

Dear Parents/Guardians,

We have come to the end of Junior Infants and we cannot believe it! Despite everything, the year has flown by and we hope you have enjoyed it as much as we have. It has been our pleasure to have been your child's Junior Infant teacher. We only wish we got to spend more time in school with them.

Below is our final pack of work for the children (15<sup>th</sup> -26<sup>th</sup> June 2020). Again, lots of resources will be found here,

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

We have also come to the end of the alphabet! Therefore, we have no new letters to learn this fortnight!

However, in preparation for Senior Infants, it is important that the children know

- All our letter names, sounds and some words that begin with that sound
- All 20 Tricky words

Make sure to revise all 5 Word boxes too, even if your child isn't blending yet. It's good for them to practise saying three/four sounds together.

While the children deserve a complete break from school work, we would suggest you do some handwriting at some stage over the holidays using plain paper/whiteboard so that they don't forget their **cursive** letter formation completely. Please encourage the children to form their letters the way we have taught them using the rhymes provided.

We know it's been hard going, but the holidays are not so far away! Please try to keep up the momentum with your children as they have been doing really well this far. We really enjoy seeing photos of the children showing off all their work.

Make sure you check out our Padlet for our 'Virtual Junior Infants Sports Day' where you may see one or two people you know trying out the suggested challenges!!! We hope as many of you as possible will take part. Please email us some photos/videos of you tackling some of our challenges!

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

Ms. O'Hare, Ms. Mahon, Ms. Power, Ms. Leahy, Ms. Ní Riain, Ms. Shannon

# 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.

<b>mat</b> <i>mat</i>	<hr/>	<hr/>	<hr/>	
<b>mop</b> <i>mop</i>	<hr/>	<hr/>	<hr/>	
<b>rug</b> <i>rug</i>	<hr/>	<hr/>	<hr/>	
<b>bag</b> <i>bag</i>	<hr/>	<hr/>	<hr/>	

**Write the following sentences in cursive and draw a picture.**

1. The mat is red.

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2. The mop is wet.

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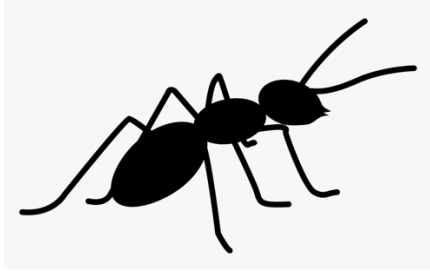
3. The rug is on the bed.

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4. The bag is black.

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**1. Fill in the missing letters in cursive handwriting.**



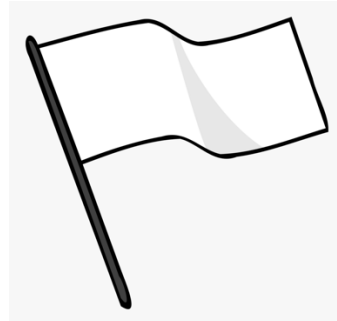
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\_\_\_\_\_

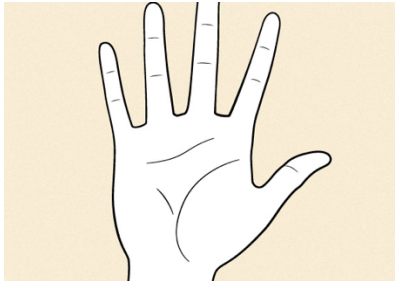


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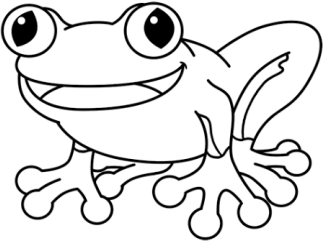


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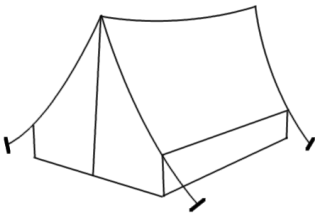
**2. Fill in the missing letters in cursive handwriting.**



