

Dear Parents/Guardians,

This is a pack of work for the coming fortnight (18th May – 29th May 2020). You will find plenty of resources within the link below which will help with your child's learning.

<https://padlet.com/ruthshannon/bi4mq4cpzct25yns>

Again, you are under no obligation to complete this work.

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.

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 5. We have also included some extra Word Boxes for those children who would like an extra challenge! They are not compulsory.

We teach one sound a week in school so we suggest you continue with that practice. Do letter 'v' this week (May 18th) and letter 'y' next week (May 25th). If you can print/write out Word Box 5 that would be great. This way 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 May 18th and May 25th. We have also included a suggested timetable for those who may prefer more structure when attempting school work.

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.

May 18th.

Our new letter!

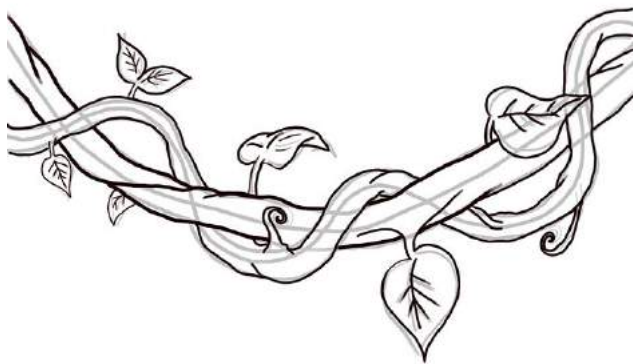
Here is the reading letter:

V

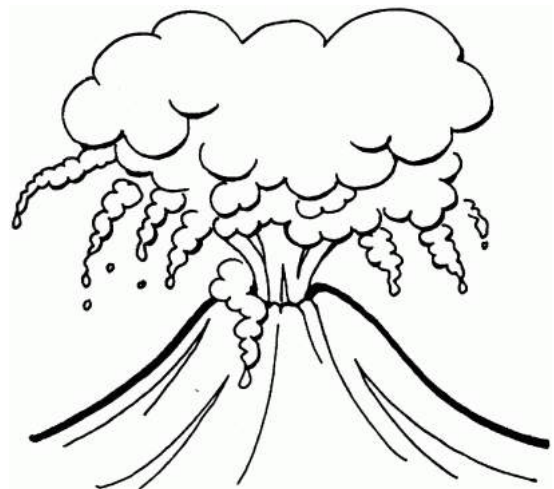
To hear the 'v' jingle and sound, start at 5:52 minutes and end at 6:10 minutes:
<https://www.youtube.com/watch?v=euxN7LGOoLc>

