

### a) Maths

In Maths, we continue learning about money and we are progressing this topic further.

We will again go to [www.folensonline.ie](http://www.folensonline.ie) and you can sign in using *msbambrick2019@gmail.com* and the password is *seniorinfants* (all lower case and one word). Under "My Favourites" on the left-hand side of the screen, I recommend revisiting the game called "Winnie's Money Jar". As a follow up, I would suggest that your child completes page 112 of our large *Planet Maths* book, which asks them to match each child and the amount they have to the correct piggy bank. This page is uploaded on *SeeSaw*.

b) Next, on page 113, your child could show how much money Betsy Bear spent in each of the examples (again, this can be accessed either on *Seesaw* or through the e-book on *Folens Online*). Similar to last week, this could also be followed up by your child "paying" you the correct amount for various items that could be labelled with a price in your kitchen for example.

c) Moving on, revisiting the activity entitled "Money Jars" on *Folens Online* would be beneficial here. Again, you could extend this by placing real coins in two separate groups in front of your child and asking them to count and compare. Page 114 (on *Seesaw* or the *Folens Online* ebook) follows this up by asking your child to count up 3 items from the shop and decide if Betsy has enough money to buy all of them. It also introduces the concept of affording and having "enough".

d) I have also added two further worksheets on *SeeSaw* entitled "Money Worksheets" that will allow your child to count items and practise the concept of having "enough" money. Further to this, *Twinkl* has many more euro resources that you may find helpful if you are looking for further challenges on the topic of money. Active learning and hands-on play with coins should not be underestimated, however, and just the simple activity of playing "shop" where they are identifying the value of coins, adding up a number of items and paying for them will be hugely beneficial for your child.

\*Feel free to explore this *Folens Online* account as there are a range of other games/activities that would help your child revise number, addition, time, shape, counting on etc.

## b) Literacy

### Phonics: "aw" sound

Suggested steps to teach this new sound:

\*Brainstorm with your child for words that they can hear the "aw" sound in (give them a starting hint if necessary) Perhaps write these for future practice?

\*Then show them the following list and ask them to sound out each word

**jaw saw claw raw straw**  
**hawk dawn draw yawn law**  
**drawn paw lawn awful**  
**prawn crawl thaw shawl**

\*Youtube videos (Mr Thorne does Phonics and Geraldine Giraffe are both fun and interactive -type "aw phonics sound" into youtube and they should both appear)

\*Phonics book page 30 - write as many aw words as they can fit, and then draw/stick a picture (I have uploaded this page on Seesaw also so you have the option of completing it there, if you wish, for me to assess it remotely, and/or completing it in the book in your child's folder is also an option.)

\*Please feel free to revise previously learned digraphs both on Youtube and by brainstorming words on a page (the phonics book should be a good reference).

\*On Folens Online you will see "the aw portfolio" under My Favourites. If you click on here you will find activities based on -aw words. These provide sound practice, word practice and a rhyme to read/listen to.

### Handwriting:

I have uploaded our handwriting pages from the big "Ready, Steady, Write" book on to Seesaw again for your child to write on if they so wish. On page 50 you will see capital D, on page 51 you will see capital G (with lower case revision of both letters also). Your child is very familiar with finger-writing on the table top, on the palm of their non-dominant hand, on someone's back etc and you can also have them make the letter in sand, playdough etc. too. The arrows and numbers at the top of each page show correct formation and you could encourage correct pencil grip, sitting up straight etc. As follow up towards the end of the week, you can use their small handwriting book which you have at home. You can go over their capital letters on page 25 with D and G (also uploaded on to Seesaw for

your child to write on if they so wish). Please feel free to circle what you think is their best one on each page (either on Seesaw or their handwriting book), and you can ask them to self-assess their work in the same way.

\*Please feel free to revise as many capital letters that we have covered in this way using the big book online.

### Reading:

I have left the same instructions below for accessing these readers as before. If you feel that your child is ready to move on a level by all means do. On Seesaw there is also the facility to respond with the microphone icon and I would love to hear a sample of your child's reading. This activity is entitled "Reading for Teacher".

<https://connect.collins.co.uk/school/portal.aspx>

The above link will give you access to Collins Big Cat e-books which provide a graded reading scheme. Click on the *Teacher* portal and enter username: *parents@harpercollins.co.uk* and password *Parents20!* to log in. Here you can choose readers by level based on the colours at the side.