\_\_\_\_\_



\_\_\_\_\_

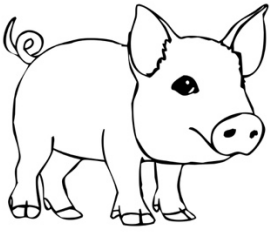


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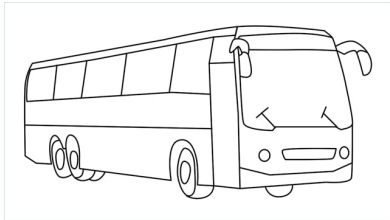


\_\_\_\_\_

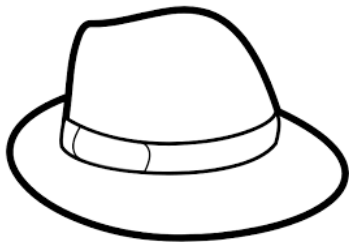
Read the sentence and fill in the missing word.



Here is a \_\_\_\_ \_\_\_\_ \_\_\_\_.



Here is a \_\_\_\_ \_\_\_\_ \_\_\_\_.



Here is a \_\_\_\_ \_\_\_\_ \_\_\_\_.



Here is 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 15<sup>th</sup>** When you have read or listened to the story, Farmer Duck, 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.

Farmer Duck.

2. **June 22<sup>nd</sup>** Later on you will learn about the farm. When you have completed some of the activities around that, you can write,

This is a farm.

Draw a picture of a farm. Try to label some of the animals you draw in your farm,

cow, pig, horse, duck etc .

3. **June 22<sup>nd</sup>** Why not draw a picture of you trying out one of our Sports Day challenges. Write the title,

Sports Day.

Children should know all 20 tricky words as we have come to the end of the year. If they do not know them, please continue to work on them over the holidays.

There will be a lot more Tricky Words to learn in Senior Infants so it is necessary that they know these 20 for now.

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



# 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)

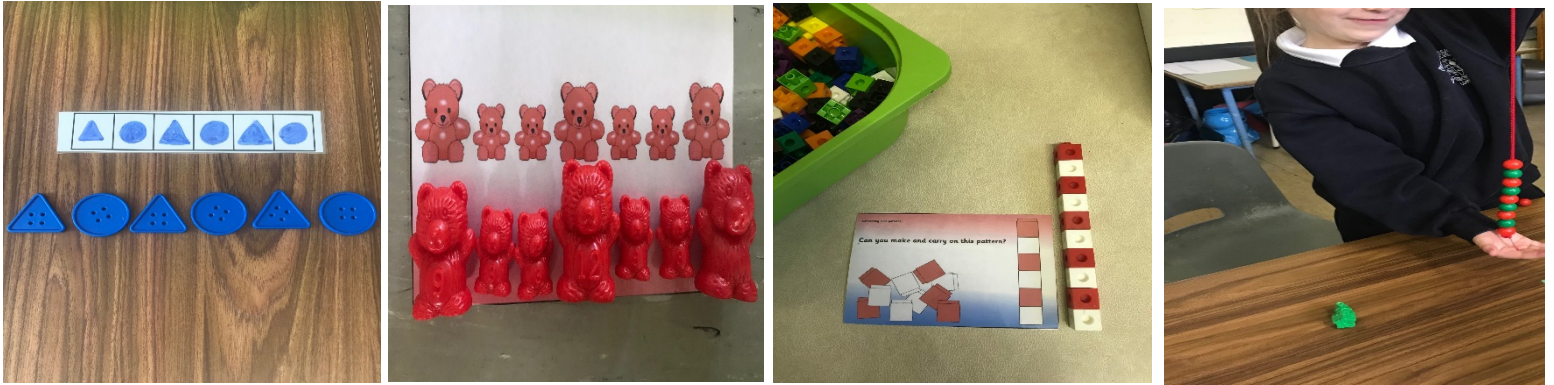
Some actions for counting activities (the children are very familiar with this so ask them to think of more)

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

## PATTERN:

### What we do in school-

- The children should be able to identify, copy and extend patterns in colour, shape and size.
  - Make their own patterns using two colours, two shapes, two sizes.
  - Identify what comes before/after a particular part of a pattern.
  - Identify what comes next in a pattern.



