

Dear Parents/Guardians,

Below you will find a pack of work for the coming fortnight (1st June– 12th June 2020), along with plenty of resources within the link here,

<https://padlet.com/ruthshannon/bi4mq4cpzct25yng>

Thank you to all those who have emailed us photographs/videos of their children and their work/baking/gardening/play etc. We really love to get these as we miss the children a lot. Feel free to continue doing this and interacting with us on ClassDojo. Our Zoom conferences seem to be working out well too and it's so lovely getting to see the children!

Don't forget to revise:

- Letter sounds (2 new sounds below)
- Tricky words
- Word boxes (extra words below for those who would like an extra challenge!)

We teach one sound a week in school so we suggest you continue with that practice. Do letter 'x' this week (June 1st) and letter 'qu' next week (June 8th). We also do one handwriting sentence weekly and you will see these are also dated June 1st and June 8th. We have also included a suggested timetable for those who may prefer more structure when attempting school work.

We know it's hard going, but the holidays aren't far away! Please try to keep up the momentum with your children as they have been doing so well this far.

Again, if you have any queries please do not hesitate to 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.

June 1st.

Our new letter!

Here is the reading letter:

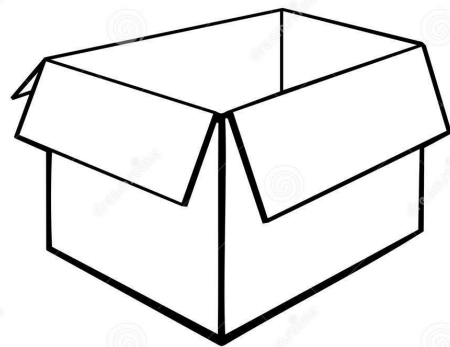
X

To hear the 'x' jingle and sound, start at 6:29 mins and end at 6:44 mins
<https://www.youtube.com/watch?v=euxN7LGOoLc>

If you have Spotify, you can listen to each sound individually, just find 'x'.
Some words that have the 'x' sound are:



wx



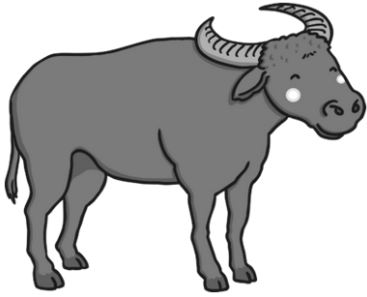
bx

Can you think of any words that have the sound 'x' in them? Draw some pictures in the boxes below. Try sounding out your words and writing them too (in cursive!).

This video might give you some clues: <https://www.youtube.com/watch?v=haBduUXuuV4>

Activity Sheet

Read and colour the pictures of things with the 'x' sound. If you can't print this page, just find and read the 'x' words.



ox



wax



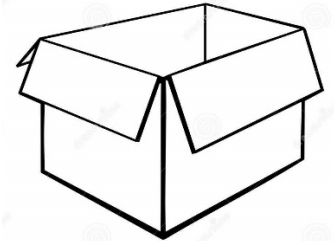
fix



six



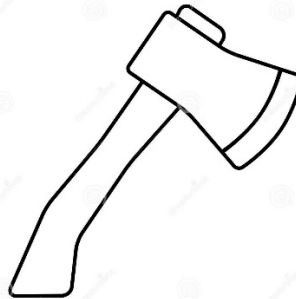
fox



box



mix



axe

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

The fox helps me to mix six eggs.

Read the words and draw them.

