



HOLY FAMILY JUNIOR NATIONAL SCHOOL

Work List for Junior Infants

8th – 12th June

For children attending SEN/EAL/Reading Recovery:

Please e-mail your SEN/EAL/Reading Recovery teacher directly for individually tailored work.

E-mail address list on website or [Click Here](#)

**Please ensure the children are supervised at all times as some of the links we have attached have ads. Thank you **



Literacy	<p>Theme: The Beach/ At the Seaside</p> <p>Oral Language</p> <ul style="list-style-type: none">➤ Vocabulary: At the Beach/Seaside – sand, sea, waves, seagull, lifeguards, swimming, deckchair, Frisbee, shells, rock pool, fish, boat (see email for word mat/discussion sheet)➤ Story: Sharing a Shell by Julia Donaldson➤ Poem: 5 Little Sandcastles (sent by email) <p>Phonics</p> <ul style="list-style-type: none">➤ Jolly Phonics Songs - listen to the songs (hide the image on screen); child to pick the right letter to match the song (work within the groups if needed, only give 2/3 options to begin with and build up when child makes the correct match)➤ Word families: make a list of 'ub' words (e.g. <i>cub, tub, club, stub</i>). Please check resources in email for word family practice sheets and word lists.➤ More available here on Hubbard's Cubbard➤ ub word family song <p>Writing – letter formation</p> <p>*Please focus on lower case only*</p> <ul style="list-style-type: none">➤ Always encourage correct pencil grip and position the page properly for child. Slight tilt page up to the right for right-handed children and downward tilt to left for left-handed child.➤ As we have now covered all letters, we will move onto practising the letters within words in our Orange Handwriting copy. Please complete pages 31, 32 and 33. <p>Please encourage the children to write on the line. Remind them that we shouldn't see any "flying letters".</p> <ul style="list-style-type: none">➤ When forming letters please do not take the pencil off the page. Only to cross the 't' and 'f', dot the 'i' and 'j', for the letter 'k' and 'x'
-----------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Reading

[New Reader – The Puppet Show](#)

Read 2 pages per day. Ask the children questions about what is happening in the story; find tricky words in the story, rhyming words, words that begin/end with a particular letter.

Jolly Phonics Revise All Green Tricky Words List

- go, so, no, my, one, by, little, down, only, old, like, have, live, give
- These are sight words which can't be sounded out (Flashcards will be emailed on).
- Practice identifying, reading and memorising these words with your child.
- **Suggested Activity: Sight Word Hopscotch**– Use chalk to draw a hopscotch area outside. Instead of writing a number in each box, write one of the children's Tricky Words. Each box they hop on, they must say the Tricky Word it contains (see picture attached to email).
- Clothes Peg Tricky Words** – Write the children's tricky words onto wooden clothes pegs using a marker. (Use 2/3 pegs for each word) Then write the tricky words onto flash cards. Children read the words on the cards and then must find the pegs that match and attach them to the correct flashcards (see picture attached to email).
- Revision activity: **Popcorn Words**: Level 1 - Online game where the children the children select the sight word that is said.

Story: [Sharing a Shell](#) by Julia Donaldson

- Make predictions, discuss characters, talk about their favourite part of the story and draw a picture of this. Use the 5 W+H here - who, what, when, where, why, how?
- Some children may like to write a sentence about the part or the picture. Allow for free writing here and observe use of phonics or "sounding out" in trying to write words.
- Suggested Activity: Make a list of all the rhyming words you can find in the story

MATHS

Counting Activities

- Continue counting forward 1-40 and backwards 40-1.

Songs

- [Counting by 2s](#)
- [Big Number song 1-100](#)
- [Counting Backwards from 30](#)

Number – Partitioning Sets (see resource sent by email)

Language – how many, altogether, set, partition (split), combine, make, side
Partitioning is breaking up a number into parts. In Junior and Senior Infants, it commonly refers to the ability to think about numbers as made up of two parts. We use this method to introduce the idea of addition to the children.