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

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



vine



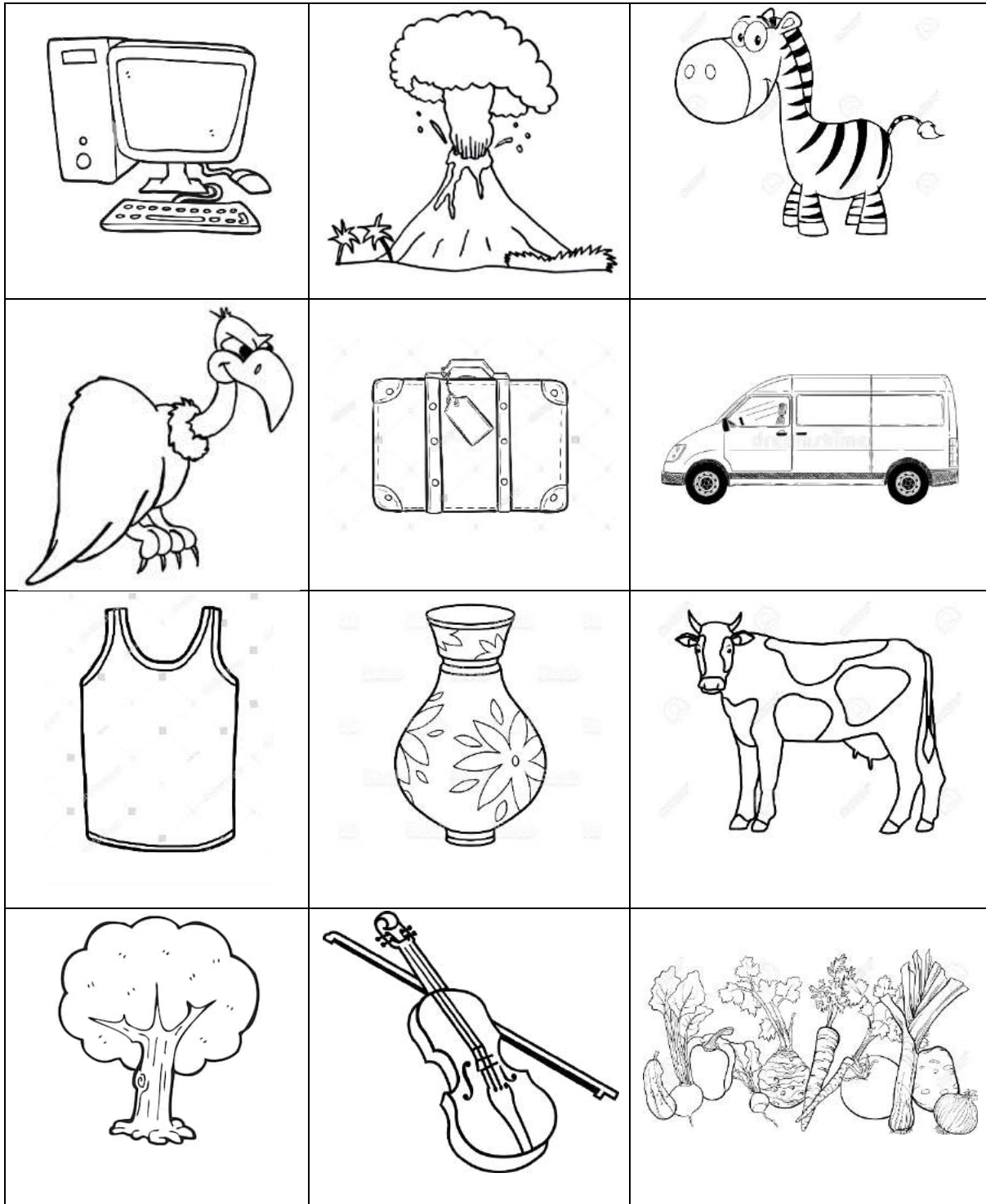
volcano

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

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

Vic has a dog in the van.

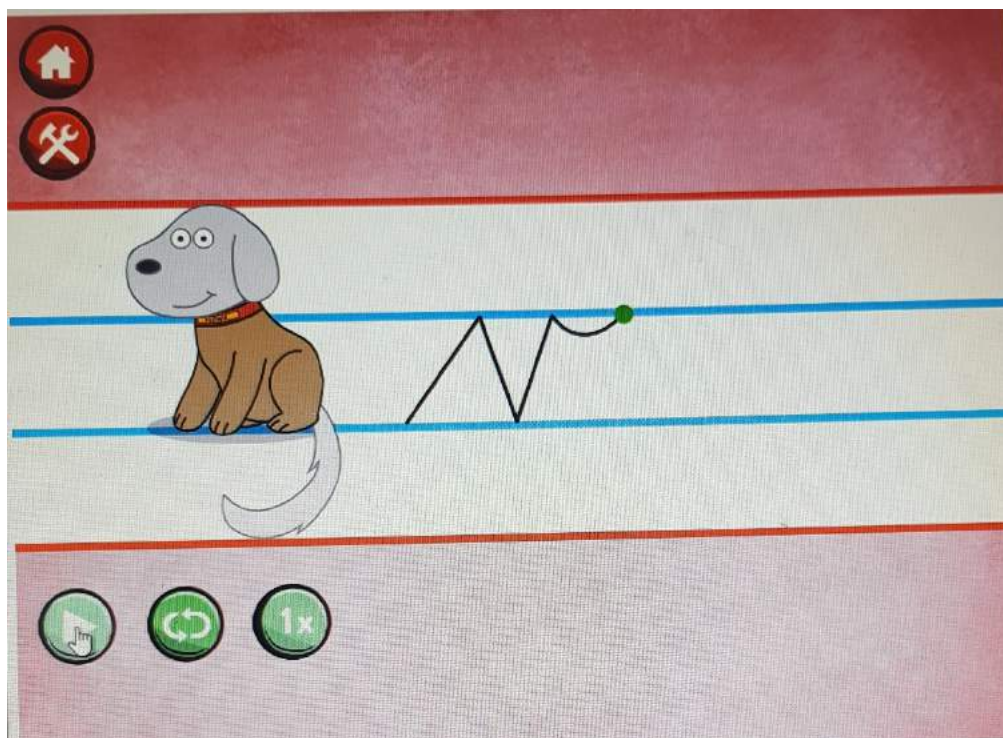
Read the words and draw them.

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

<https://slp.cifallon.ie>

Here is our writing letter 'v'. This is a body 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 'v': (stop at 1:22 mins)

Our 'v' is a little 'pointier' but formed the same way

<https://www.youtube.com/watch?v=77feggjBXBE>

The rhyme for writing 'v' is:

Slanty line, then down, then up, flick out.

Remember not to lift your pencil!

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

- 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 'v' every day.

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

Use a white board, chalk board or plain paper to get practicing. Make sure you practice writing 'v' **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>

May 25th.

Our new letter!