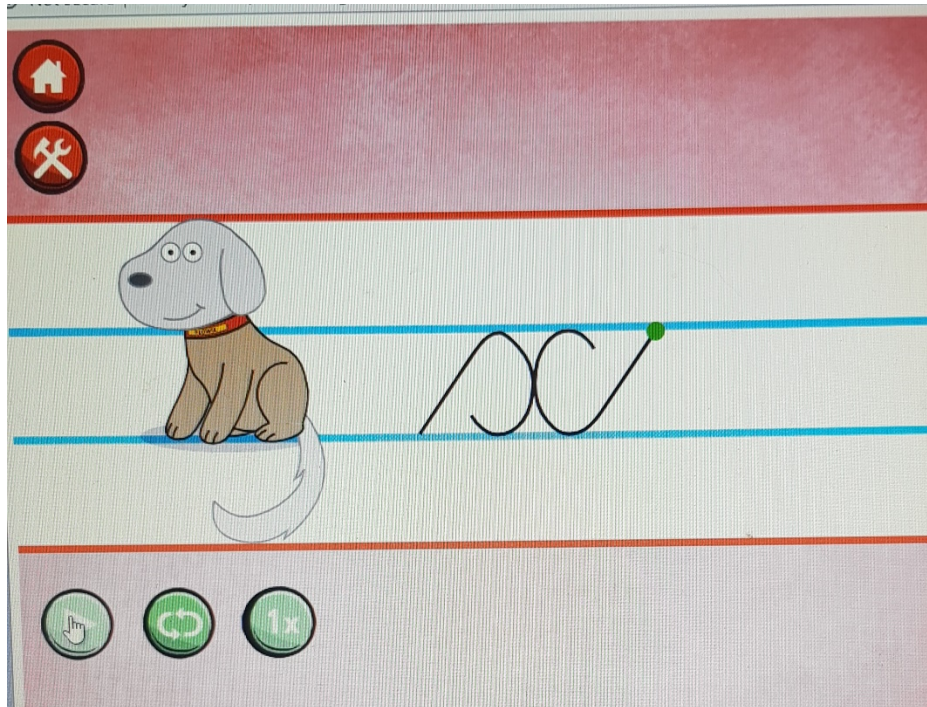
a fox

I can fix a box.

Click on the website below. Click Sounds Like Phonics Activity Book A. Click Unit 4. Click the letter 'x'. Go through all the boxes there.

<https://slp.cifallon.ie>

Here is our writing letter 'x'. This is a body only letter so you can tuck your head down (not a tall head letter) and tuck your feet up onto your chair (not a long tail letter).



This is the way we form our letter 'x':

<https://www.youtube.com/watch?v=fbU8d-D9Shc>

The rhyme for writing 'x' is:

Write an 's'. Write a reading 'c' with a slanty flick.

*For this letter you have to lift your pencil in the middle!

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

- 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 'x' every day.

Don't forget posture, pencil grip and to warm up those fingers!

June 8th.

Our first diagraph!

A diagraph is one sound represented by two or more letters.

Here is our new diagraph:

