

18<sup>th</sup>-29<sup>th</sup> May - Suggested timetable of work for Junior Infants – all links/activities are on our Padlet/school website.

Monday (18 <sup>th</sup> May)	Tuesday (19 <sup>th</sup> May)	Wednesday (20 <sup>th</sup> May)	Thursday (21 <sup>st</sup> May)	Friday (22 <sup>nd</sup> May)
<p><b>Literacy/SESE</b></p> <ul style="list-style-type: none"> <li>• New reading letter v – name, sound, action, words that start with new sound</li> <li>• Worksheet – 6 things that start with sound</li> <li>• Cut and stick valentine</li> <li>• Read/watch The Gruffalo</li> </ul>	<p><b>Literacy/SESE</b></p> <ul style="list-style-type: none"> <li>• New writing letter v – video, rhyme, practise in the air/table etc</li> <li>• Practise writing letter on paper/whiteboard/website</li> <li>• Re-read The Gruffalo. Your child should then re-tell the story in their own words</li> </ul>	<p><b>Literacy/SESE</b></p> <ul style="list-style-type: none"> <li>• Reading letter – activity sheet</li> <li>• Worksheet - Read, write and draw</li> <li>• Worksheet - The Gruffalo – see Padlet for sequencing activity</li> </ul>	<p><b>Literacy/SESE</b></p> <ul style="list-style-type: none"> <li>• Writing letter – make it with playdough/in rice etc.</li> <li>• Practise writing letter on paper/whiteboard/website</li> <li>• Worksheet - Read the sentences and draw</li> <li>• Padlet – Art - The Gruffalo – make a headband</li> </ul>	<p><b>Literacy/SESE</b></p> <ul style="list-style-type: none"> <li>• Revise reading letter on <a href="https://slp.cjfallon.ie">https://slp.cjfallon.ie</a></li> <li>• Revise writing letter</li> <li>• Handwriting activity 1 in cursive – The Gruffalo, and draw their favourite part</li> </ul>
<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Counting aloud with actions -forwards, 1-10, backwards, 10-1</li> <li>• Counting aloud from different starting points</li> <li>• Write numbers 1-10 out. Order them correctly. Adult – show me number x.</li> <li>• Order numbers 1-10. Child makes a set of objects beside each numeral.</li> <li>• Capacity – See Padlet for videos to introduce</li> </ul>	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Counting aloud with actions -forwards, 1-10, backwards, 10-1</li> <li>• Counting aloud from different starting points</li> <li>• Order numbers 1-10. Adult – show me the number that comes before/after number x.</li> <li>• Parent – show child a set of objects. Child counts objects and finds correct number card</li> </ul>	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Counting aloud with actions -forwards, 1-10, backwards, 10-1</li> <li>• Counting aloud from different starting points</li> <li>• Order numbers 1-10. Adult – take a number away. Child – identify missing number.</li> <li>• Capacity – talk about full/empty etc again. Examples; How many cups of water will fill the basin? How many basins</li> </ul>	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Counting aloud with actions -forwards, 1-10, backwards, 10-1</li> <li>• Counting aloud from different starting points</li> <li>• Muddle up number line with numbers 1-10. Adult – hide a number. Child – identify missing number</li> <li>• Capacity – see Padlet for a worksheet – ordering from empty to full</li> </ul>	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Counting aloud with actions -forwards, 1-10, backwards, 10-1</li> <li>• Counting aloud from different starting points</li> <li>• Adult – I’m thinking of a number less than 5, but more than 3. What number is it?</li> <li>• Capacity – free play again and talk to your child about full/empty/ almost full/almost empty/half full/half empty. Can they fill a</li> </ul>

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<p>the topic. Free play in the sink/bath/paddling pool with different sized containers. Use language such as full/empty</p>	<ul style="list-style-type: none"> <li>Capacity – Free play in a basin/big bowl using rice/pasta. Again use different sized containers and the language of capacity. I wonder how many spoonful's of rice will fit in this bowl? etc.</li> </ul>	<p>full of water will fill the bath?</p>		<p>cup/bottle/basin to the top/ half way/ almost empty etc.</p>
<p><b>Homework</b></p> <ul style="list-style-type: none"> <li>Revise all letter sounds</li> <li>Revise Tricky words</li> <li>Word boxes 1-5</li> </ul>	<p><b>Homework</b></p> <ul style="list-style-type: none"> <li>Revise all letter sounds</li> <li>Revise Tricky words</li> <li>Word boxes 1-5</li> </ul>	<p><b>Homework</b></p> <ul style="list-style-type: none"> <li>Revise all letter sounds</li> <li>Revise Tricky words</li> <li>Word boxes 1-5</li> </ul>	<p><b>Homework</b></p> <ul style="list-style-type: none"> <li>Revise all letter sounds</li> <li>Revise Tricky words</li> <li>Word boxes 1-5</li> </ul>	<p><b>Homework</b></p> <ul style="list-style-type: none"> <li>Revise all letter sounds</li> <li>Revise Tricky words</li> <li>Word boxes 1-5</li> </ul>
<p><b>PE</b></p> <p>Some form of exercise daily (see Padlet for suggestions)</p>	<p><b>PE</b></p> <p>Some form of exercise daily (see Padlet for suggestions)</p>	<p><b>PE</b></p> <p>Some form of exercise daily (see Padlet for suggestions)</p>	<p><b>PE</b></p> <p>Some form of exercise daily (see Padlet for suggestions)</p>	<p><b>PE</b></p> <p>Some form of exercise daily (see Padlet for suggestions)</p>