Here is the reading letter:

y

To hear the 'y' jingle and sound, start at 6:46 minutes and end at 7:11 minutes
<https://www.youtube.com/watch?v=euxN7LGOoLc>

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



yawn



yelp

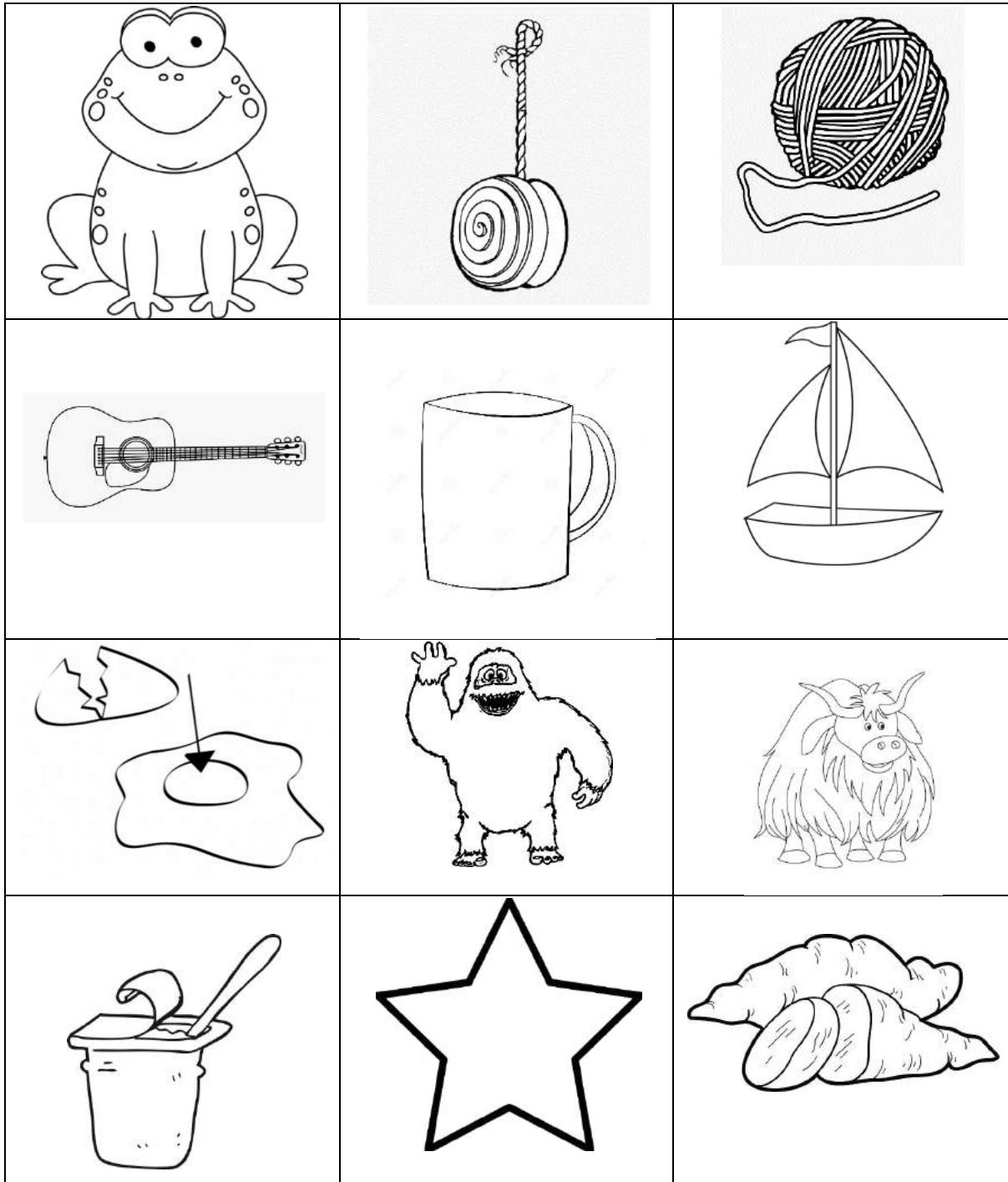
Can you think of 6 more words that start with the sound 'y'?

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 'y' sound and draw a circle around them.

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

The yak has a yam and it is yum.

Read the words and draw them.