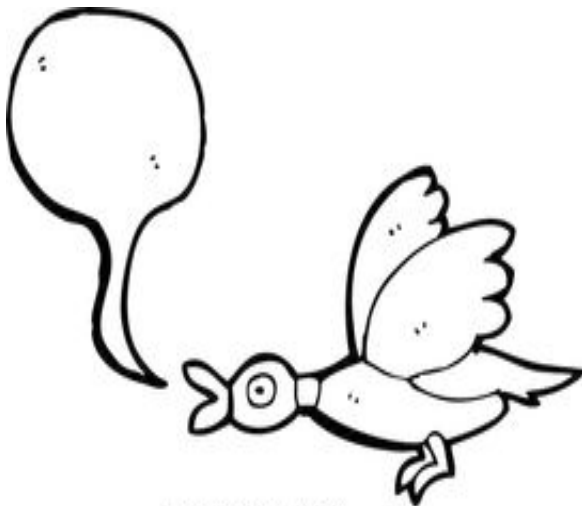
qu

To hear the 'qu' jingle and sound, start at 6:46 minutes and end at 7:11 minutes

<https://www.youtube.com/watch?v=NdsA67mxt1o>

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

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



quack



queen

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

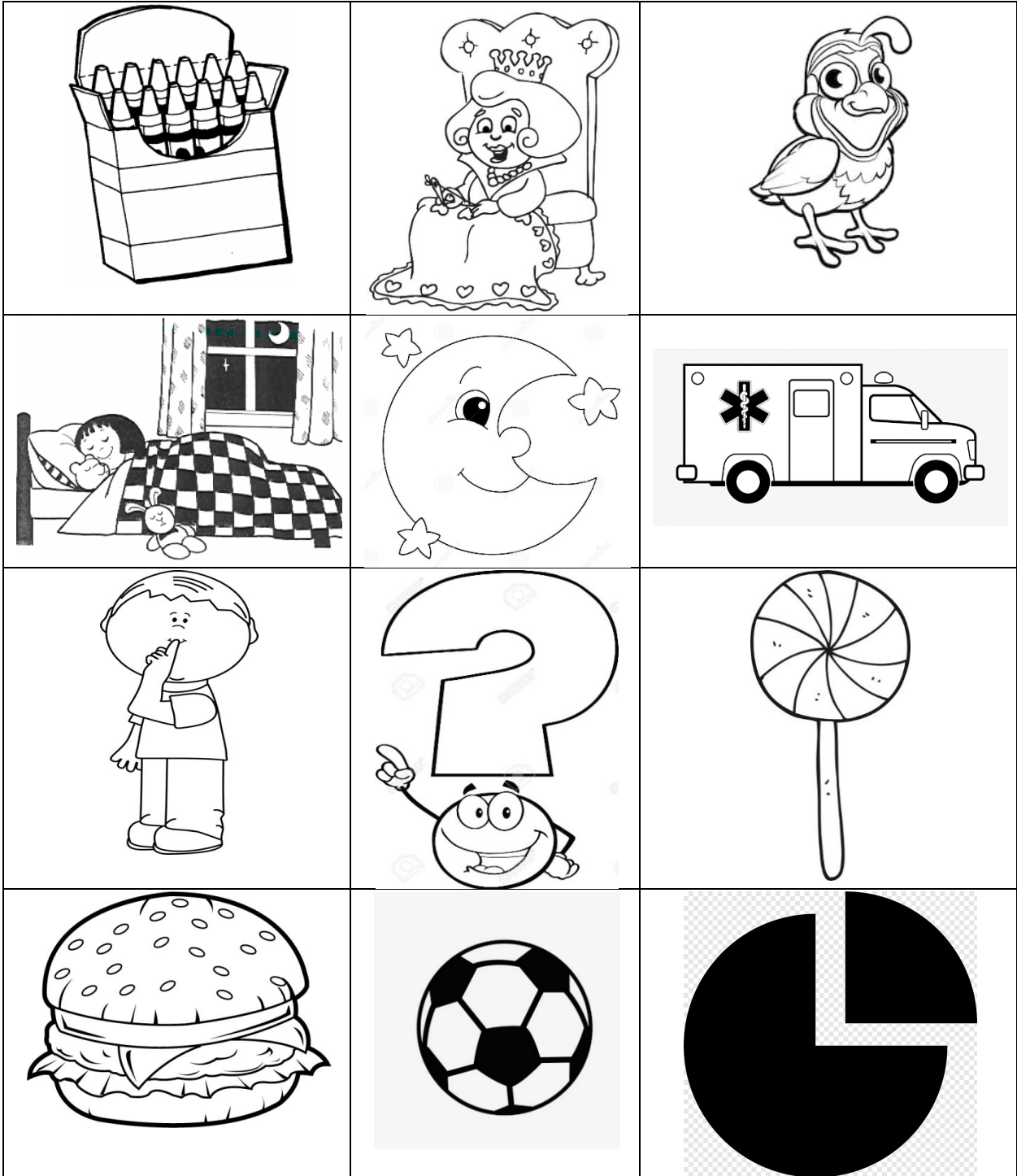
Draw some pictures in the boxes below. Try sounding out your words and writing them too (in cursive!).