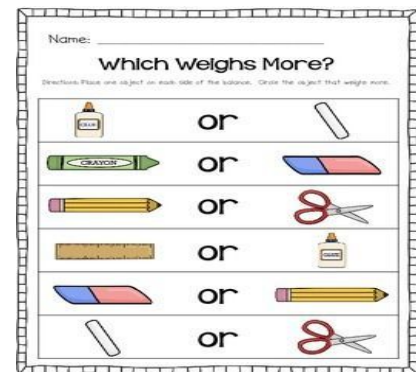
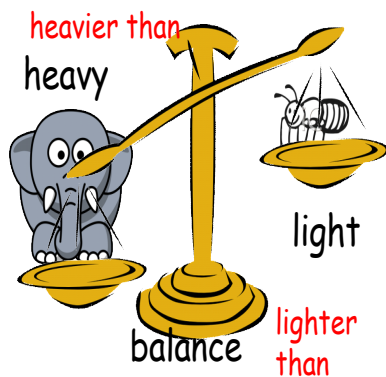
### How to implement at home-

- Locate any objects/toys at home that the children can use to create a pattern. Try to include a mixture of objects/toys so that the children can make colour patterns, shape patterns and patterns using different sized objects/toys (see above for examples).
- To allow the children to become re-familiar with the concept, make a two element pattern for them and ask them firstly to identify the pattern- e.g. in the first picture above, the children should be able to tell you that the pattern is triangle, circle, triangle, circle, triangle, circle. You could also point to a particular part of the pattern and ask the children what comes before the triangle/ after the triangle etc. Ask them to point to the relevant shape also. Ask the children what would come next in the pattern.
- Following on from this, ask the children to copy the pattern you made using similar objects/toys noting that if your pattern is six items long, theirs should match exactly.
- When the children are proficient at this, ask them to extend a pattern that you make (see third picture above). Again, ask the children regularly what comes before/after a particular section of the pattern.
- When the children are proficient at this, ask them to create their own pattern (see fourth picture above) and if possible create a mixture of patterns- shape patterns, size patterns and colour patterns.
- We expect the children to be able to create a two-element pattern easily at this stage. If your child is able to do this with ease, try creating a three-element pattern.

## WEIGHT:

### What we do in school-

- The children should be able to develop an understanding of the concept of weight through exploration, handling of objects and use of appropriate vocabulary.
  - Heavy/light, heavier/lighter, balance, weigh.
  - Sort objects into heavy or light sets.
- The children should be able to compare objects according to weight.
  - Compare pairs of objects that look alike but are different in weight, e.g. golf ball and plastic squash ball.



### How to implement at home-

- If you have a balance at home, use it to elicit any prior knowledge the children may have when it comes to the vocabulary of weight (see above). If you do not have a balance/scales at home encourage the children to take on the role of a balance themselves- ask them to stretch their arms out straight prior to putting anything in their hands. Place an object in either hand and then ask them to show you which one they think is lighter/heavier by moving their arms in an appropriate way- the hand that is holding the heavier item should be at a lower level than the hand that is holding the lighter item. Ask probing questions to encourage the children to use the appropriate vocabulary as mentioned above- “What do we use to weigh these things?” (Balance) “How would you describe the bottle of glue in terms of its weight?” (Heavy) “How would you describe the chalk stick in terms of its weight?” (Light) “We could say the bottle of glue is \_\_\_\_\_ than the chalk stick” (heavier than) etc.
- Ask the children to search the house and collect five things that are light in terms of their weight. Ask the children to search the house and show you five things that are heavy in terms of their weight.
- The above worksheet allows the children to compare objects according to their weight. Please refer to the padlet to avail of this worksheet. Here is a link to the website if you cannot access the padlet; <https://www.teacherspayteachers.com/Product/Which-Weighs-More-1080631>. If you do not have these items at home, you can easily draw some pictures yourself on a piece of paper that relate to the items you are going to weigh.

