



# HOLY FAMILY JUNIOR NATIONAL SCHOOL

## Work List for Junior Infants 15<sup>th</sup> – 19<sup>th</sup> 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 \**



<b>Literacy</b>	<p><b>Theme: Teddy Bears Picnic</b></p> <p><b>Oral Language</b></p> <ul style="list-style-type: none"><li>➤ Vocabulary – picnic, mat, bear, grass, food, cup, plate, fork, knife, tablecloth, basket, flask, rug and blanket.</li><li>➤ Story: <a href="#">Teddy Bears Picnic</a> by Jimmy Kennedy.</li><li>➤ Poem: Teddy Bear Picnic (sent by email)</li></ul> <p><b>Phonics –</b></p> <ul style="list-style-type: none"><li>➤ <a href="#">CVC Revision Guided</a></li><li>➤ <a href="#">CVC Revision - Say Out Loud</a> (Children blend words independently)</li><li>➤ Word families: make a list of ‘an’ words (e.g. fan, tan, van, ran). Please check resources in email for word family practice sheets and word lists.</li><li>➤ More available here on <a href="#">Hubbards Cupboard</a></li><li>➤ <a href="#">‘an’ word family song</a></li></ul> <p><b>Writing – letter formation</b></p> <p>*Please focus on lower case only*</p> <ul style="list-style-type: none"><li>➤ 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.</li><li>➤ As we have now covered all letters, we will move onto practising the letters within words in our <b>Orange Handwriting copy</b>. Please complete pages <b>34, 35 and 36</b>.</li></ul> <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"><li>➤ 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’</li></ul>
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	<p><b>Reading</b>  <a href="#">New Reader - Cat Rescue</a>  Read 2/3 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.</p> <p><b>Jolly Phonics - Revise All Green Tricky Words List</b> (See resources email)</p> <ul style="list-style-type: none"> <li>➤ go, so, no, my, one, by, little, down, only, old, like, have, live, give</li> <li>➤ These are sight words which can't be sounded out. (Flashcards will be emailed on)</li> <li>➤ Practice identifying, reading and memorising these words with your child.</li> <li>➤ <b>Activity - 'an' word family revision activity</b> – Click on 'Sounds like Phonics' book A. Choose Unit 3. Click Revision. Click word family activity. Click -an. Optional activities – Storybook, sight word activities, blending practice,</li> <li>➤ <b>Activity - Phonics Blending - Real &amp; Fake words</b> – Click phase 2 and click 'revise all'. Child sounds out word and decides if it is a real word or nonsensical word.</li> </ul> <p><b>Story: <a href="#">The Bear Who Came to Babysit</a></b></p> <ul style="list-style-type: none"> <li>➤ 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?</li> <li>➤ 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.</li> </ul>
<p><b>MATHS</b></p>	<p><b>Counting Activities</b></p> <ul style="list-style-type: none"> <li>➤ Continue counting forward 1-40 and backwards 40-1.</li> </ul> <p><b>Songs</b></p> <ul style="list-style-type: none"> <li>➤ <a href="#">Give Me Five Addition Song</a></li> <li>➤ <a href="#">Add and Count Together Song</a></li> <li>➤ <a href="#">Friends of Five Song</a></li> <li>➤ <a href="#">Ten Bears in a Bed Counting</a></li> </ul> <p><b>Number – Continue Partitioning &amp; Addition –Combining of Number to 5</b>  (see resource sent by email)</p> <p><b>Language</b> – altogether, make, one, two, three, four, five, together, same as.  <i>Reminder: 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.</i></p>

	<ul style="list-style-type: none"> <li>➤ Continue to make a full set in a circle on A4 paper. After placing items into circle – ask your child how many there are. Divide items in two subsets using pencil or lollipop stick. Ask your child how many are to the left of the divider and to the right. Make a simple sum using this technique for example <math>2+3=5</math>. Children can write their answers.</li> <li>➤ <u>Activity: Hide and Seek to 5:</u> Choose a number of items for example five crayons, pencils, pasta shells etc. Ask your child to count the items. Child then closes his/her eyes while you hide some of the items under a cup or bowl. Child looks at remaining items and has to guess how many are under the cup/bowl. Reverse roles and allow child to hide the items. Extension – Allow children to draw out their guesses before they check under the bowl/cup. (See resource ‘Hide and Seek Partitioning’).</li> <li>➤ <u>Activity - ‘Shake and Toss’</u> – Put two different amounts of items into a cup without letting your child see. Get your child to shake and toss the cup. Ask them how many of each item there are for example 2 pasta shells and 3 crayons. Child draws what they see and writes the numbers underneath their drawing.</li> <li>➤ Planets Maths online games/activities – Login required. – (Please see resources email on how to access).</li> <li>➤ <b>Planet Maths Book pg. 109, 110, 111, 112 and 113:</b> 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></li> </ul>
<p><b>Gaeilge</b></p>	<p><b>Bua na Cainte:</b>  <b>Mé Féin</b></p> <ul style="list-style-type: none"> <li>➤ The children completed the topic of ‘Caitheamh Aimsire – ‘Pastimes’ 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)</li> <li>➤ <b>Scéal ‘An Rás’ – ‘The Race’</b> (Listen to the Story about the race by clicking the ‘Scéal’ icon underneath all the lessons)</li> <li>➤ <b>Revise all songs within the Caitheamh Aimsire lessons. The children should be able to show you some actions to accompany the songs.</b></li> </ul> <p><i>Amhrán:</i> Car Beag Glas – Small Green Car  <i>Amhrán:</i> Buail Bos - Clap  <i>Amhrán:</i> Cad atá sa Bhosca – What’s in the Box</p>