Activity Sheet

Find things that start with the 'qu' sound and draw a circle around them.

(quiet, quail, quilt, queen, quarter, question)

Colour the 'qu' pictures. Find 6 items in your house that start with 'qu' 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.

Ted quit the quiz to rest on a quilt.

Read the words and draw them.

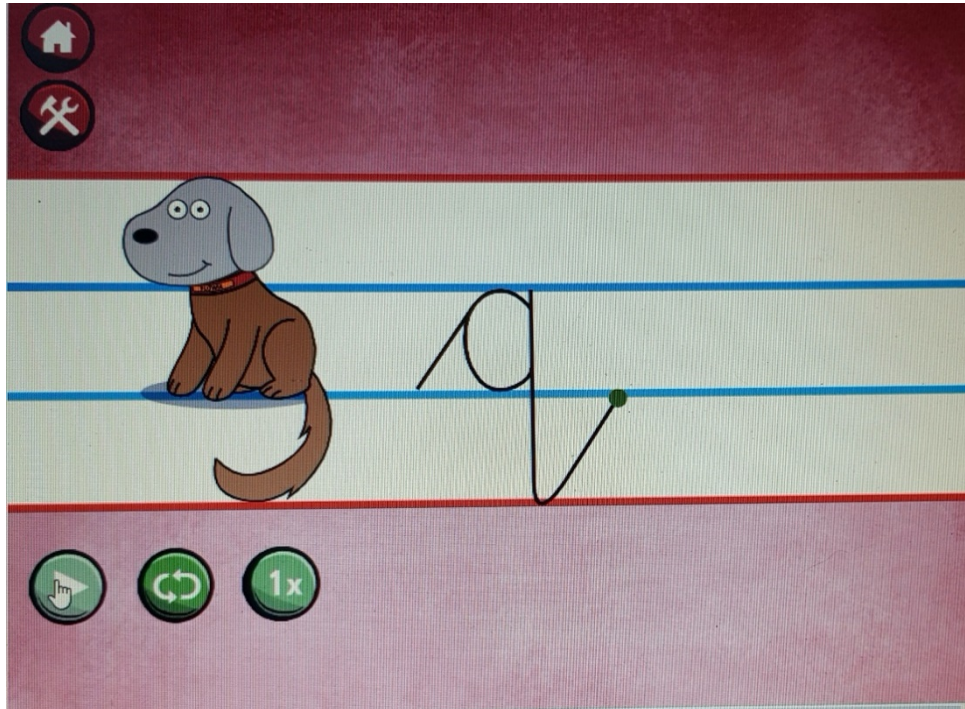
quick

quest

Click on the website below. Click Sounds Like Phonics Activity Book A. Click Unit 4. Click the letter 'q'. Go through all the boxes there.

<https://slp.cjfallon.ie>

Here is our writing letter 'q'. This is a body and tail letter so you can tuck your head down (not a tall head letter) and stretch your feet down onto the floor (to show the long tail).



This is the way we form our letter 'q': (stop at 1:03 mins)

<https://www.youtube.com/watch?v=5x1eaMEaZLA>

The rhyme for writing 'q' is:

Slanty line, curve, rock back around the apple, straight up, straight down all the way, flick straight up

Remember not to lift your pencil!

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

- 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 'q' every day.

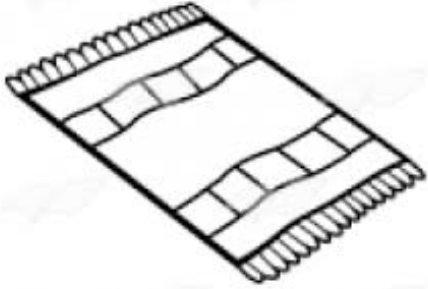
*'q' usually comes with 'u' to make the sound 'qu' - you could practise your 'q' with 'u' (*slanty line, straight down, gentle curve, straight up, straight down, flick out*)

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.

leg <i>leg</i>	<hr/>	<hr/>	<hr/>	
cat <i>cat</i>	<hr/>	<hr/>	<hr/>	
pen <i>pen</i>	<hr/>	<hr/>	<hr/>	
bus <i>bus</i>	<hr/>	<hr/>	<hr/>	

Fill in the missing letters in cursive handwriting.



