token=exp=1585327594~acl=%2Fresource%2F4e%2F16%2Fau-n-029-large-tracing-number-formation-activity-sheets-straight-1-ver-1.pdf%2A~hmac=83dfe5fdd7f46a7574dbf7349241c19a0cf564e1b820451f6aa0c703d314e741>

The Frog

A picture of Frogspawn spotted in Cruagh Wood!



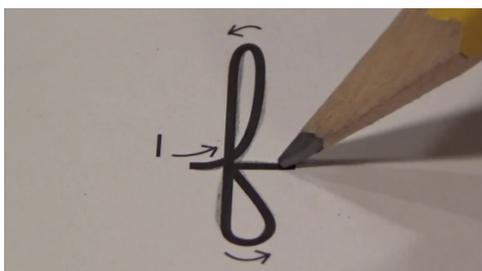
English

Rhyme

Two little frogs sitting on a hill,
One named Jack and one named Jill.
“Jump” said Jack. “Jump” said Jill.
And they both jumped off and hopped down the hill!

- Can you name and label the parts of the frog?
- Can you draw and label the life cycle of a frog?
- Can you number and write the steps of the lifecycle of a frog?

Can you practice writing ‘f’ in cursive on your whiteboard? Can you think of any other words that begin with this sound? Go on a ‘f’ hunt around your house! You could even make a list of what you find! This should be easy! You did it before Easter!



Maths

Can you count how many frog jumps you can do? Write down on your whiteboard how many you counted? Maybe tomorrow you might be able to beat your personal record!

Can you make shapes with your frog jumps? Jump in the shape of a square, triangle, circle, rectangle etc.

Song; Five Little Speckled Frogs - https://www.youtube.com/watch?v=WSC-gHBU_d0

Five Little and speckled frogs
Sat on a speckled log
Eating some most delicious bugs yum! yum!
One jumped into the pool
Where it was nice and cool
Now there are four green speckled frogs glub! glub!

Four Little Speckled Frogs etc ... !

Science

- Learn about the lifecycle of a frog

<https://www.twinkl.ie/resource/au-l-606-the-lifecycle-of-a-frog-explanation-writing-sample>

- Cut and stick the lifecycle.

<https://www.twinkl.ie/resource/us-t-2548914-frog-life-cycle-activity>



Geography

Frogs live all around the world! Can you find out the name of a frog native to Europe and also a frog from another continent?



Music

Did you know that frogs hibernate? Play some slow and fast tempo music. When the music is slow, find somewhere safe to go in to hibernation. When the music is fast, come out of hibernation and hop around your froggy habitat! You might decide to make a pond using a mat, blanket or some pillows!

Physical Exercise

https://www.google.com/search?safe=strict&ei=SQ9yXuDiIoGV1fAPmf2k8Ak&q=frog+leap+exercise&oq=frog+leap+ex&gs_l=psy-ab.1.0.015j0i22i30j0i22i10i3014.3520.4255..5207...0.2..0.67.191.3.....0....1..gws-wiz.....0i71j0i67.P4rugOxfh_0#kpvalbx= UA9yXo3PJpCo1fAPvpOu0Ao32

Art

Can you make a frog craft? Remember they can be any colour!!



And/or practice drawing a frog?

https://www.youtube.com/watch?v=n_kovglf_eM

An educational and recommended watch!

