

Maths

In Maths, we will again go to www.folensonline.ie and you can sign in using *msbambrick2019@gmail.com* and the password is *seniorinfants* (all lower case and one word). We are now looking at the "Number" strand and the "Counting" strand unit.

Under "My Favourites" on the left hand side of the screen, I would recommend beginning with the game called "Number Line". This game encourages your child to combine numbers while using the number line. They will be asked to fill in the missing number to make the Maths sentence correct e.g. $\underline{\quad} + 4 = 7$. Using the number line in this way is called "counting on" and we recommend that your child puts their finger on the starting number and jumps before they count, e.g. if you are beginning on 3 and are wanting to "count on 2", you jump to 4 and count this as "1", then jump to 5 and count this as "2".

As a follow up, I would suggest that your child completes page 115 of our large *Planet Maths* book, which asks them to "count on 3" for all the examples on the left hand side of the page, and "count on 1" for all the examples on the right hand side. They can write their answer in the empty frame (box). There are also two "missing number" activities at the end of the page. This page is uploaded on SeeSaw.

I have also added a little counting game called "Froggie" on Seesaw which helps your child to practice "counting on". They can create their own number line from 0-10 to help them with this if they would like, or use the one from the e-book. After playing the rhyme, they can then record this in written form afterwards if possible, for example, begin at 3, count on 4 - this will bring you to 7. Your child could write this as $3+4=7$.

On page 116 and 117 your child will be revising money, 3D shapes and counting to complete "The Fair" activity. They can search the Fair scene to find "how many?" of a number of objects, decide whether some 3D shapes can roll, match 3D shapes to their name and then draw coins to show a given amount.

Next, we are going to look at the idea of "higher" and "lower" in terms of numbers. You could explain that numbers that are bigger are also known as "higher" and numbers that are smaller are also known as "lower". Under "Favourites" I have added two games called "Higher" and "Lower" which asks your child to choose which number is higher/lower. When they are comfortable with this games, on page 118, your child is asked to show their understanding and colour in all the higher numbers red and the lower numbers blue.

If you are looking for further challenges, I have also put a link called "Count Us In" under My Favourites. This should bring you a website with a variety of 15 different Maths games which would be of benefit to 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.

Literacy

Phonics: "ay" sound (an alternative spelling for "ai" so you can explain to your child that they are correct about the "ai" sound if they offer rain/snail etc as a suggestion, but just that they are spelt differently and this week we are looking at the "ay" spelling.)

Suggested steps to teach this new sound:

*Brainstorm with your child for words that they can hear the "ay" 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 them out each word

ay words

say play way tray hay
bay day lay pay ray delay
May anyway clay stay spray
Monday Tuesday Wednesday
Thursday Friday Saturday Sunday

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

*Phonics book page 31 - write as many ay 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).

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 52 you will see capital Q, on page 53 you will see capital E (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 too etc. 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 a 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 26 with Q and E (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".

The [Collins Big Cat](#) e-books 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 but I'm sure you will find that there is a great selection of reading here to keep your child engaged.

Tricky words:

Our words are **also, of and eight**. 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 kept the **tricky word tree** up for revision of our blue, yellow, red, green and pink words.

Free Writing:

To link in with our Aistear topic again, you could encourage your child to write about their favourite journey they've ever taken - was it on a train, ferry, plane etc? Unlike last week's suggestion, which was based on imaginatively planning a future holiday, this one asks them to look back on a journey they themselves have taken. This does not need to be abroad etc, it could be a day trip to visit family or a road trip to the beach etc. They also might take inspiration from our "Up, Up and Away" story mentioned below to write about what they have learned about The Airport. You could then perhaps take a photo of this and send it under the Aistear activity on SeeSaw.

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 , 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, however we will be adding in more of "**The Airport**" to our topic this week too. Please note that I have weighed up the pros and cons of continuing with this particular topic in these unusual times. However, seeing as this is your child's last term engaging with the Aistear framework, and that travel is a great topic which provides such scope, I feel it would be a shame to shelve this opportunity. To me, the positive outlook that travel and normal life will resume in due course won out and therefore that it will have been valuable learning for your child in the long term. However there is no onus on you to engage with Aistear if you have reservations about engaging with the topic.

On Twinkl, the e-book called "Up, Up and Away" could be used as our stimulus, and we could continue a discussion of the preparation that happens before a holiday but in particular at the airport. We will again see the same characters, Kieran and Niamh. 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.

*If you have **lego or any construction toys** available, this can be a great resource for constructing a variety of types of accommodation for example hotels, holidays houses, apartments, camper vans, tents etc. After reading the above story, your child might be interested in constructing an airport including the different areas such as security, departure lounge, the shops and restaurants etc, or in constructing an aeroplane.

*Again **Junk Art** ideas for this topic could include making a globe of the Earth, their own passport from scratch or a hotel for guests? They also could make a control tower for the airport, a member of cabin crew or the security x-ray machines?

*The Aeroplane **colour by number sheet** (that I have also uploaded onto Seesaw - the font on this is quite small so perhaps best printed out if possible, but might be workable on a tablet with the magnifier icon.)

*The **Design your Own Aeroplane** activity that I have also uploaded onto SeeSaw asks your child to draw their own aeroplane, including the interior.

*The Airport **cut and paste labelling** (This can be written/typed into on your device if printing is not convenient for you.)

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

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 [here](#) (it should start to download when you enter this into your search engine. The username is *trial* and password is *trial* also.)

This week we can start into "An Teilifís" and ceacht 3 and ceacht 4 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.

P.E.

Joe Wick's (aka The Body Coach) is still doing free daily P.E. classes on his [Youtube channel](#)

Go Noodle also offers plenty of ideas and I have chosen a number below that your child might enjoy. By clicking on these links below, you should be brought straight to the videos I have chosen without needing to create an account or log in. However, you can choose to log in and create an account if you wish to explore further.

* [Twist and Shout](#)

* [Hokey Pokey](#)

* [How to Floss](#)

* [The Maxarena](#)

[Cosmic Kids YouTube Channel](#) also provides great yoga videos to help with relaxation in these uncertain times.

Religion:

Your child's *Grow in Love* is at home and you have the option of completing pages 50 and 51 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 Password: *growinlove*

Click on the *Senior Infants* book, select *Theme 8 Lesson 2: A place to pray*. There are short videos, reflections, prayers and activity sheets.

Music:

I have chosen a number of "Call and Repeat" songs on [Go Noodle](#) that your child might be encouraged to dance and sing (call and repeat) along to. By clicking on these links, you should be brought straight to the videos I have chosen without needing to create and account or log in. As above, you can choose to log in and create an account if you wish to explore further.

* [Peanut Butter in a cup](#)

* [Boogaloo](#)

* [Chili Chili](#)

* [Milk](#)

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 "My Special Place" activity to Seesaw which asks your child to choose a place that is special to them, and then examine how their senses experience this place, for example, "In my special place, I can feel...." They could add a voice note if they would like to tell me about their special place.