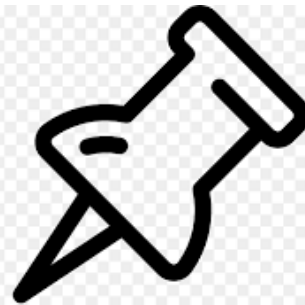
— — —



— — —

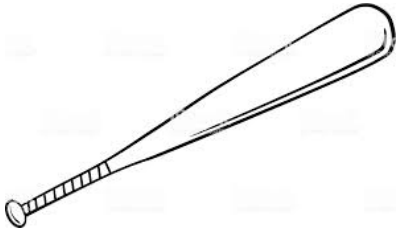


— — —

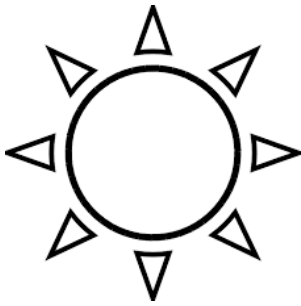


— — —

Read the sentence and fill in the missing word.



I can see a ____ ____ ____.



I can see a ____ ____ ____.



I can see a ____ ____ ____.

10

I can see a ____ ____ ____.

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

Your child does not have to join their letters as below. However, if they feel confident to do so, that is absolutely perfect. We have seen lots of work over the last few weeks with children naturally joining their letters!

1. **June 1st** When you have read or listened to the story, A Squash and a Squeeze, get a piece of paper and write the title of the story in cursive handwriting. Draw a picture to go with the title; perhaps your favourite part of the story.

A Squash and a Squeeze.

2. **June 8th** Later on you will learn about different types of homes. When you have completed some of the activities around that, you can write,

This is my home.

Draw a picture of your home. Try to label your picture with what type of home it is,

detached, semi-detached, terraced, bungalow etc.

Children should ideally know all 20 tricky words at this stage. If not please work on them this fortnight.

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.

These are extra words for some extra reading practice.

cat

dog

Dad

red

top

six

him

hat

sad

hot

cap

dot

mat

tap

did

rot

pet

had

Maths

June is a month of revision in Maths; therefore, none of the concepts below are new to the children. The focus is on revising/consolidating learning and where possible extending understanding and proficiency in the relevant Mathematical strands.

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
- Count sets without touching (up to 5)

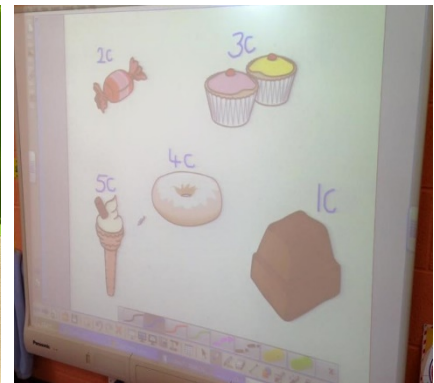
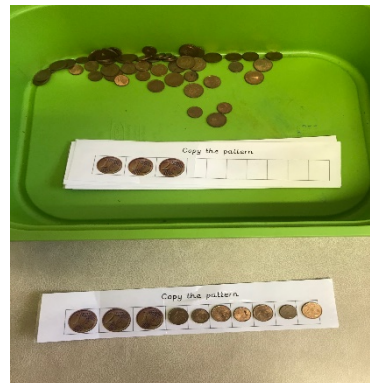
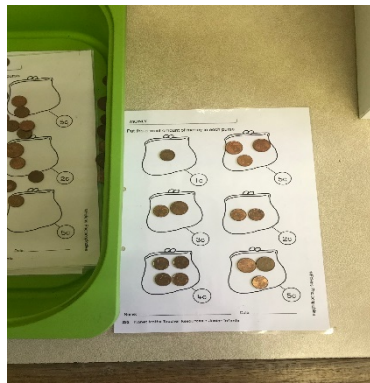
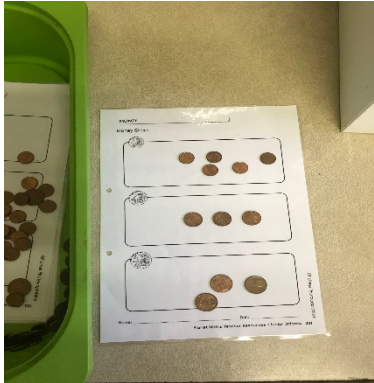
Some actions for counting activities (the children are very familiar with this so ask them to think of more)