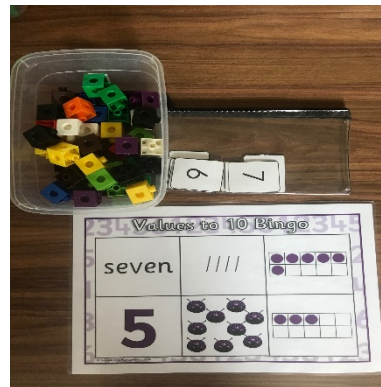
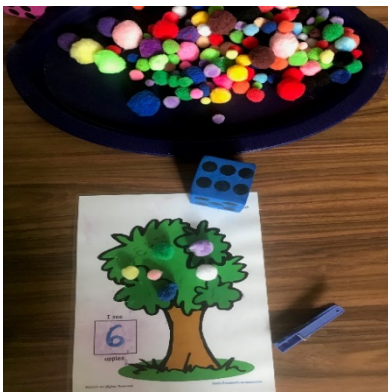
- Please refer to the padlet to avail of a worksheet relating to the sorting of heavy and light objects together with a worksheet encouraging the children to cut and paste objects from the lightest to the heaviest. Here is a link to the website if you cannot access the padlet;
  - Worksheet number 1- <https://www.twinkl.ie/resource/tp-n-81-heavy-or-light-activity-sheet>
  - Worksheet number 2- <https://www.twinkl.ie/resource/au-n-567-lightest-to-heaviest-activity-sheet>
- Allow the children to compare objects that are similar in size but different weights- e.g. a balloon and a soccer ball. Explain to the children why the soccer ball weighs more even though they are similar sizes if the children are unaware as to why.

### 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 cubes in an ice cube tray, using cutlery to set the table etc.



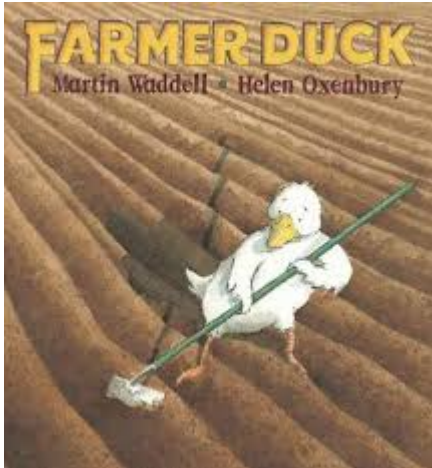
- Apple tree mats- In the above example the children are asked to roll a die, put the relevant number of 'apples' on the apple tree and finally write the relevant number in the given box. You can use anything around the house as 'apples' e.g. pom poms (as above), play dough, beads etc.
- Please refer to the padlet to avail of the above activity relating to one-to-one correspondence. Here is a link if you cannot access the padlet- <https://cdn.thisreadingmama.com/wp-content/uploads/2013/09/AppleTreeMat.pdf>
- Number formation rhymes 1-5 (from previous work):
  - ❖ 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”.
- Bingo cards- Why not get the whole family involved in an old-fashioned game of Bingo! This game promotes number recognition, word recognition and one-to-one correspondence. Please refer to the padlet to avail of a similar bingo game. Here is a link if you cannot access the padlet- <https://www.twinkl.ie/resource/t-n-7170-tens-frame-1-10-bingo>

# The Farm

## Literacy

- **Farmer Duck**



Read this story or watch the read aloud version on YouTube

<https://youtu.be/Gug6P8l1q6c>

- 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.

*Farmer Duck*

- Using your cursive handwriting, write:

*This is a farm.*

## Maths

- Watch this video and count all the animals on the farm.