As a starting point I would begin at the pink A readers and choose one of both fiction and non-fiction (you can filter these on the left-hand side by ticking the relevant box) to see how they find this level. If you feel it is too easy then feel free to move them up to pink B and try the same approach. You are aiming to find the level most similar to the readers I send home from school. It is important that their confidence is built up so a book that is too challenging can be quite disheartening. Added to this, we can really work on their reading fluency if they are reading familiar words. Remember, "*lots of easy reading makes reading easy*". By default the book will have a voiceover but you can have your child read it themselves by muting the sound on your device. If any parent feels that they have exhausted the options on Collins website, please just let me know on SeeSaw.

### Tricky words:

We are now beginning the first of our brown tricky this week.

These words are **once, upon and always**. I have attached an activity on SeeSaw which is the same as the table we would usually have on our homework sheets to practise writing our tricky words, but instead your

child can write in on this document if that is feasible. If you would prefer to recreate your own table on blank paper and ask your child to write on this that's absolutely fine - whichever works best for you.

Again "Epic Phonics" on Youtube has great Tricky Word videos which can help them revise. The sequence/groups are not exactly in tandem with ours but still very relevant.

I have again included two **dictation** sentences on SeeSaw, which will encourage your child to practise writing tricky words in context. If they enjoy my two examples, please feel free to make up your own sentences. You could call out the sentence and they try their best to write it down. Encourage sounding out to figure out spellings.

\*On SeeSaw, I have also attached a picture of a **tricky word tree** which shows all our blue, yellow, red, green and pink words in one place which your child might find useful to revise.

### **Free Writing:**

To link in with our *Aistear* topic, you could encourage your child to write about their dream holiday - where they would go, how would they get there, what would they do etc. Some other suggestions include again encouraging them to write the steps/instructions/method linked to an activity they have been engaging in recently. This could be baking, colouring, an arts and craft activity etc. You could then perhaps take a photo of this and send it under the *Aistear* activity on SeeSaw.

### **c) Aistear (integrating Art/ Drama/ Geography/ History/ Science)**

Twinkl has been made available for free to parents at this time. (You can go to [www.twinkl.ie/offer](http://www.twinkl.ie/offer) , enter your own email address and create a password. Then enter the code IRLTWINKLHELPS). The resources I mention below are all available to download there if you wish to print, but if this is not an option, they could be completed orally as a discussion while looking at them on your device.

We will continue on with "Travel" as our *Aistear* Topic this week. Using "Where in the World Shall we go?" as our stimulus again, we could continue a discussion of the planning and preparation that happens before a holiday. I will highlight a number of activities this week that provide a gradual approach to the topic, and repeat some from last week that I feel are valuable again, and to save you looking back to the previous week's page on the school website. These will

resemble the *Aistear* stations we would be engaging in in school, and I will add a couple of extra options each week for greater choice and flexibility.

\*As suggested last week, based on reading the above story, you could enter into a **role play** situation with your child with one person being the travel agent, and the other a customer. Other family members could join in also to add more depth of the drama. Within the downloadable folder called "Where in The World Will We Go? Activity Pack" on Twinkl, there are props such as role play masks for the characters and a display banner to create your own travel agent's shop. There is also an "Irish passport template" on Twinkl which could be printed off and completed if possible. There is also a "Travel Agent's Role Play Booking Form" which could be completed by a customer. Any atlases/ travel supplements from newspapers or magazines could also be used as props. The vocabulary I mentioned in the first paragraph could also be included here to generate discussion with your child.

\*If you found this was successful last week, you can extend your child's learning by perhaps being a customer with a complaint that they have to try resolve, or a customer who needs a budget holiday or alternatively a customer looking to go on a once in a lifetime holiday, money no object. The best advice I can give about *Aistear* is to pretend you're an actor on stage - all inhibitions cast aside and get in role as a 6/7 year old's imagination partner....and then play like no-one is watching ☺

\*If you have **playdough** available, this can be a great resource for constructing a variety of transport modes - planes, cars, trains etc.

\*Again **Junk Art** ideas for this topic include designing their own hotel, caravan, ferry etc. They also could recreate a beach scene or a swimming pool?

\*The "Where in the World Shall We Go?" **odd one out** worksheet will allow your child to identify the items that Niamh and Kieran do not need to pack for their holiday.