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

MONEY:

What we do in school-

- The children should be able to recognise and use coins up to 5 cent.
 - Sort and name coins up to 5 cent.
 - Select appropriate coins in simple shopping activities.
 - Use correct vocabulary- buy, sell, spend, coins, cent, how much?



How to implement at home-

- Dig deep into your purse/wallet and remind the children what the relevant coins look like- 1c coin, 2c coin, 5c coin. Focus on the size of each coin and compare the coins in terms of their size noting that a 1c coin is the smallest and a 5c coin is the biggest. Highlight the colour of each coin. Elicit from the children prior knowledge they have in terms of these coins and the above associated vocabulary. Ask questions like “Did you notice that some amounts are missing-there is no 3c or 4c coin” “Do you know how many 1c coins you would need to make 2 cent?” “Do you know how many 1c coins you would need to make 5 cent?” “How can we make 3 cent?” “How can we make 4 cent?” “What do we do when we go to the shop?”
- Allow the children to do a little coin rubbing to help them familiarize themselves with the value and size of the relevant coins.
- With all the spare change you can gather, ask the children to sort the coins into 1c, 2c and 5c bundles (as above).
- Ask the children to think of different ways to make certain amounts (as above). If the children use a 2c coin to make two cent, ask them can they think of another way of making two cent- i.e. 1c and 1c. Similarly, if the children use two 2c coins to make four cent ask them can they think of another way of making four cent- e.g. 2c and 1c and 1c etc.
- Set up a shop at home. Value and label items 1c- 5c. Try to incorporate the relevant shopping vocabulary as mentioned above. Take on different roles- shopkeeper and customer. As the shopkeeper, ask the children to buy something with the appropriate coins. When the children are proficient with this concept swap roles. As a customer pay for an item with surplus money and encourage the children to try to give you change.
- If you think the children are able, you could value and label items up to 10c and encourage the children to think of ways to total different values up to ten cent.



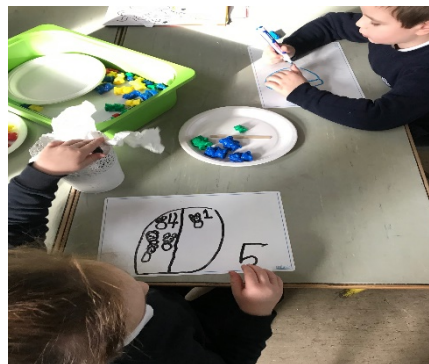
PARTITIONING SETS WITHIN 5:

