**Week Monday 20th – Friday 24th**

**Senior 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.**

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| **Monday** | **Maths:**  This week we will be covering the topic Capacity in maths. There are lots of hands on activities to help your child explore and understand capacity including; filling different containers according to capacity and understanding the concept that ‘**full**’ means to the **top**. These activities are fun and engaging for your child where they will be learning through play and exploration.  Throughout this week encourage your child to use vocabulary such as; empty, full, big, small, little, large, to the top, fill, how many? Holds more/less than, holds the same as, soaks, overflows, level throughout this week.  Monday’s Activities:   1. Make a capacity table/area near a sink or bath. Using different size containers e.g. pots, bottles, jugs, cups, egg cups, glasses etc. ask your child to fill and empty the different containers. Ensure your child fully understands the concept of full, empty, level. 2. Compare containers: Which holds more/less? Why? Let’s see if the water from this bottle can fit into this bigger/smaller bottle? Etc.   **English:**  This week Senior Infants will a new reader with new words from the reader ‘**Stop that dog!’**   * New words on word sheet: **kicking, digging, happy, flower, wants, for, walk, say, what** (rows 1 + 2) – Watch video link sent through email.   **If your child is struggling with the words, write the words out on card/paper and stick them up around the house/their room or make a word wall like we would use in their classroom.**   * **Revision of Tricky Words Daily** * Reader – ‘Stop that dog’ pg. 1 + 2 * Ready to write B1 **pg 46 – letter q**. Please ensure your child follows the correct letter formation; start at the middle line, make a caterpillar c shape (make sure it touches the bottom line, close the c up to the top line, straight line down under the line and a kick out. This letter is done without lifting their pencil from the page. * Phonics- looking at the different ways to make the sound **oa, ow** and **o-e** (o with the magic e) – watch and listen to the video/PowerPoint sent through email. Look at **page 21 of their Jolly Phonics Pupils book** and read the words on the top of the page with the oa, ow, o-e sounds. * In their **Phonics copybook** sent home last week –write at least **three** words in each column either from the list in the video or their own and put **one** word from each column into a sentence below. |
| **Tuesday** | **Maths:**  **To explore conservation of volume/capacity**   1. Choose some different type containers with similar capacity but different shape e.g. 1 litre milk carton & a 1 litre jug. Ask your child which container they think will hold the most or least amount of water & why? 2. Ask your child to fill one container to the top and then pour the water from the first container to the second container.   Key questions:   * What do you notice? * Does the same amount of water fit into each container? * Does the container hold more/less than the other? * Do they both hold the same amount? * Do they have the same capacity?   Explore this with a variety of different shape container to allow your child to develop an understanding of the concept conservation of volume.   * To recap work covered so far play the capacity game on this website; <https://www.splashlearn.com/measurement-games>.   **Make sure to scroll down and play the capacity game under the level; Kindergarten.**  **English:**   * New words on word sheet: **kicking, digging, happy, flowers wants, for, walk, say, what** (rows 1 + 2)**,** * **Revision of Tricky Words Daily** * Reader – ‘Stop that dog’ pg. 3 * Ready to write B1 **pg 46 – letter q**. Please ensure your child follows the correct letter formation; start at the middle line, make a caterpillar c shape (make sure it touches the bottom line, close the c up to the top line, straight line down under the line and a kick out. This letter is done without lifting their pencil from the page. * Phonics- In their Phonics Pupils workbooks complete **p.g. 21.** Fill in the correct sounds under each picture. Encourage your child to look at the picture, say the word and break up the sounds. Small lines are for one sound where longer lines are for diagraphs (sounds that have two letters) e.g. t ie. * Tricky words; revision of tricky words 57 & 58: **goes, does -** Watch video sent through email.   Put the two words into sentences in their Tricky word copies that were sent home before school closure. Please encourage your child to use their best handwriting and use the lines on the page to support their writing.  **Gaeilge:**   * Foclóir nua (new words for this week): ruga, picnic, plátaí, cupáin, taephota, tá tart ar Lára, usice, úll, banana * Watch video sent through email your email account * Complete pg. 48 in their Céim ar Chéim workbook |
