**Week Monday 27th – Friday 1st May - Junior Infants**

**Please feel free to send photos of completed work to the email** [**ms.sheehysinfants@gmail.com**](mailto:ms.sheehysinfants@gmail.com) **for feedback/correction throughout the week.**

I understand that home-schooling is not easy and can be challenging, please do not feel under severe pressure to get all the work completed, just do whatever you can to keep your child on track. Please let me know if you have any questions or if there is anything I can do to help you or your child.

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| **Monday** | **Maths:**  This week we will be covering the topic Weight in maths.  **Aim of the week**: discuss weight using the terms ‘heavy’ and ‘light’ and help your child come to realise that weight cannot be assessed by size e.g. a large balloon can be quite light.  Throughout this week encourage your child to use vocabulary such as; **heavy, light, big, small, heavier, lighter, the same weight as….., balance**  **Monday’s Activities:**  .  Ask some of the following questions to get your child thinking about the topic of weight:   * Look around the room and see can you find two objects that may be heavy/light. How can we tell if its light/heavy? Do we just look at it? What do we need to do? Hold and feel the objects to tell if they are heavy or light. * Use two containers one filled with something heavy such as stones and another filled with something light such as cotton wool. Ask them which is heavier?   Continue this using a variety of objects.   * Now explore using the following objects to develop an understanding of the concept of weight by handling a variety of items:   (You do not need to use the items underneath; this is just to give you an idea. Ensure you gather a variety of items that are differ in size and weight)   1. Hold up a book and a pencil, which is heavier/lighter? 2. Hold up a shoe and a pencil, which is lighter/heavier? 3. Hold up a bag and a rubber, which is heavier/lighter? 4. Hold up a pencil case and a teddy bear, which is lighter/heavier? 5. Hold up a stone and a spoon, which is lighter/heavier?   **Children can record/draw these items on a page under the headings: heavy & light.**  Play the games on these links:  <http://data.cjfallon.ie/resources/19596/activity-26/index.html>  [http://data.cjfallon.ie/resources/19596/activity-26/index2.html#](http://data.cjfallon.ie/resources/19596/activity-26/index2.html)  **English:**  **If your child is struggling with the words, write the words out on card/paper and stick them up around the house or make a word wall like we would use in their classroom.**   * Revise Trick Words – I, the, he, she, me, we, be, was, to, do, are, all   New words for the week: **you & your –**Watch video link sent through email  **Play tricky words card game – write out all the tricky words your child has learned on card/paper (even better if your child writes them out), place them face down on a table & take turns picking a word out. If you know the word you get to keep the card. Person with the most cards at the end is the winner.**  This can also be done including the words from their reader.   * New reader words: **runs, to, get, rug, kicks**   Repeat last week’s words: here, Max, big, box   * Reading – The lost Ball p.g. 8      * After listening & watching the audio PowerPoint sent from email account; [ms.sheehysinfants@gmail.com](mailto:ms.sheehysinfants@gmail.com) sent to your personal account; The Lost Ball, complete p.g. 5 of activity book – read, write, match & colour.   (Encourage your child to use ‘**froggy fingers’** when holding their colours and to colour neatly using a **variety of colours.)**   * Revise Jolly Phonics sounds already learnt from their sounds copybook. New Jolly phonics’ sound today is ‘**qu**’. Watch and play the games based on this sound using the link below;     <https://content.folensonline.ie/programmes/SoundsMakeWords/JI_42/resources/demonstrations/SMW_JI42_DEMO_qu_001/index.html>   * Complete **p.g.35** in Jolly Phonics Pupil Book 1 – support your child when reading/blending the words on the bottom of the page |
| **Tuesday** | **Maths:**   1. Gather a variety of objects in the house, heavy and light objects which can be held in your hand. Blindfold your child if willing or they can blindfold you, taking turns to be blindfolded. Place an object or a container in each hand of the blindfolded person. Objects should be an obviously light or an obviously heavy object. Examples include, a piece of string, paperclip, large stone, large bottle of liquid. Child/adult state which hand is holding the heavier object or container. 2. Play I Spy – this game can be for the whole family. The children ‘spy’ objects around the classroom, heavier than or lighter than a visible chosen item. For example, I spy with my little eye, something heavier than my pencil, book etc. Something lighter than my bag, my bottle of water etc.  * Complete pg. 98 in the **big** Planet Maths book   **English:**   * Revise Trick Words – I, the, he, she, me, we, be, was, to, do, are, all   New words for the week: **you & your**  **Play tricky word/ words from reader Bingo – draw 6 – 9 boxes on a page, get your child & whoever else is playing to write a tricky word into each box. Call out the tricky words randomly & whoever gets them all crossed out wins**.   * New reader words: **runs, to, get, rug, kicks**   Repeat last week’s words: here, Max, big, box   * Reading – The lost Ball p.g. 9 + 10      * Revise Jolly Phonics sounds already learnt from their sounds copybook.   Complete **p.g. 3** of the **Jolly Phonics Pupil Book 1, letter ‘a’.**   * Dictation: Using your child’s Phonics copybook sent out last week, dictate these words for your child to write with your support;   cap,  dot,  mat,  tap  did.  **(ensure ‘froggy fingers’, writing on the lines and the correct formation of letter is completed**)  **Gaeilge:**   * Foclóir nua (new words for this week): sa ghairdín, Coinín na Cásca, ciseán, ubh Chásca, i bhfolach * Watch video sent through email your email account * Complete pg. 50 in their Céim ar Chéim workbook   **Religion:**    **Theme: Places to pray -**   * Ask your child can they think of any places that you can pray in? * Where do they like to pray? * What kind of things can/do you pray for? * Who can you pray for/to?   Watch the video - Where do you like to pray to God: <https://player.vimeo.com/video/132806484> |
| **Wednesday** | **Maths:**   * Play the games through the links below:   <http://data.cjfallon.ie/resources/19596/activity-27/index.html>  <http://data.cjfallon.ie/resources/19596/activity-27/index2.html>   * Complete next page of **small** Planet Maths book   **English:**   * Revise Trick Words – I, the, he, she, me, we, be, was, to, do, are, all   New words for the week: **you & your**  Play ‘hangman’ using tricky words and reader words. Have the words displayed in front of your child for support.     * New reader words: **runs, to, get, rug, kicks**   Repeat last week’s words: here, Max, big, box   * Reading – The lost Ball p.g. 11 * Revise Jolly Phonics sounds already learnt from their sounds copy. * New Jolly phonics’ sound today is the diagraph ‘**ou’** (two letters but only make **one** sound). Watch and play the games based on this sound on the link below:   <https://content.folensonline.ie/programmes/SoundsMakeWords/JI_42/resources/demonstrations/SMW_JI42_DEMO_ou_001/index.html>   * Complete **p.g. 36** in Jolly Phonics Pupil Book 1 – support your child when reading/blending the words on the bottom of the page.   **Religion:**    **Theme: Places to pray -**   * Talk about the church being a place to pray * Watch the video – The Church – a place to pray <https://player.vimeo.com/video/161311356> * Complete pg. 43 of Grow in Love activity book |
| **Thursday** | **Maths:**   * Complete pg. 99 of the big Planet Maths book   **English:**   * Revise Trick Words – I, the, he, she, me, we, be, was, to, do, are, all   New words for the week: **you & your**  **Play Teacher/parent vs. Student**  Kids love pointing out when the grown-ups have got it wrong and it’s a great test to see if they’ve Learned the tricky words. Take turns reading the words and award a point for the correct answer (of course, mummy gets it wrong all the time – so your child gets double the practice).     * New reader words: **runs, to, get, rug, kicks**   Repeat last week’s words: here, Max, big, box   * Reading – The lost Ball p.g. 12 + 13 * Complete pg. 6 +7 –The Lost Ball Activity book – read, match & colour * Revise Jolly Phonics sounds already learnt from their sounds copybook.      * Complete **p.g. 52** of their book Ready to Write A1 **letter ‘r’**.   **Gaeilge:**   * Foclóir nua (new words for this week): sa ghairdín, Coinín na Cásca, ciseán, ubh Chásca, i bhfolach * Watch video sent through email your email account * Complete pg. 51 in their Céim ar Chéim workbook |
| **Friday** | **Maths:**  Play the games on these links:  <http://data.cjfallon.ie/resources/19602/activity-82/index.html>  <http://data.cjfallon.ie/resources/19602/activity-82/index2.html>   * Complete next page of **small** Planet Maths book   **English:**   * Revise Trick Words – I, the, he, she, me, we, be, was, to, do, are, all   New words for the week: **you & your**  As you cook, clean or garden, use mud or flour to trace, chalk etc. to write/trace your tricky words outside.     * New reader words: **runs, to, get, rug, kicks**   Repeat last week’s words: here, Max, big, box   * Reading – The lost Ball p.g. 1 - 13 * Revise Jolly Phonics sounds already learnt from their sounds copy. * New Jolly phonics’ sound today is the diagraph ‘**oi’** (two letters but only make **one** sound). Watch and play games based on this sound using the link below;   <https://content.folensonline.ie/programmes/SoundsMakeWords/JI_42/resources/demonstrations/SMW_JI42_DEMO_oi_001/index.html>   * Complete **p.g. 37 in Jolly Phonics Pupil Book 1** – support your child when reading/blending the words on the bottom of the page. * Write & post a short letter/postcard/card to say hello to someone your child has not seen in a long time (grandparent, aunt/uncle, cousin, friend etc.) Tell them how they are and what activities they have been up to.   Encourage their best handwriting – use a capital letter to start sentences and where needed e.g. days of the week, names etc. Use full stops when a sentence is finished. |