What we do in school-



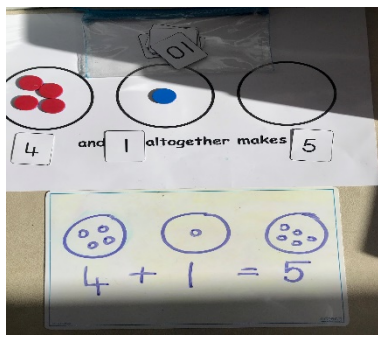
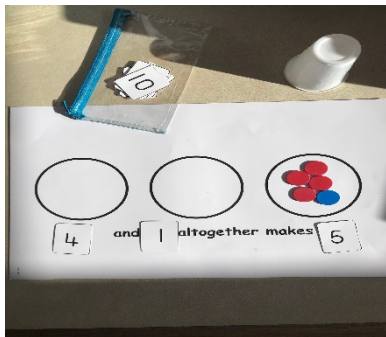
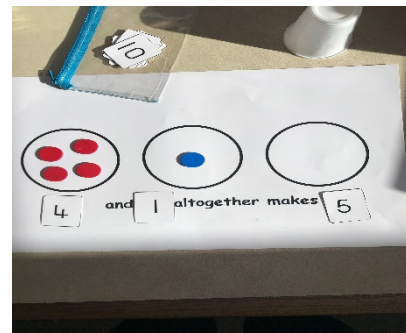
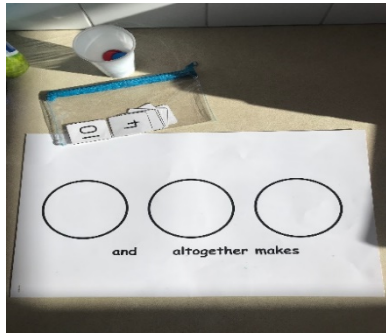
How to implement at home-

- Use similar materials if possible or items you have around the house that would work equally as well.
- 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”
- We expect the children to be able to partition within five easily at this stage. If your child is able to do this with ease, try partitioning up to and within ten.
- Your child can draw how they partitioned their set on a whiteboard/paper afterwards.



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).
- We expect the children to be able to combine within five easily at this stage. If your child is able to do this with ease, try combining up to and within ten.
- 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; +, = (as above)
- Repeat the process as often as you wish!

ONE-TO-ONE CORRESPONDENCE:

What is one-to-one correspondence?-

- One-to-one correspondence is an early Maths skill that involves the act of counting each object in a set once with one touch per object.

Here are two Maths activities that you could attempt at home to help your child become more proficient in this skill. Alternatively, you could become creative at home and think of activities that promote one-to-one correspondence using household items- e.g. filling seven cubes in an ice cube tray etc.

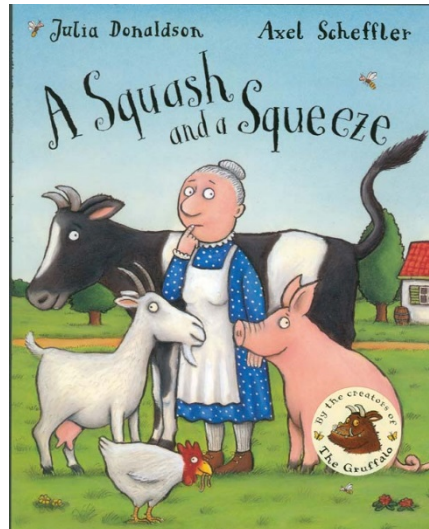


- Play dough mats- In the above example the children are asked to make five apples and put them on the tree, make the number five with their playdough and finally fill in five spaces on the ten-frame.
- <https://lifeovercs.com/free-sunflower-play-dough-mats-for-numbers-1-10/> here is a link to similar play dough mats focusing on one-to-one correspondence with a sunflower theme. If you think your child is able, allow them to work on their one-to-one correspondence up to ten.
- Hot chocolate cups- Here the children put the relevant number of marshmallows on top of each hot chocolate cup. In the above example, the green hot chocolate cup has the number 6 written on it and there are six marshmallows on top. The main challenge here will be to avoid the temptation to consume the marshmallows!
- <https://www.themeasuredmom.com/wp-content/uploads/2013/02/HotChMathMats.pdf> here is the link to the printable hot chocolate cups.
- Please refer to the padlet for our last game this week- "Find it". You will need a die for this game along with crayons/counters. This can be a two-person game and provides lots of healthy competition! Here is a link to the website if you cannot access the padlet; <https://mindfull.wordpress.com/2015/01/24/find-it-a-subitizing-bingo-game/>

Houses and Homes Integrated Learning

Literacy:

- A Squash and a Squeeze by Julia Donaldson



<https://www.youtube.com/watch?v=PkdX73Onf04>

- Read this story or watch the read aloud version on YouTube
- Talk about what happens in the story with your child. Discuss who is in the story (the characters), where the story is set, what happens in the story, which characters they liked/ disliked etc.
- Retell the story in their own words using the pictures.