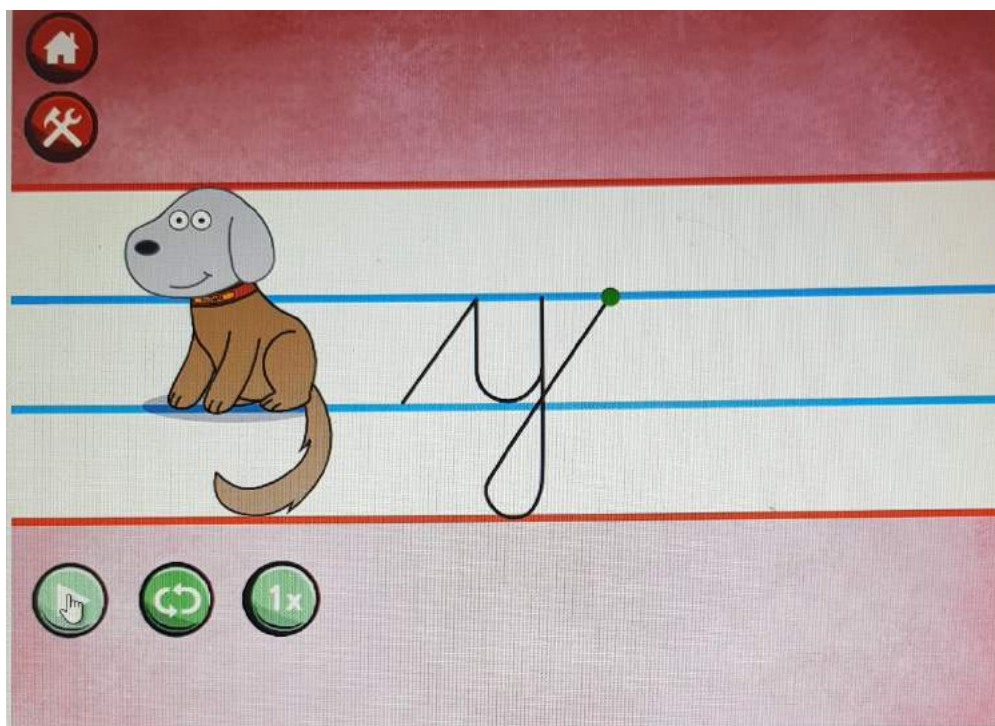
a yak

yes

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

<https://slp.cjfallon.ie>

Here is our writing letter 'y'. 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 'y': (stop at 1:12 mins)

https://www.youtube.com/watch?v=i5PNn_fEBLY

The rhyme for writing 'y' is:

*Slanty line, straight down, gentle curve, straight up, straight down all the way,
loop back, slanty line up. (a 'u' with a tail)*

Remember not to lift your pencil!

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

- 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 'y' every day.

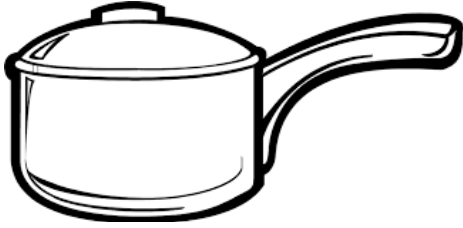
Don't forget posture, pencil grip and to warm up those fingers!

Read, Write and Draw

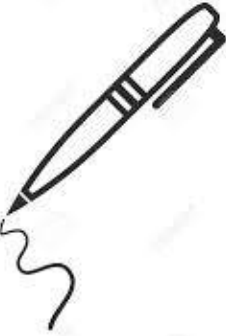
Read the word given. Write the **word** in each of the boxes using cursive handwriting and then draw a picture for this word in the last box.

rat <i>rat</i>	<hr/>	<hr/>	<hr/>	
red <i>red</i>	<hr/>	<hr/>	<hr/>	
hat <i>hat</i>	<hr/>	<hr/>	<hr/>	
log <i>log</i>	<hr/>	<hr/>	<hr/>	

Fill in the missing letters in cursive handwriting.









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. **May 18th** When you have read or listened to the story, *The Gruffalo*, 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.

The Gruffalo.

2. **May 25th** Later on you will learn about the lifecycle of a flower. When you have completed some of the activities around that, you can write,

The lifecycle of a flower.

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

root, seedling, stem, bud, leaf, flower

3. **May 25th** This is another handwriting option. Listen to the story on YouTube and write the title below. Draw a picture to go with the title.

The Tiny Seed

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.

This is word box 5 which JI's are expected to do.

Word Box 5

kiss

mist

pram

hiss

test

get

pig

log

fat

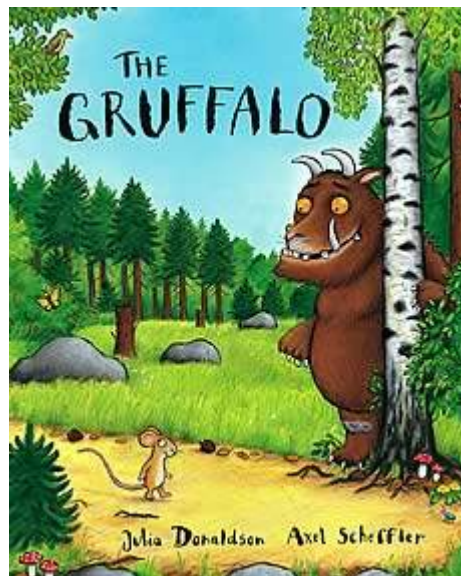
bat

These are extra work boxes for those who are interested.

Word Box 3a
nut
fluff
lost
hog
tug
got
stuck
slug
slab
fill

Word Box 4a
pub
gun
flip
land
fun
band
loft
bun
run
gift

The Gruffalo - Integrated Learning



English

- Read the story of the Gruffalo with your child if you have the book at home. If you do not have the book there are lovely read aloud versions on YouTube. Here is one you can use:
<https://www.youtube.com/watch?v=s8sUPpPc8Ws>
- 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. See if the children can retell the story in their own words while looking at the pictures.
- Write 'The Gruffalo' in your cursive writing in a copy/ on a sheet of paper and draw a picture of the story underneath.
- Sequence what happened in The Gruffalo. The link underneath is for a sequencing activity if you can print at home- you cut, colour and put the pictures in the correct order:

<http://resources.sparkleboxteacherresources.ltd.uk/12000-13000/sb12438.pdf>

If not, the children could redraw the story and tell it in their own words.