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Monday (25 <sup>th</sup> May)	Tuesday (26 <sup>th</sup> May)	Wednesday (27 <sup>th</sup> May)	Thursday (28 <sup>th</sup> May)	Friday (29 <sup>th</sup> May)
<p><b>Literacy/SESE</b></p> <ul style="list-style-type: none"> <li>• New reading letter y – name, sound, action, words that start with new sound</li> <li>• Worksheet – 6 things that start with sound</li> <li>• Cut and stick yacht</li> <li>• Read/watch The Lifecycle of a flower</li> <li>• Read/watch The Tiny Seed</li> </ul>	<p><b>Literacy/SESE</b></p> <ul style="list-style-type: none"> <li>• New writing letter y – video, rhyme, practise in the air/table etc</li> <li>• Practise writing letter on paper/whiteboard/website</li> <li>• Re-read/watch The Lifecycle of a flower. Your child should then re-tell the lifecycle in their own words</li> <li>• Worksheet - Sequence The Tiny Seed</li> </ul>	<p><b>Literacy/SESE</b></p> <ul style="list-style-type: none"> <li>• Reading letter – activity sheet</li> <li>• Worksheet – Fill in the missing letters</li> <li>• Worksheet - Cut and stick the lifecycle of a flower in the correct order</li> <li>• Re-read/watch The Tiny Seed. Sequence it orally.</li> <li>• Handwriting activity 3 in cursive – The Tiny Seed</li> </ul>	<p><b>Literacy/SESE</b></p> <ul style="list-style-type: none"> <li>• Writing letter – make it with playdough/in rice etc.</li> <li>• Practise writing letter on paper/whiteboard/website</li> <li>• Worksheet - Read the sentences and draw</li> <li>• Art – see Padlet and learn to draw a flower</li> </ul>	<p><b>Literacy/SESE</b></p> <ul style="list-style-type: none"> <li>• Revise reading letter on <a href="https://slp.cjfallon.ie">https://slp.cjfallon.ie</a></li> <li>• Revise writing letter</li> <li>• Handwriting activity 2 in cursive – The lifecycle of a flower, and draw it in sequence</li> <li>• Watch Come Outside – Bulbs</li> <li>• Worksheet – Go on a scavenger hunt and find some flowers!</li> </ul>
<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Counting aloud with actions -forwards, 1-10, backwards, 10-1</li> <li>• Counting aloud from different starting points</li> <li>• Write numbers 1-10 out. Order them correctly. Adult – show me number x.</li> <li>• Set out a line of animals all facing in one</li> </ul>	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Counting aloud with actions -forwards, 1-10, backwards, 10-1</li> <li>• Counting aloud from different starting points</li> <li>• Order numbers 1-10. Adult – show me the number that comes before/after number x.</li> <li>• Sequence a typical day in your home – first I get</li> </ul>	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Counting aloud with actions -forwards, 1-10, backwards, 10-1</li> <li>• Counting aloud from different starting points</li> <li>• Order numbers 1-10. Adult – take a number away. Child – identify missing number.</li> <li>• Capacity – order containers by size.</li> </ul>	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Counting aloud with actions -forwards, 1-10, backwards, 10-1</li> <li>• Counting aloud from different starting points</li> <li>• Muddle up number line with numbers 1-10. Adult – hide a number. Child – identify missing number</li> </ul>	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Counting aloud with actions -forwards, 1-10, backwards, 10-1</li> <li>• Counting aloud from different starting points</li> <li>• Order numbers 1-10. Child makes a set of objects beside each numeral.</li> <li>• Capacity – free play</li> </ul>

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direction. Talk about first/second last.	up, then I get dressed etc.	Choose a variety of containers – glass, bottle, jug, basin etc. Which holds the most/least? How do we find out? Use one form of measurement eg; a cup and see how many cups it takes to fill all your containers. Write it down as you go. Then compare and see which holds most/least.	• Capacity worksheet on Padlet – Order from least to most.	
<p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• Revise all letter sounds</li> <li>• Revise Tricky words</li> <li>• Word boxes 1-5</li> </ul>	<p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• Revise all letter sounds</li> <li>• Revise Tricky words</li> <li>• Word boxes 1-5</li> </ul>	<p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• Revise all letter sounds</li> <li>• Revise Tricky words</li> <li>• Word boxes 1-5</li> </ul>	<p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• Revise all letter sounds</li> <li>• Revise Tricky words</li> <li>• Word boxes 1-5</li> </ul>	<p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• Revise all letter sounds</li> <li>• Revise Tricky words</li> <li>• Word boxes 1-5</li> </ul>
<p><b>PE</b></p> <p>Some form of exercise daily (see Padlet for suggestions)</p>	<p><b>PE</b></p> <p>Some form of exercise daily (see Padlet for suggestions)</p>	<p><b>PE</b></p> <p>Some form of exercise daily (see Padlet for suggestions)</p>	<p><b>PE</b></p> <p>Some form of exercise daily (see Padlet for suggestions)</p>	<p><b>PE</b></p> <p>Some form of exercise daily (see Padlet for suggestions)</p>