	<p><i>Amhrán:</i> Timpeall, Timpeall – Around and Around  <i>Amhráin:</i> Is maith liom/Ní maith liom – I like and I don't like  <i>Amhráin:</i> Is Féidir liom Rith – I Love Running  <i>Amhráin:</i> Tá Téidi ag Súgradh – Teddy is Playing</p> <p>Menu in each section -</p> <ul style="list-style-type: none"> <li>Scéal – Story</li> <li>Cluichí -Games</li> <li>Rainn – Songs</li> <li>Tasc Éisteachta – Listening task</li> <li>Cluiche Meaitseála – Matching game</li> <li>Cluiche Cuimhne – Memory game</li> <li>Cluiche Kim – Guessing game</li> <li>Cad é sín – What is it?</li> </ul> <p><b>Stories/Videos as Gaeilge:</b>  <a href="#">Bubu &amp; na hUlchabháin Bheaga</a> – Children's cartoon on Cúla4  <a href="#">Cúla4 ar Scoil</a> – <b>Monday – Friday 10 am</b></p>
<p><b>SESE</b></p>	<p><b>Science</b></p> <p>Energy and Forces – Loud and Soft Sounds (<b>Small World Book pg 48</b>)</p> <ul style="list-style-type: none"> <li>➤ <b>Game</b> – Have the children close their eyes and put their head down on the table. Explain to them that they must be as still as they can so they can hear the sounds around them.</li> <li>➤ After one minute, have the children sit up and open their eyes. Ask your child to tell you a sound they heard and if it was a loud or soft sound. Ask them what was the loudest sound they heard.</li> <li>➤ Look at page 48. Discuss each picture, making sure they know exactly what is happening in it. Complete page.</li> <li>➤ Experiment – Get 4 identical glass jars/glasses. Fill one a quarter full, one half full, one three-quarters full and leave one empty. Using a spoon, gently tap the rim of each jar/glass. Ask your child which makes the highest sound and which makes the lowest sound.</li> </ul> <p><b>Geography</b></p> <p>The Natural Environment – Water - (<b>Small World Book pg 50</b>)</p> <ul style="list-style-type: none"> <li>➤ Ask children the following:</li> <li>➤ Where does water come from?</li> <li>➤ Where in your home do you get water?</li> <li>➤ Can you name some outdoor places where water can be found?</li> <li>➤ Have a discussion with children on the uses of water at home.</li> <li>➤ Talk about the hosepipe ban and why we need to conserve water.</li> <li>➤ Look at the pictures on page 50. Get the children to circle and colour all the things water is needed for.</li> <li>➤ All About Water PowerPoint – (See resources email).</li> </ul>

	<p><b>History</b></p> <p>Sequencing – Goldilocks and the Three Bears</p> <ul style="list-style-type: none"> <li>➤ Read the Goldilocks and the Three Bears e-book with your child. (See resource email).</li> <li>➤ Some questions to ask after reading:</li> <li>➤ Why did Goldilocks want to eat their porridge? Which bowl did she prefer?</li> <li>➤ Why do you think she wanted to sit on their chairs?</li> <li>➤ How do you think Baby Bear felt when he saw his broken chair?</li> <li>➤ Which bed did Goldilocks fall asleep on?</li> <li>➤ How did the bears feel when they saw Goldilocks?</li> <li>➤ Do you think Goldilocks ever went back to the bear’s house again?</li> <li>➤ Look at the sequence picture cards (See resource email)</li> <li>➤ Ask your child to number the pictures in the correct sequence.</li> <li>➤ Listen to the <a href="#">Goldilocks Song</a></li> <li>➤ Optional activity - <a href="#">Story - Can't You Sleep Little Bear</a></li> </ul>
<p><b>Arts</b></p>	<ul style="list-style-type: none"> <li>➤ <b>Music:</b> <a href="#">I Met a Bear</a></li> <li>➤ <b>Art:</b> Teddy Bear Fork Art (See resources email for guide)</li> </ul>
<p><b>Exercise</b></p>	<p><b>Virtual Sports Day –</b></p> <p>Videos to guide a virtual sports day at home/in the garden.</p> <p>Running, throwing, catching sprinting, egg and spoon race, sack race, obstacle course.</p> <p>Junior Infants Virtual Sports Day Activities, score card and printable certificates. (Please see resources email)</p> <p><a href="#">Virtual Sports Day Ideas</a></p> <p><a href="#">Spotify Sports Day Playlist</a></p> <p><a href="#">Virtual Sports Day Activities</a></p> <p>Don't forget to wear sun cream and say the slogan <b>'Wrap, Splat &amp; Hat'</b>.</p>