Maths

- Look at the Gruffalo and count how many teeth, tusks, spikes, tails, ears, eyes he has.
- Here are some monster counting songs, you must have your hands and feet ready to count!

<https://www.youtube.com/watch?v=xNw1SSz18Gg>

This song helps you practice counting forwards and backwards from 1-10 and 10-1

<https://www.youtube.com/watch?v=FMvQ2MVGqaU>

Science

Make your own deep dark wood with anything you can find in your garden!!

See if you can make:

- The deep dark wood
- The fox's underground house
- The owl's treetop house
- The snake's log-pile house

Use grass, sticks, stones, soil, moss, leaves etc!! Take a picture and send it to your teacher!

Art

- Make a Gruffalo headband



- Create your own terrible creature!!

Draw or paint your own monster.

How many legs, eyes, ears, noses, hands, feet will they have?

- You could create your own Gruffalo characters using things from around your house- you could then play with these in the deep dark wood that you created.

Music

- Learn and sing The Gruffalo Song:

Can you walk and move like the Gruffalo as you listen to the music?

<https://www.youtube.com/watch?v=0Ti0nHIQakU>

Other resources:

- The official Gruffalo website has some games and printable sheets
<https://www.gruffalo.com/>

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
- 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

CAPACITY:

What we do in school-

- The children should be able to develop an understanding of the concept of capacity through exploration and the use of the following vocabulary;
 - Full, nearly full, half full/half empty, nearly empty, empty, holds more, holds less, holds as much as.
- The children should be able to fill and empty containers of various sizes and discuss.
- The children should also be able to compare containers according to capacity.



How to implement at home-

- <https://www.twinkl.ie/resource/us-t-2549079-capacity-word-cards>. This link will allow you to view/download capacity word cards similar to those shown in the above pictures.
- You will need to source containers of various sizes in order to explore the concept of capacity with the children together with water/sand/rice/beans etc. Whichever you feel will create less mess! The concept of capacity can be explored outside also!
- Firstly, use the capacity word cards to elicit any prior knowledge the children may have when it comes to the vocabulary of capacity. Alternatively, you can fill up a container with water/sand/rice/beans to a targeted level (as mentioned above) and ask the children how they would describe the level of water or whatever substance you are using in the container. If the children are unaware of some capacity vocabulary, explain what it means to the children and demonstrate. When the children have grasped the concept, ask them to show you the container half-full / nearly empty etc. Emphasise that full means full to the top.
- Please refer to the padlet to find a related capacity ordering worksheet where the aim is to cut out and order the cups from empty to full. Encourage the children to write the relevant numeral over the cups (e.g. write number 1 over the empty cup) as they paste them onto a page remembering their number formation rhymes from previous work and remembering to work from left to right. This worksheet will consolidate the children's learning of the relevant capacity vocabulary once they have a clearer understanding after plenty of practice exploring.

- Here is a link to the website if you cannot access the padlet;
<https://www.tes.com/teaching-resource/capacity-worksheets-6229068>
- As shown in the last picture above, the children also need to be able to compare containers according to capacity. This requires a standard measuring container, e.g. a small white plastic cup as shown above and various other containers of different sizes.
- Choose two containers and ask the children questions like “Which container do you think will hold more water?” “Which container do you think will hold less water?” “Will all the water from the small white cup go into this container?” “How many plastic cups of water do you think it will take to fill this container?” Use the standard measuring container (small plastic white cup) and fill the other chosen containers with water. Count how many cups of the standard measuring unit it takes to fill the chosen containers. Discuss which container holds more/which container holds less/if they hold the same amount.
- Please refer to the padlet to find related capacity worksheets on ordering from containers that hold the most to containers that hold the least and vice versa. These worksheets will consolidate the children’s learning once they have a clearer understanding of the capacity of a wide variety of containers after plenty of practice exploring.
- Here is a link to the website if you cannot access the padlet;
<https://www.themailbox.com/magazines/math-worksheet-capacity/how-much-does-it-hold>

The Life Cycle of a Flower

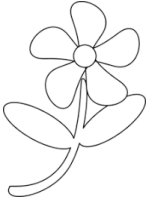
English

Story

The Tiny Seed by Eric Carle



- Read the story of the 'The Tiny Seed' by Eric Carle with your child if you have the book at home. If you do not have the book there are read aloud versions on YouTube. Here is one you can use:
<https://www.youtube.com/watch?v=ls6wTeT2cKA>
- Talk about what happens in the story with your child. What happened to the seed in Autumn? What happened to the see in Winter? In Spring? In Summer? See if the children can retell the story in their own words while looking at the pictures.
- Write 'The Tiny Seed' in your cursive writing in a copy/ on a sheet of paper and draw a picture of the story underneath.
- Sequence what happened in The Tiny Seed. Use the boxes below to draw a picture of what happened in each season.



The Tiny Seed

Autumn



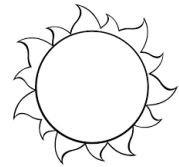
Winter



Spring



Summer



- When you have learnt all about the life cycle of a plant you can write this sentence in cursive and draw a picture underneath:

The life cycle of a flower.