	<ul style="list-style-type: none"> ➤ Draw a large circle on an A4 page. Place 5 blocks/marbles/crayons inside the circle. Ask your child how many is there altogether? ➤ Place a pencil/lollipop stick in the circle to split the set of 5 into two subsets. Ask your child: How many cubes are on this side? How many cubes are on the other side? What else does this tell us? It tells us that: 1 and 4 make 5 OR 2 and 3 make 5. ➤ Try this activity a few times making sets of 2, 3, 4 and 5. ➤ Planet Maths Book pg 105, 106, 107 and 108: These pages relate to partitioning. Give your child a pencil and allow them to split the sets on the page using it. Ask them to explain what they have done. <i>E.G. There are 2 rings on this side and 3 rings on the other side. Altogether we have 5 rings. 2 and 3 make 5.</i> <p>Outdoor Maths Trail Cards (see resource in email)</p> <ul style="list-style-type: none"> ➤ Go on a walk around your local area. Have a go at finding and completing some of the activities on the Maths Trail. Take some photographs for your teacher. We would love to see what you find and make! 😊 <p>Maths Planet Maths Complete pages 105, 106, 107, 108</p>
<p>Gaeilge</p>	<p>Bua na Cainte:</p> <p>Dul Siar (Revise): Mé Féin (Myself)</p> <ul style="list-style-type: none"> ➤ The children completed the topic of ‘Mé Féin’ earlier this year. Revise the topic by picking and choosing some games from 5 of the lessons. (Click on ‘ceacht’ and press the game console icon. Choose a task for your child to complete) ➤ Scéal ‘An Sicín Beag Buí (Listen to the Story about the little yellow chick by clicking the ‘Scéal’ icon underneath all the lessons) ➤ Revise all songs within the Mé Féin lessons. The children should be able to show you some actions to accompany the songs. <p><i>Amhrán:</i> Rollaí Pollaí (Roly, Poly) <i>Amhrán:</i> Lámh, lámh eile (Hand, other hand) <i>Amhrán:</i> Is mise an Traein – (I am the train) <i>Amhrán:</i> Tá Teidí ag siúl– (Teddy is walking)</p> <p>Menu in each section:</p> <ul style="list-style-type: none"> Scéal – Story Cluichí -Games Rainn – Songs Tasc Éisteachta – Listening task Cluiche Meaitseála – Matching game Cluiche Cuimhne – Memory game Cluiche Kim – Guessing game <p>Stories/Videos as Gaeilge:</p> <p>Bubu & na hUlchabháin Bheaga – Children’s cartoon on Cúla4 Cula4 ar Scoil – Monday – Friday 10 am</p>

<p>SESE</p>	<p>Science Experiment – Make the Ocean in a bottle (sent by email) This experiment allows the children to make their own ocean in a bottle and see how waves are formed.</p> <p>Geography Summer Holidays – Going to the Beach (Small World Book pg 60)</p> <ul style="list-style-type: none"> ➤ Discuss what season we are in. Talk about what the weather is like, things we like to do, places we like to go. ➤ Have a small discussion about the beach/seaside – What will you find at the beach? What is sand made from? (rocks) Does sand feel the same when it is wet and dry? How does it feel different? What can you make with sand? Is there anywhere else you can think of that sand is found? (Desert) What animals would you find in the desert? ➤ Look at the items on Page 60 of the Small World page. Identify and discuss each of the objects with your child. Ask them if they would need each item if going on a trip to the beach and why. Discuss how to stay safe when at the beach/seaside. ➤ Complete the colouring activity on page 60. <p>History Sequencing – My Morning Routine (Small World Book pg 46)</p> <ul style="list-style-type: none"> ➤ Discuss with your child the days that they normally go to school (weekdays) and the days they stay at home (weekend/holidays). Ask them if they know the name of the part of the day when they get up/come home from school/get ready for bed? (morning/ afternoon/ night) ➤ Talk about the morning routine in your own home. Ask questions such as: <ol style="list-style-type: none"> 1. Who calls you? Are you sometimes awake before you are called? 2. How does Mammy/Daddy know that it is time to get up? 3. When you wake up, what do you do first? 4. Who helps you get dressed and ready for school? 5. What do you have for breakfast? Who makes your lunch? 6. Sometimes things go wrong in the morning. What kind of things can these be? (might be sick/alarm doesn't go off/can't find car keys/etc) ➤ Discuss each picture on page 46. Help the children read the sentence under each picture. ➤ Ask your child to number the pictures in the correct sequence.
<p>SPHE</p>	<p>Irish Water Safety – Primary Aquatics Water Safety (PAWS)Programme Help your children become aware and recognise how they can be safe in a variety of situations with water.</p> <ul style="list-style-type: none"> ➤ Read the PAWS story with your child and discuss it. Ask your child can they identify how they can be safe at the pool, at bath time, by a

	<p>river, at the seaside, etc.</p> <ul style="list-style-type: none"> ➤ Complete some of the fun Online Resources which accompany the program with your child to see how much they can remember about Water Safety. ➤ Blue SPHE Book – complete page 28 about ‘Staying safe in the sun’ with your child.
Arts	<ul style="list-style-type: none"> ➤ Song: Down by the Bay ➤ Art: Paper Plate Rock Pool (sent by email). <p>Paint/Colour a paper plate blue. Draw a selection of sea creatures/ shells and sea weed on a piece of paper, cut them out and stick them in your rock pool. Make sand for your rock pool using gold glitter or pudding rice.</p> <ul style="list-style-type: none"> ➤ Art: Rock Painting (sent by email). <p>While out for a walk or playing in your garden, look for a nice smooth rock. Paint the rock using whichever colours you like best. Maybe you could make it into an animal, rainbow, vegetable or fruit!</p>
Exercise	<ul style="list-style-type: none"> ➤ Calypso the Flamingo Cosmic Yoga ➤ Pop! Pop! Pop! – Blow some bubbles in the garden; ask your child can they pop them all without them hitting the ground. ➤ Animal Movements Gross Motor Activity Cards (sent by email)