

Class: First Class Teacher: L. Cunningham		May 2020			
	Monday 4 <sup>th</sup>	Tuesday 5 <sup>th</sup>	Wednesday 6 <sup>th</sup>	Thursday 7 <sup>th</sup>	Friday 8 <sup>th</sup>
English		<p><b>Jolly Grammar p.50</b> –ou</p> <p><a href="#">Geraldine Giraffe</a></p> <p>Choose and complete another spelling activity from second row of the Spelling Activity Sheet</p> <p><b>Just English Booklet p.62</b></p> <p><b>Big Cat Reader</b> (see below)</p>	<p><b>Just Phonics p.69</b> Magic e Revision</p> <p><b>Read at Home p.92</b> “The Great Balloon Blowing Contest”</p> <p><a href="#">Kids Vs Phonics</a></p> <p>Choose and complete another writing activity from second row of the Writing Activity Sheet</p>	<p><b>Just Phonics p.70</b> Magic e Revision</p> <p><a href="#">Epic Phonics</a></p> <p><b>Read at Home p.93</b> “Up, Up and Away”</p> <p><b>Big Cat Reader</b> (see below)</p>	<p>Choose and complete another reading activity from the second row of the Reading Activity Sheet. (see below)</p> <p><b>Test yourself on your spellings.</b></p> <p><b>Just English Booklet p.72</b></p>
Game	<p><a href="#">Sounds Like Phonics C</a> Doctor’s Surgery Vowel teams; <b>Revision</b> of long vowel sounds. Identify long vowel sounds in interactive posters. Choose missing letters to complete /ai/, /ee/, /ie/, /oa/ and /ue/ words</p>				
Irish	<p><b>Bua na Cainte Ich.64</b> ceangail na hUimhreacha agus dathaigh. <i>Join the numbers and colour</i></p> <p><b>Bua na Cainte Ich.65</b> An Nuacht</p> <p><b>Mo Pheata*</b>: I do chóipleabhair corcra, scríobh faoi do pheata. Muna bhfuil peata agat, smaoinigh faoi peata a ba mhaith leat. Tarraing pictiúr do tú féin agus do pheata. <i>Write about your pet (if you don’t have one, write about a pet you would like to have). Refer to p.64 and the next cell. Draw a picture of you with your pet. Please complete in purple copy.</i></p> <p>é agus <b>dó</b> = buachaill, í agus <b>di</b> = cailín</p>			<p><b>*Mo Pheata</b></p> <p>Seo é/i mo _____ <b>(mhadra/chat/chapall/choinín/iasc/luch)</b></p> <p>Thug _____ <b>(Daidí/Mamáí/Daideo/Mamó/Aintín/Uncail)</b> an _____ dom. _____ is ainm dó/di.</p>	
Bua Na Cainte	<p>Edco’s Irish programme is now free to access online (Mac or PC) on <a href="http://www.edco.ie/bua">www.edco.ie/bua</a></p> <p>Please select the First Class folder to download Bua na Cainte 1. The theme we are currently working on is Sa Bhaile.</p>				

Maths	<p><b>Busy at Maths p.81</b> Time - The Hour <i>Suggested questions Refer to question(s) in Section 1</i> What number is the long/short hand pointing to? What time is shown on the clock?</p>	<p><b>Busy at Maths p.82</b> Time - Half Past <i>Suggested questions Refer to question(s) in Section 1</i> What do you notice about the position of the short hand? (halfway between two number) What time is shown on the clock?</p>	<p><b>Busy at Maths p.83</b> Time - My Day <i>Suggested questions Refer to picture in Section 1</i> What is happening in this picture? Where are the people/children? What time is shown on the clock? What part of the day is it?</p>	<p><b>Busy at Maths p.84</b> Time - Days of the Week <a href="#">Song</a> "Today is Monday..." <i>Suggested questions</i> What day comes first? What day comes after Tuesday/Wednesday? What day comes between Friday and Sunday? Today is Thursday? Tomorrow will be ____.</p>
<p><b>Mathematical Language:</b> hour, half-hour, past, what time is it?, it is ___ o'clock, before, after, early, earlier, late, later, long/short hand.</p>				
<p><b>Please note:</b> Feel free to complete Mental Maths pgs.54 and 55 at your child's own leisure/ability.</p>				
Games and Poems	<p><b>Interactive Time games</b>  <a href="#">Maths Frame</a> Help Mr Fancy Bear tell the time to the hour and to the hour and half hour (option 1 and 2) 12 hour clock  <a href="#">On Time (Adobe Flash)</a> Click and drag the hour and minute hands to set the clock to the correct time. Level 1:Hour Level 2: Hour and half past  <a href="#">Hickory Dickory Dock</a> **Challenge** Level one explores telling the time at quarter to, o'clock, quarter past and half past  <a href="#">Poems</a> a selection of telling time and clock themed poems</p>			
SESE	<p><b>Explorers Workbook</b>  <b>p.62</b> How do we use water? Colour 10 uses of water in the picture. Discuss which way uses the most water.  Mime: act out ways that we use water. Have family members guess what the action is.  Discuss: imagine a day without using water. What would that be like? Perhaps you could write a diary entry about your day without water.  Tick the things that help us to save water. Mark X on the things that waste water.  Discuss and list ways to save water at home and in the local community.  <b>p.63</b> Where does the water come from? Read about how water gets from cloud to tap. Discuss each stage. Sequence the steps in water's journey.  <a href="#">Where does water come from?</a>  <b>p.64</b> Investigate: Mixtures (<i>a mixture contains more than one thing</i>). Look at the mixture, list the things that make up each mixture. Can you separate the things in each mixture? Draw and label what you would do.  <b>p.65 Science Time:</b> Scientist vocabulary: mixture, separate, dissolve, constant, variable  Materials needed: sugar, sand, sprinkles, food colouring, oil, 5 glasses/cups, water (water is the <i>constant</i>/same of this experiment. Sugar, etc are the <i>variables</i>/different)  Discuss the cartoon, focusing on the way materials can <i>dissolve</i> in water.  Predict which materials will dissolve and which will not. Test each material and record the results. Discuss the findings</p>			
Visual Arts/SPHE	<p>Design water conservation posters to (perhaps) display around water points in the house (eg. sinks, bathrooms, washing machine, hose)  <a href="#">Tip the Tank</a> match images of water saving tips. Use game and p.62 of Explorers for water saving ideas.</p>			
Reading	<p><b>My Big Cat Bookshelf</b> is now available to access for free online.  These ebooks are similar to the previous reading scheme your child followed and are categorised in colours rather than letters.</p>			

If internet access allows it, your child should be able to read the books with ease and confidence.

Two to three books a week is perfect.

They can listen to the stories and read them independently.

There are additional resources also available with every book.

I would advise you to begin with books from the red/yellow band and work from there.

Please follow the steps to access the [Collins Big Cat ebooks](#)

Username: **parents@harpercollins.co.uk**

Password: **Parents20!**

Choose the stories you read to complete the activities on your **Reading Activities** sheet.

Again, please keep in mind that all of the above is a guide and not at all designed to put anyone under pressure. I know the boys and girls in First Class are continuing to work very hard! Thank you so much to those who sent emails and updates. It made me extremely happy to see you're having lots fun at home! Please do not hesitate to contact me at [room4help.ballylinan@gmail.com](mailto:room4help.ballylinan@gmail.com) with updates, news, queries or questions. I would only be too delighted to hear from you!

Enjoy the Bank Holiday weekend and I hope everyone is staying safe and well, Lynne Cunningham.