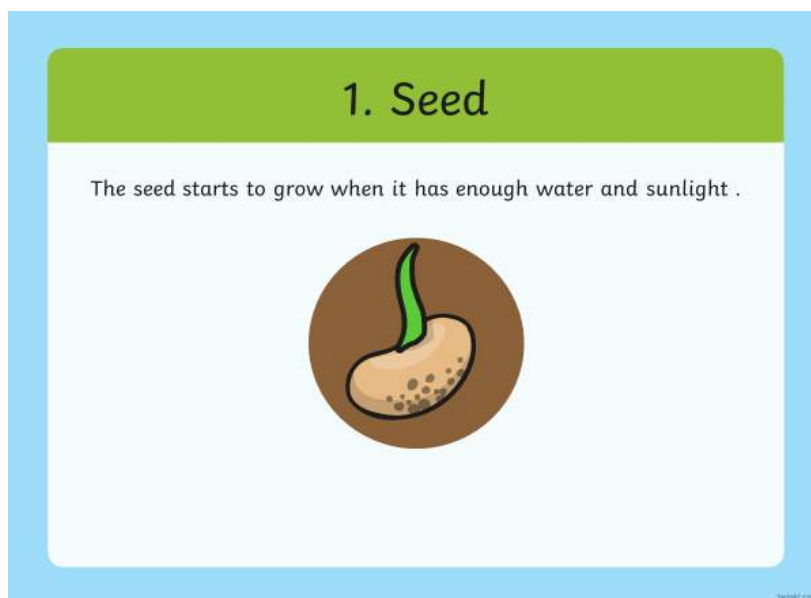
Maths

- Sing the song 'Five little Flowers' and come up with your own actions. Show the number of flowers with your fingers.
 - https://youtu.be/eFWXPmUg_IQ
- Draw a flower and create a colour pattern on the petals.
- <https://www.twinkl.ie/resource/ca-t-2323-draw-the-flower-petals-counting-activity-sheet>

Complete this counting activity from Twinkl. If you do not have access to this ask you child to draw flowers with a different number of petals on each flower and write the number in the middle of the flower.

Science

The Life Cycle of a Flower



2. Sprouting seed

Roots grow, usually underground.



twinkl.com

3. Seedling

A stem and leaves grow to form a seedling.



twinkl.com

4. Flower

The flower is formed and the cycle starts again when the flower releases new seeds.



<https://www.twinkl.ie/resource/t-t-28937-life-cycle-of-a-flower-cut-and-paste-activity>

- This is a cut and paste activity if you do not have access to this you can also draw the four stages of the life cycle using the stages: seed, sprouting seed, seedling and flower.
- You could try planting a sunflower seed (or maybe an apple seed) in a milk carton.
- Examine some unusual seeds – avocado, peach, watermelon.
- You could plant some cress seeds in empty egg shells filed with moistened cotton wool. Observe their germination and growth.

Why not go on a Scavenger Hunt and search for some flowers?

<https://www.twinkl.ie/resource/t-t-1103-plants-and-flowers-hunt-sheet>

Experiment - what does a plant need to grow?

- Have a chat about why seeds don't grow in the packet. What do they need to grow?
- You could try an experiment. Plant a seed outside in your garden or in a pot in your house and take care of it making sure it gets lots of sunlight and water. Then you could place a seed in a pot and put it in a dark place and not give it water showing that a plant needs sunlight and water to grow.

Art

Follow the steps in this video to learn how to draw a flower

<https://youtu.be/rgEP0wHH1U0>

Create a colourful flower using an egg carton.



Follow this guide on Twinkl to make a hand-print sunflower

<https://www.twinkl.ie/resource/t-t-18240-hand-print-sunflowers-craft-powerpoint>

An educational and recommended watch!