\*The "Where in the World Shall We Go?" **complete the patterns** worksheet is a colouring, cutting and pasting activity which requires your

child to identify the pattern and continue it on. If you do not have printing facilities, this could be completed orally with your child telling you what would come next.

\*The "Where in the World Shall We Go?" **Money Addition Worksheet** links in nicely with our money topic in Maths and asks your child to decide if Kieran and Niamh have enough to purchase the items.

\*In the Aistear Travel Agent's section on SeeSaw you can send me pictures of any of your child's completed Aistear activities this week.

#### d) Gaeilge

In school we use the Edco scheme *Bua na Cainte* for Gaeilge so this week I have added this in for familiarity. This is an interactive scheme and the children are familiar with it. Edco have made this scheme free to download but it may be better suited to a laptop download as it is quite sizeable. The link for senior infants is <http://edco.ie/buaB> (it should start to download when you enter this into your search engine. Username is *trial* and password is *trial* also.)

This week we can start into "An Teilifís" and ceacht 1 and ceacht 2 would be perfect. Your child will actually be familiar with the icons and what each of the buttons on line do so they should hopefully be able to navigate through the songs, conversations and games etc. However, if this is not feasible for this large file to be downloaded, there are great resources on *Folens Online* within the *Abair Liom* scheme which will continue to be beneficial for your child.

#### e) P.E.

- Joe Wick's (aka The Body Coach) is still doing free daily P.E. classes on his Youtube channel <https://www.thebodycoach.com/blog/pe-with-joe-1254.html>.
- Go Noodle also offers plenty of ideas <https://app.gonoodle.com/login> as does <https://rtejr.rte.ie/10at10/>.
- Cosmic Kids YouTube Channel also provides great yoga videos to help with relaxation in these uncertain times <https://www.youtube.com/user/CosmicKidsYoga>.

- As it was due to be Active Schools Week, this week I have also added two activities on SeeSaw which will be suited to outdoor activity (fingers crossed the good weather prevails). You will see them under "Active Schools Week/ P.E. - Action People" and "Active Schools Week/ P.E. - Fun Fitness". These fun games give ideas of different exercises and movements that could be enjoyed outdoors by all the family.

#### **f) Religion**

Your child's *Grow in Love* is at home and you have the option of completing pages 48 and 49 if you so wish. Veritas, the publisher has made their resources free to parents. Go to the [Grow in Love site](#) and use these details:

Email: [trial@growinlove.ie](mailto:trial@growinlove.ie), Password: *growinlove*

Click on the *Senior Infants* book, select *Theme 8 Lesson 1: A place to gather*

There are short videos, reflections, prayers and activity sheets.

#### **g) Music**

I have chosen a number of educational songs on YouTube that your child might be encouraged to sing along to. These are all on [The Singing Walrus](#) channel on YouTube.

\**Jump, run and shout song* (P.E.)

\**Transportation Song* (link to Aistear topic)

\**It's a Beautiful Day* song (SPHE)

\**Get Dressed for the Day* song (SPHE)

\**Fruit song* (SPE/ Food Dudes)

#### **h) Art**

Your child might be having plenty of creative time with the Aistear topic but as an alternative option, there are lovely "Superhero Mindfulness Colouring Pages" available on *Twinkl* which they might enjoy. They could also draw a self-portrait ("My Self Portrait Drawing worksheet" provides a lovely framed template on *Twinkl*).

i) **SPHE:**

Feel free to continue with "My Happiness Journal Junior Activity Book" if your child has found it beneficial. I will leave the activity on SeeSaw called "Happiness Journal" where your child can update me on this as they wish.

I have added a "Five Senses Scavenger Hunt" that hopefully would be feasible for your child to do in their own garden or on a short walk within your 2km radius (Please do not feel under pressure if this isn't workable and please don't go out especially if you aren't already taking walks. It could be a nice incentive and give you child focus on a walk you have already planned, but please only complete this if it works in your usual day.)

I have also added an "I am Special" activity on SeeSaw, which prompts your child to think how we are all different, but we are all special in our own ways. They are asked to draw a picture of themselves and perhaps show how they are special in this picture, e.g. could their picture show them being kind, being friendly, are they good at baking, reading or sport, are they a very nice big sister or brother etc. They could add a voice note if they would like to tell me what makes them special also.

End