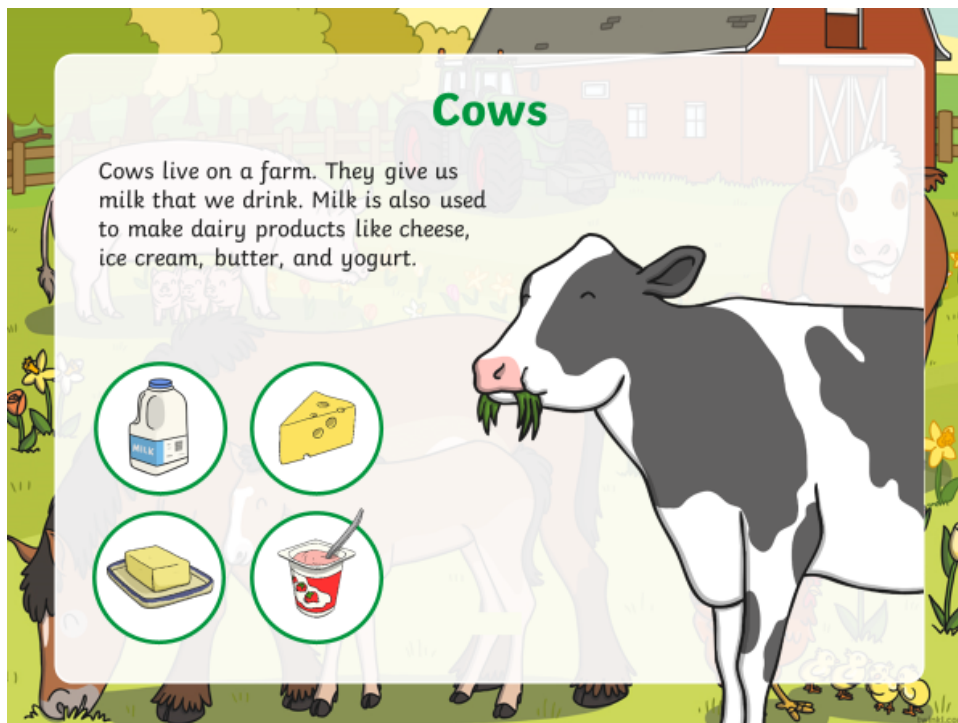
<https://youtu.be/UsbZ-1VmNvw>

- Sort different farm animals into animals that have two legs/four legs, animals that have wings and do not have wings and any other way you can come up with.
- Use this page from Twinkl to complete the farm animal patterns. If you do not have access to this draw some farm animals and create some patterns.

<https://www.twinkl.ie/resource/t-n-7191-whos-at-the-farm-differentiated-complete-the-pattern-activity-sheet>

## SESE

Use this PowerPoint presentation from Twinkl to look at and discuss the different animals you find on a farm.



## Cows



Female cows give milk. A male cow is called a bull. A baby cow is a calf.

<b>Male</b>	bull
<b>Female</b>	cow
<b>Baby</b>	calf

## Horses



Horses live on the farm and help the farmer.

Horses are used to pull wagons and trailers. Sometimes they are used to pull plows. People also ride horses.





## Horses



Female horses are called mares, male horses are called stallions, and baby horses are called foals.

<b>Male</b>	stallion
<b>Female</b>	mare
<b>Baby</b>	foal

## Goats

Goats live on a farm too. They can be milked just like a cow. Their milk can be used to make butter, cheese, yogurt, and even soap. A baby goat is called a kid.



## Chickens

A female chicken is a hen. Hens lay 1 – 2 eggs each day.



A male chicken is called a rooster. They wake the farm up every morning by saying, "Cock-a-doodle-do."



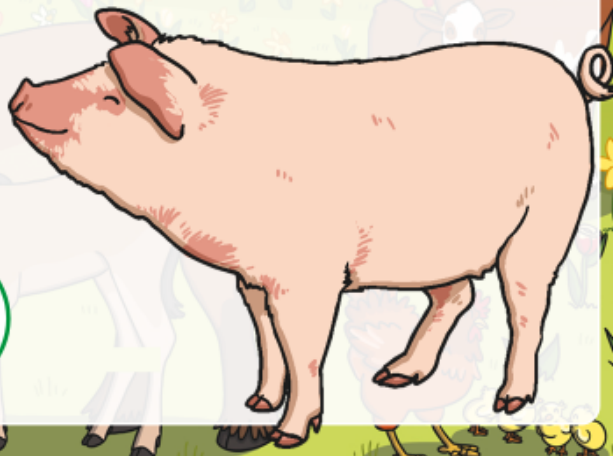
A baby chicken is called a chick.