- Come Outside: Bulbs

<https://www.youtube.com/watch?v=op86kAE0Nsw&t=2s>

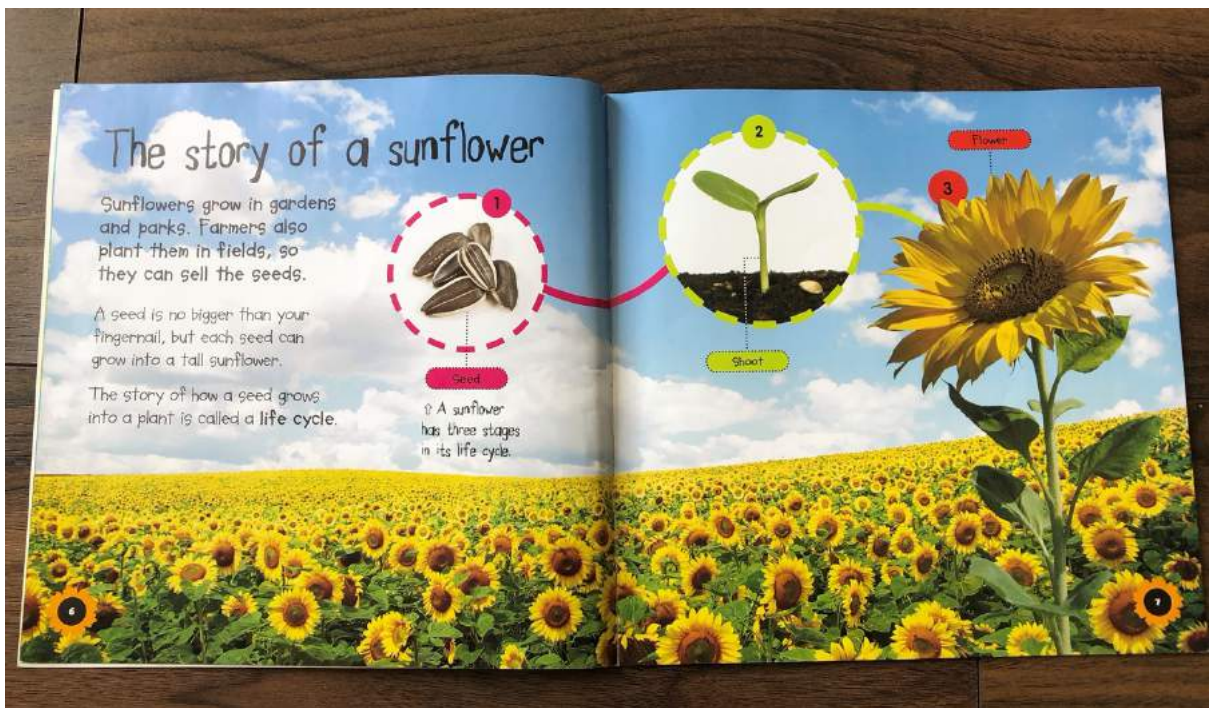
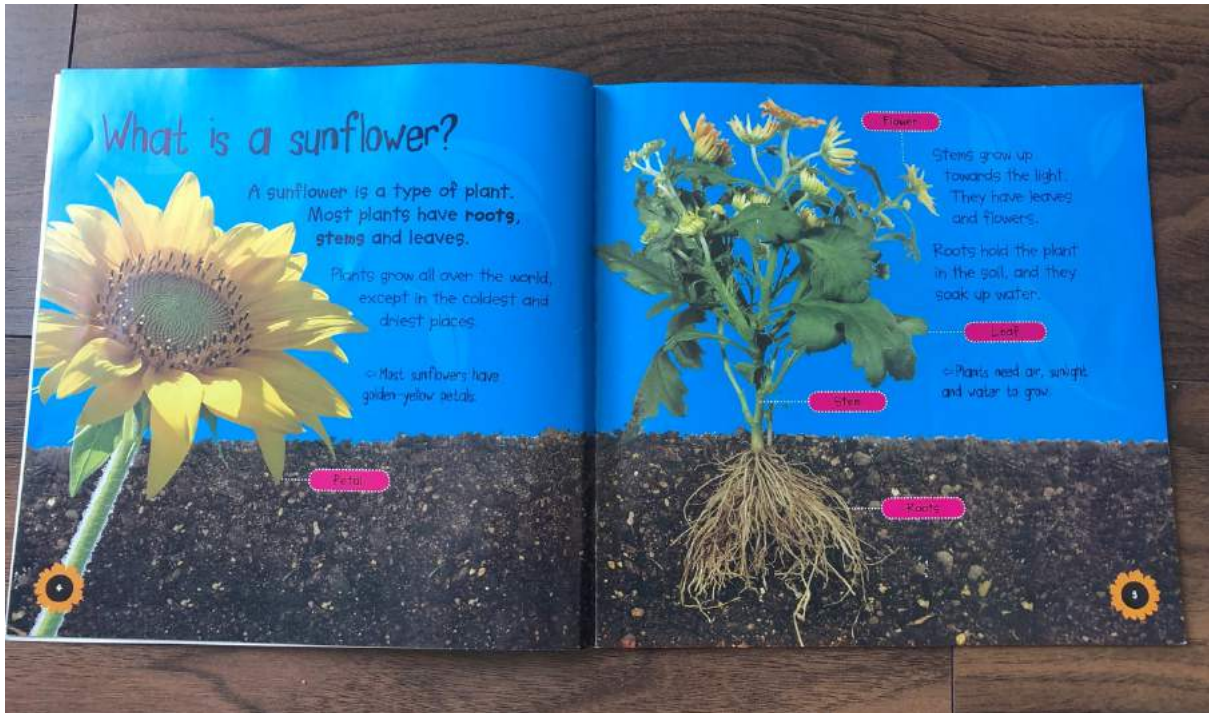
Resources

- Another lovely story called 'We Plant a Seed'.

<https://www.youtube.com/watch?v=zxl6Kiy7NPI&feature=youtu.be>

- Type 'Flower' or 'Plant' into the search bar on Twinkl <https://www.twinkl.ie/search>
There are lots of fantastic resources!

Pictures from my information book





Inside a seed

A seed holds the beginnings of a new plant. It also contains food for the plant when it starts to grow.

A sunflower seed has a hard shell. It may be black, or black with cream stripes.



1 Seeds grow in the middle of the flower head.



2 If you open a sunflower seed, you can see the store of food inside.

This giant redwood is the largest tree in the world. It is 115 metres tall, but its seeds are tiny. Each seed is only a few millimetres long!