| **Wednesday** | **Maths:**   * <https://ie.ixl.com/math/jr-infants/holds-more-or-less> - Play this game to revise work on capacity so far. * Then complete **page 122** in their Planet Maths large book. Here children will compare containers according to capacity. They are required to colour the container holding the **least red** and the **most blue**.   **English:**   * New words on word sheet: **kicking, digging, happy, flowers, wants, for, walk, say, what** (rows 1 + 2) * Reading ‘Stop that Dog’ pg. 4 + 5 * Ready to write B1 **pg. 47 – Capital letter Q**. Remind your child that capital letters always start at the top of the page and follow the correct formation as outlined. Make a caterpillar c shape down to the bottom line following it all the way to the top, touching the top line. Lift your pencil and put a stroke through the bottom of the letter. * Phonics- Dictation in their **Pupils Phonics book pg. 22.** Watch the video sent on through email and support your child with the writing of the words can, hen, pit, best, went, wing, chart, three, tried, toadstool. Encourage your child to listen to the sounds in the words, whether they are individual sounds or diagraphs. Use the lines on the page to write the words. (Do not allow your child to write the tall letters; b,d,h,k,l and t or complete the tracing of the tricky words; what, when, why as we will be completing them tomorrow.) |
| **Thursday** | **Maths:**   * <http://pbskids.org/peg/games/bubble-bath> on this website is a fun and interactive game on choosing which container is best to fill a bath and estimating how many of the containers are required to fill the bath. * Complete **pg 123** in Planet Maths book where children will use a cup to fill different containers. Ensure your child estimates before filling the container.     **English:**   * New words on word sheet: **kicking, digging, happy, flowers** * **Revision of Tricky Words Daily** * Reading – ‘Stop that Dog’ pg. 6 + 7 * Phonics- Pupils Phonics book **p.g. 22**. Tall letters; b,d,h,k,l and t –watch video sent through email.   Say and trace over the tricky words; what, when & why.   * Tricky words; revision of tricky words 59 & 60: **made & thier -** Watch video sent through email.   Put the two words into sentences in their Tricky word copies that were sent home before school closure. Please encourage your child to use their best handwriting (tall letters as covered above touch the top of the line) and use the lines on the page to support their writing.  **Gaeilge:**   * Foclóir nua (new words for this week): ruga, picnic, plátaí, cupáin, taephota, tá tart ar Lára, usice, úll, banana * Watch video sent through email your email account * Complete pg. 49 in their Céim ar Chéim workbook |
| **Friday** | **Maths:**  Today get your child to help you out around the house doing daily activities and using their own environment to understand how we use the concept of capacity every day. Here are some activities;   * If you are pouring water or milk, talk about full and empty; the glass holding less than the cup; the jug holding more than the eggcup; the glasses that hold the same amount. * Look at containers you have at home. Which bottles hold a litre? A half‐litre? * Ask your children to compare containers. How many litres are in the big orange juice bottle? Is that cheaper than buying 1 litre boxes? * Choose a box that all the blocks / balls will fit into. Are you sure the blocks will fit in that box? What about the smaller box? Why do you think the long blocks won’t fit? Which boxes do you think will definitely not be big enough? What helped you decide?   Which bucket can hold the most sand? How can we check? Today get your child to help you out around the house doing daily activities and using their own environment to understand how we use the concept of capacity every day. Here are some activities;   * If you are pouring water or milk, talk about full and empty; the glass holding less than the cup; the jug holding more than the eggcup; the glasses that hold the same amount. * Look at containers you have at home. Which bottles hold a litre? A half‐litre? * Ask your children to compare containers. How many litres are in the big orange juice bottle? Is that cheaper than buying 1 litre boxes? * Choose a box that all the blocks / balls will fit into. Are you sure the blocks will fit in that box? What about the smaller box? Why do you think the long blocks won’t fit? Which boxes do you think will definitely not be big enough? What helped you decide?   Which bucket can hold the most sand? How can we check?  **English:**   * New words on word sheet: **kicking, digging, happy, flowers**, **wants, for, walk, say, what** (rows 1 + 2) * **Revision of Tricky Words Daily** * Reading ‘Stop that Dog’ pg. 1-7 * In their news copies write the following;   Today is Friday.  It is (sunny, raining etc-based on today’s weather)  A sentences based on their own news.  Encourage their best handwriting, using the lines in the copybook to support their writing. Start sentences with a capital letter and a capital letter where needed e.g. days of the week, names etc. Use full stops when sentence is finished. |