**Plan of work: 02/06/20 – 05/06/20**

Dear Parents,

I hope you are all keeping safe and well. Here is the plan for this week but please don’t feel under any pressure to complete everything in it. If you need any help at all, or would like to send me pictures of work, please contact me at [mstonermell@gmail.com](mailto:mstonermell@gmail.com)

*Continue to encourage your child to read stories every day – sometimes aloud to you and sometimes by themselves for DEAR time (drop everything and read).* The County Library is offering an online service so you might be able to find additional suitable reading material there for your child. <https://www.borrowbox.com/>

**Tuesday** (Theme: Camping)

**English**: We’re going to take a break from writing news this week.

**As with all topics involving water and/or fire, explain to your child the dangers of both and the safety rules around water and fire. In addition, explain that if you are walking or hiking in the forest or mountains, make sure you always have an adult with you.**

Log in to [www.gillexplore.ie](http://www.gillexplore.ie) , Unit 9, Genre Story e-book *Fun at the Campsite* and re-read the story.

Complete page 120 of Over the Moon. The children have not learned how to write postcards yet so explain the difference between a postcard and a letter and you can write one out first with short simple sentences to show them how they look.

**Maths: Combining (adding) numbers**

Your child is learning how to combine (add) numbers. When learning to combine, we use the language and, make, altogether, is the same as, add, equals. For example: 3 and 2 make 5, 3 plus 2 equals 5, 3 add 2 is the same as 5. We now use the + and = signs.

Here are some suggestions of activities which can be completed throughout the week to show your child that adding happens in everyday life.

* Combine (add) objects as follows: 5 teaspoons and 2 dessertspoons make 7 spoons altogether. 3 red pieces of lego plus 5 blue pieces equals 8 pieces altogether.
* When setting the table for breakfast or dinner, your child can add (combine) the forks, spoons etc.
* Encourage your child to use his/her fingers when combining.
* Allow your child to discover that 6 and 2 is the same as 2 and 6. Again, use real objects such as fruit, sweets, toys etc. say the following: I have 3 red apples and 4 green apples. You have 4 red apples and 3 green apples. We both have 7 apples.

Play a game called ‘Find the Correct Amount’. Say the number 4, 5, 6, 7, 8, 9, 10 – your child has to find that number of objects in the kitchen, bedroom, or sitting room. This activity will provide lots of opportunities to discuss various components of number. For example, your child can describe what he/she found: ‘I have 5 spoons and 4 eggcups. I have 9 objects altogether’

***Complete page 126 of the maths book***.

**Gaeilge:** We’re revising greetings this week so I will just write it out once here and you can repeat it throughout the week.

Dia duit (Jeea gwich).

Dia’s Muire duit (Jeea’s mwura gwich).

**Wednesday**

**English:** The children have learned in class that in every story there is usually a problem that must be solved. Page 117 of Over the Moon introduces them to the word **resolution** so that in future stories, they will be able to use this word to describe how a problem was solved.

Complete page 117.

**Maths:** Page127 provides lots of practice at adding horizontally and vertically. Remind them to jump *off* the first number in the number sentence when using the number line.

**Thursday**

**English: Grammar – Question mark**

Discuss with your child when we use full stops and question marks. Explain that when we see a question mark at the end of an asking sentence, our voice goes up when we read them.

Complete page 118 of Over the Moon.

**Maths:** Organise some toys into 3 small groups (no more than 10 altogether) and ask your child to count how many are there altogether. E.g. 3 + 2 + 5 =?

Repeat this a few times with different objects and then complete page 128.

**Friday**

**English: Tricky word unscramble**

Complete page 121 of Over the Moon.

**Maths:** The children are used to using ten frames at school but so far, would only have used two different coloured counters or cubes for adding. Here they can use 3 different types. *When using a ten frame, the children always fill each square from left to right, completing the top row first.*

Complete page 129.

If you have time, there is a nice colouring activity on page 130 but this is optional.

Throughout the week:

**Science:** SESE Explorers digital resources are available at [www.FolensOnline.ie](http://www.FolensOnline.ie) click register, select teacher, and fill in a username, email and password. For Roll number use code **Prim20**

Register online with [www.folens.ie](http://www.folens.ie) to gain access to Folens Explorer SESE (Senior Infants). Go to topic 8 Water, Science. The digital element discusses objects that float and sink.

Investigate: Will it float? p. 40

Look at and feel each object in the investigation. Predict whether it will float or sink. Record the prediction on the table. Test each object by placing it in the basin of water. Did it float or sink?

Record the results in the table.

Design and Make: A Boat p. 41

Make different shapes with playdough. Test to see if they float.

Design the boat. Draw it. Make the boat. Add ‘pea passengers’.

Test the boat. Does it float?

Circle the happy face or sad face.

What does this tell us about objects that float?

**Additional activities to choose from:**

**Art:** Use a paper plate, paint it to shades of blue. Dark blue for the sea and light blue for the sky. You could paint or make a sun in the sky. Make a boat out of paper/card and design your sails. When your paper plate is dry, glue on your boat.

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**Aistear (structured play):** Make cabins for guests to stay in at the campsite.

**Music**: Sing your favourite song!

**Mindfulness:** There are a number of breathing techniques on the pdst website to help children cope with anxiety, tension and any anger they are feeling with their current situation. These breathing techniques can help bring about a calm mind. Here are just a few you could use with your children. There are more on the website.

**Elephant Breathing Technique** Stand with your feet wide apart. Interlace your fingers in front of you. Inhale through your nose, raising your arms high above your head, like an elephant lifting up its trunk. Exhale through your mouth as you bend forward, swinging your hands down through your legs.

**Sun Breathing Technique** Sit in a comfortable position with your hands placed gently on your lap. Inhale, reaching one arm up high to grab the sunshine. Exhale through your mouth with a strong ‘hah’ sound as you pull this sunshine down towards your heart. Inhale and reach up with the opposite arm. Exhale with a ‘hah’ sound, drawing the sunshine towards your chest.

**Bumblebee Breathing Technique** Sit in a comfortable position, with your hands resting in your lap. Inhale through your nose and exhale through your mouth, keeping your lips closed. Make a humming ‘mmmmm’ sound as you exhale. Make sure your face and lips are soft and relaxed so that you can feel the vibration!

**Tricky Words**

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| I | you | one |
| the | your | by |
| He | come | only |
| she | some | old |
| me | said | like |
| we | here | have |
| be | there | live |
| was | they | give |
| to | go | little |
| do | no | down |
| are | so | what |
| all | my | when |

|  |  |  |
| --- | --- | --- |
| why | saw | once |
| where | put | upon |
| who | could | always |
| which | should | also |
| any | would | of |
| many | right | eight |
| more | two | love |
| before | four | cover |
| other | goes | after |
| were | does | every |
| because | made | mother |
| want | their | father |