Come Outside - Frogs

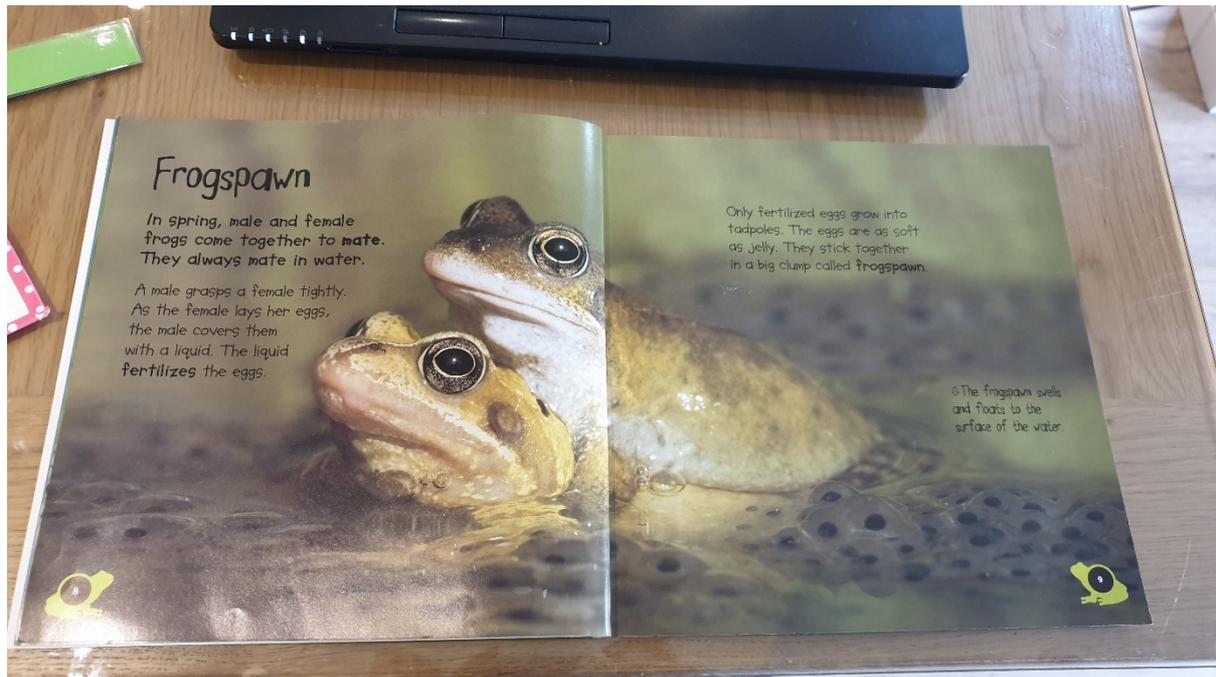
https://www.youtube.com/watch?v=lxlSGf9_amA&t=20s

Resources

Type Frog in the search bar on <https://www.twinkl.ie/search>

There are lots of fantastic resources!

Pictures from my information book



Tiny tadpoles

Tadpoles are tiny when they hatch, but they quickly grow.

Each tadpole has a long tail, which it uses to swim. It has feathery gills on either side of its head. These allow the young tadpole to breathe underwater.

To begin with, tadpoles just eat small, green water plants. Later, they will also eat pond animals, such as water fleas.

⇒ Tadpoles feed and grow. They grow faster when they live in warm water with plenty of food.

Tail

Gills

12

13

The big change

When they are about seven weeks old, tadpoles begin to change into frogs.

First, they grow back legs. A few weeks later, their gills disappear. Then they swim to the surface of the water to breathe air.

⇒ The tadpole's back legs grow first.

⇨ As its legs grow longer, the tail grows shorter.

⇨ Then its front legs begin to grow.

Their tails begin to shrink and their front legs begin to grow. The tadpoles now look like tiny frogs.

⇨ By the time it is 12 weeks old, the tiny frog is about 3 centimetres long.

15

Froglets

The little frogs keep growing, and their tails disappear. They are now called froglets.

The froglets stay in, or near, water. They feed on small insects, which they catch with their long, sticky tongues.

⇒ Froglets can swim, crawl, hop, and climb onto the floating leaves of lilies.



When they are bigger, the froglets move away from their pond.

They find a safe place under some plants, where they can hide.

⇒ This froglet is hiding in a pitcher plant in a wood.

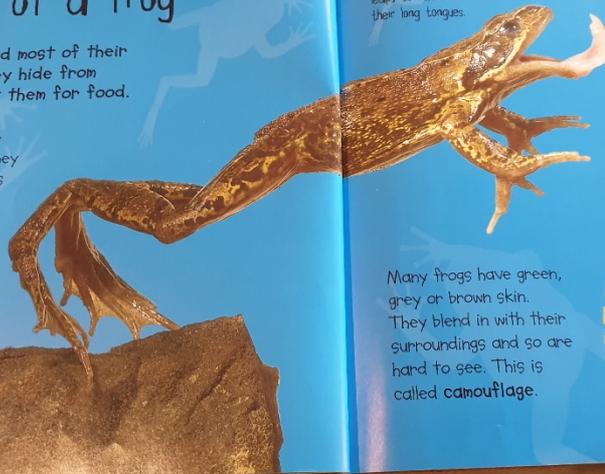


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The life of a frog

Adult frogs spend most of their time on land. They hide from animals that hunt them for food.

Frogs rest during the day. In the evening they hunt for insects, slugs and worms.



⇒ Frogs can make huge leaps to catch food with their long tongues.

Tongue

⇒ Camouflage helps a frog to hide from animals that want to eat it.



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Back to the pond

Frogs **hibernate** in winter. This is because there is little food to eat, and the weather is cold.

When animals hibernate, they fall into a deep sleep to save energy.



Frogs hibernate under rocks, in burrows or in ponds.

In spring, frogs return to the pond where they were born. This is where the adult frogs mate. Soon the story of the life cycle will begin again.



Male tree frogs croak loudly to call the female to mate.

Frogs are ready to mate when they are two to three years old.