3 A redwood tree makes cones. Each cone holds many seeds.



The first shoot

When a sunflower seed is planted in soil and watered, it may begin to grow. This is called **germination**.

The seed's outer shell softens and splits open. A tiny root grows from the seed down into the soil.



1 The seeds are planted.



2 A shoot pushes through the soil.



3 The shoot grows bigger.



4 The outer shell of the seed falls off.

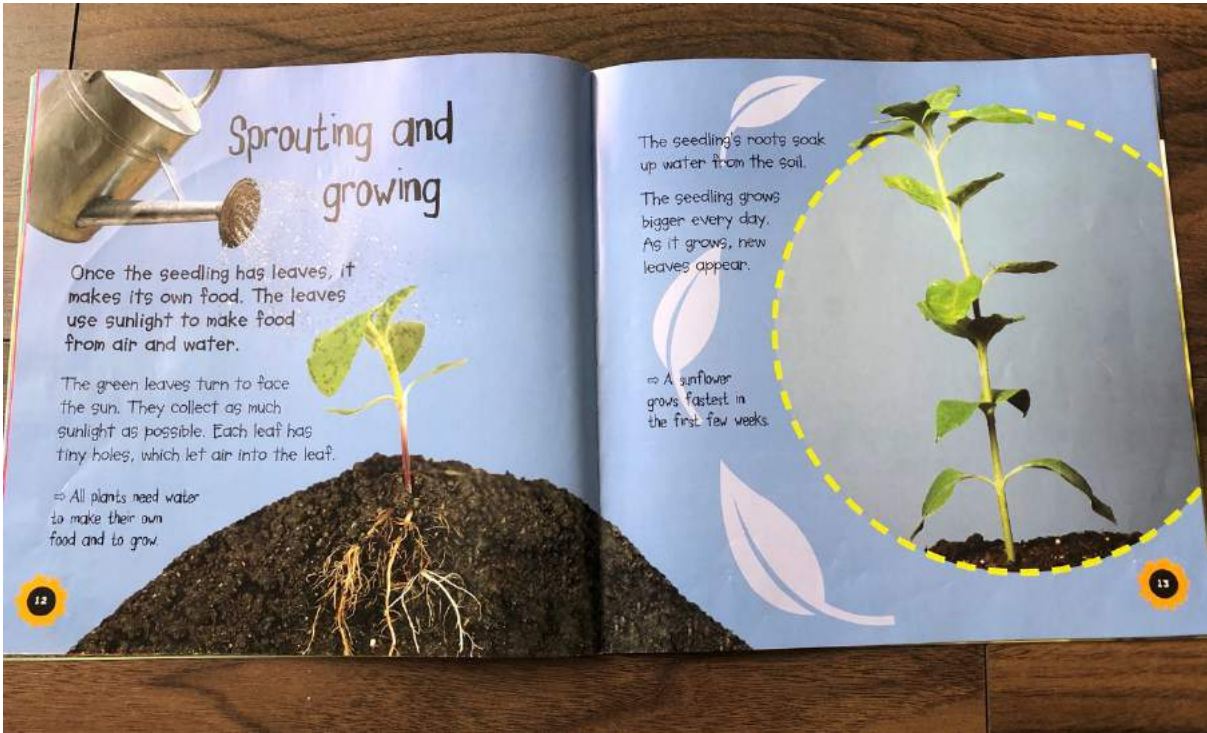
A few days later, a shoot begins to grow. The young plant is called a **seedling**.



5 Two small leaves open.

10

11



Butterflies and bees

Bees, butterflies and other **insects** are attracted to flowers. They see the bright petals, and smell their sweet **nectar**.



⇒ Nectar is full of sugar. It is food for butterflies.

16

Stamens are covered in a yellow powder called **pollen**. As insects sip the nectar, they are coated in pollen.

Insects carry pollen from one plant to the carpels of another plant.

⇒ Pollen sticks to the stiff hairs on a bee's legs.



Pollen

17

New seeds grow

Grains of pollen grow down into the carpels. They join with eggs inside the flower head. This is called **fertilization**.

When the eggs have been fertilized, they become new seeds. The rest of the flower is no longer needed, so the petals fall off.

⇒ Each sunflower head holds hundreds of seeds.



18

By the end of the summer, the plant looks old and tired, but it is still alive. It is growing lots of healthy seeds. The seeds swell and turn black.

⇒ The seeds are collected and used to make food for people and for pets.



Seed



19

Spreading the seeds



The seeds are **ripe** and full of food. They fall to the ground, or are eaten by birds.

Squirrels and mice also eat sunflower seeds. They climb up stems to reach the seeds, or collect them from the ground. They may drop the seeds, or bury them.

☉ Birds crack open the seeds with their beak.

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☉ Squirrels take seeds to the ground. They may come back and eat them later.

When spring comes, the seeds that are in good soil begin to germinate. They will grow into new plants, and the whole life cycle will begin again.

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What plants need

Draw a line from the plant to each of the things it needs to grow.