- Using your cursive writing write: (the font below is joined, but your child does not have to join the letters unless they want to) and draw a picture.

A Squash and a Squeeze

- Using your cursive handwriting, write:

This is my home / house

Draw a lovely picture of your home to go with your writing!

Maths:

- <https://www.twinkl.ie/resource/t-tp-5816-houses-and-homes-i-spy-and-count-activity-to-10>

Count the different types of house and write the number in the circle.

- <https://www.twinkl.ie/resource/t-t-10528-houses-and-homes-size-matching-worksheets>

Which one is the same size?

- Count all the animals in the story. How many animals lived in the house at different points in the story? How many eyes did they all have? How many legs? How many tails?
- What animal was 1st, 2nd, 3rd, 4th into the house? Can you draw them in the correct order?
- Do you recognise any shapes in the picture of the house? Can you draw those shapes?

SESE

- Use this PowerPoint presentation from Twinkl to look at and discuss the different parts of a home and the different types of homes there can be- if you can think of any other types, have a chat about those too!

<https://www.twinkl.ie/resource/t-t-4875-houses-and-homes-photo-powerpoint>

- Go on a walk around your home- go into each room and point out the different things you see in these rooms e.g. in the bathroom there is a toilet, a sink etc.
- If you can print at home use this Twinkl activity to sort household items into the appropriate room. If you cannot print, draw a big house on some paper and draw the bathroom, bedrooms, kitchen etc.!

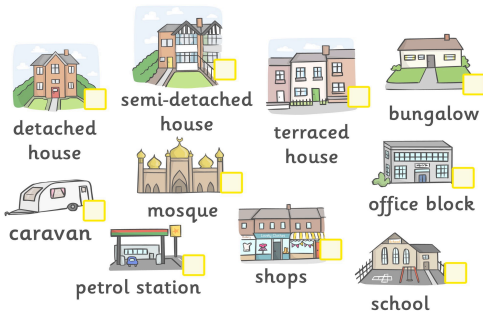
<https://www.twinkl.ie/resource/t-t-3928-large-house-sorting-activity>

- Go on a walk around your local area and bring one of these checklists with you!

Local Walk Observation Sheet

Our local area is called _____

Tick the types of buildings you see as you walk around.



Here are some other things I saw.

<https://www.twinkl.ie/resource/t-t-2508-buildings-in-my-town-worksheet>

- Use these labels or make your own and label things around your house

<https://www.twinkl.ie/resource/t-t-23103-home-corner-role-play-labels>

- Use lego/duplo/blocks to create a house full of farm animals



Art:

- Make a house out of any cardboard or boxes that you have at home!



- Use some lollipop sticks or different coloured card to recreate your home!



- Follow these steps to learn how to draw a house:

How to Draw a House

Use these instructions to help you draw a house.

1	2
3	4
5	6
7	8

© Copyright 2017, www.spellzone.co.uk

Music:

- Sing along to these songs about the different parts of a house:

<https://www.youtube.com/watch?v=tsfVYYZ0rk4>

<https://www.youtube.com/watch?v=DVZvC9e5oYw>

SPHE:

- Talk about who lives with you in your home, your favourite room, other people's favourite room etc.

You can use this worksheet to draw the people that live with you in your home: <https://www.twinkl.ie/resource/t-t-29072-eyfs-in-my-house-activity-sheet>