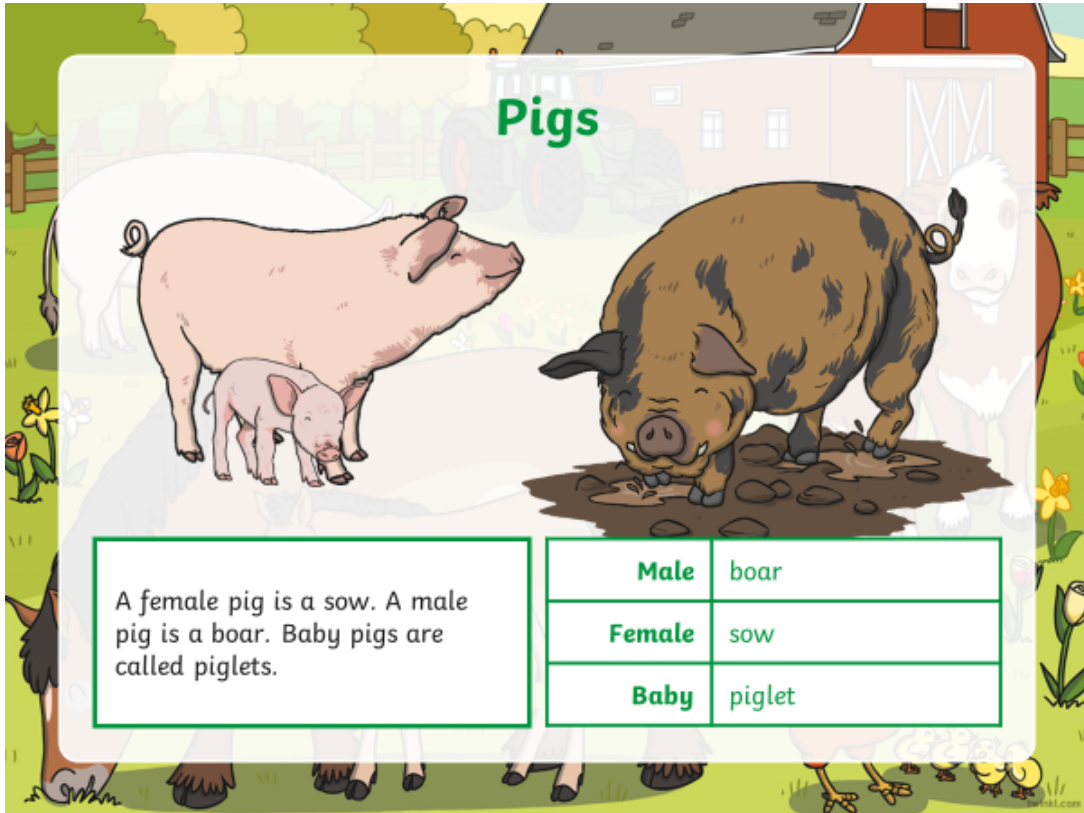


<b>Male</b>	rooster
<b>Female</b>	hen
<b>Baby</b>	chick

## Pigs

We get pork, bacon, and sausage from pigs. Pigs live in a pen called a pigsty. It is usually filled with dirt or mud. Pigs like to roll and lay in the mud, because it helps them stay cool. They can't sweat like other animals.





- Draw a picture of your favourite farm animal.
- Create a farm with Lego/blocks/cardboard/lollipop sticks.



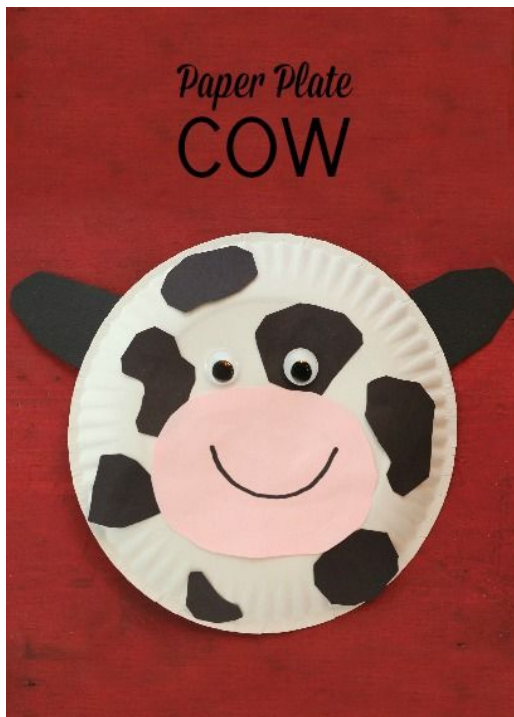
- You could set up a role-play farm in your garden. There could be an area for planting and an area for animals. You could use teddies or other toys. Why not set up a farm shop in your play area? What could you pretend to sell?
- If you have access to Twinkl you could try this cut and paste activity to make your own farm <https://www.twinkl.ie/resource/t-t-2547436-farm-map-cut-and-stick-activity>
- There are lots of other farm themed resources on Twinkl.ie. Type 'Farm' into the search box to find some <https://www.twinkl.ie/search>

### Music

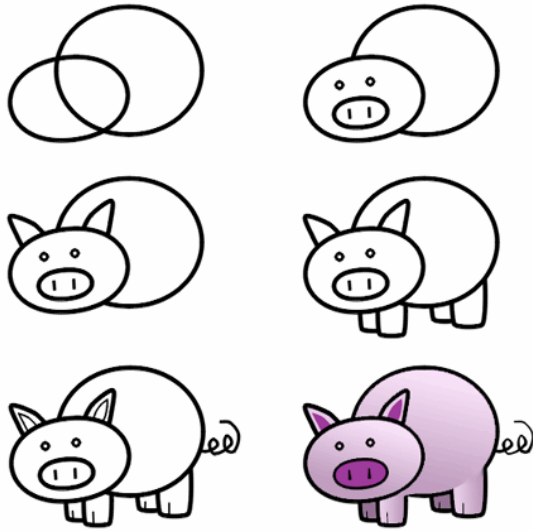
- Listen to and sing the song 'Old McDonald had a farm'. Come up with your own actions for the song.  
[https://youtu.be/\\_6HzoUcx3eo](https://youtu.be/_6HzoUcx3eo)
- Can you make the sounds of all the different farm animals?
- Listen to and sing the song 'Driving my Tractor'. Come up with your own actions for the song.  
<https://www.youtube.com/watch?v=i719ts5rijs&list=PL22B2CB84689D72F2>

### Art

- Use a paper plate and black paper to make a cow.



- Follow these steps to learn how to draw a pig.



- Use a toilet paper roll and card to make a duck.



## **More Stories**

- The Pig in the Pond <https://www.youtube.com/watch?v=eLsNWcqOO5Y&t=2s>
- The Little Red Hen <https://www.youtube.com/watch?v=GLzna0Hrsco>
- The Ugly Duckling <https://www.youtube.com/watch?v=xQ6YYzmkBMs>
- Grandad's Farm <https://www.twinkl.ie/resource/roi-t-2546171-exploring-my-world-grandads-farm-ebook>

## **PE**

- Cosmic Kids Yoga have a Farm-themed episode  
<https://www.youtube.com/watch?v=YKmRB2Z3g2s&t=138s>

## **SPHE**

- How can you stay safe if you visit a farm? Play this game where you need to spot the dangers and chat about staying safe.  
[http://www.agrikids.ie/gamezone/Safety\\_Farm/safety\\_farm.html](http://www.agrikids.ie/gamezone/Safety_Farm/safety_farm.html)

## **Educational Videos**

- Here is a video of some of the animals on Glenroe Open Farm  
<https://www.youtube.com/watch?v=JMbiC6vC28o>
- Come Outside – Eggs <https://www.youtube.com/watch?v=swQujfPhXd0>
- Sesame Street – Big Bird Visits a Farm  
<https://www.youtube.com/watch?v=z6P6OxwDwVo>