

School Closure Work: 30th March-3rd April 2020

Dear Parents/ Guardians,

As a result of the decision to keep schools closed until April 19th, we are providing an updated list of work that can be done at home next week. Please do not feel any pressure to complete all of this work. It is only a guide and we understand that many households are very busy places these days. The main areas to keep up to date with are the sounds, tricky words and to convey the important message outlined below in the 'SPHE' section of this document. A little bit of work and a lot of playtime is the best mix! We are thinking of you all at this stressful time and we hope you're all keeping well and safe. We look forward to seeing you all before too long. Thank you for your continued support.

Best wishes,

Ms Adams, Ms Bradley, Ms Kavanagh and Ms Sheerin.

SPHE:

To keep us all healthy and safe:

- It is very important to wash your hands to keep them clean.
- Cover your sneeze with a tissue and bin the tissue.
- Cough into your elbow.
- Stay with your family. We will be able to play with our friends soon again when the virus is gone.
- Baby Shark and Crawford the Cat will help you to keep safe and healthy.
- Baby Shark Wash your hands -<https://www.youtube.com/watch?v=L89nN03pBzI>
- Crawford the Cat- <https://www.youtube.com/watch?v=HYigKxcabi4>

Tricky words- Revise all Tricky words to date (40 Tricky Words) and learn two new tricky words: any and many.

Suggestions/ ideas:

- Tricky word memory game- see below (print if you can or make your own tricky word game!)
- Write tricky words on a baking tray with sugar or flour
- Make tricky words out of playdough or blocks. Be Creative!

Sounds- Continue to revise all 42 sounds using flashcards in their folders. The children should do the action for each sound.

Sing along to Jolly Phonics songs: <https://www.youtube.com/watch?v=jvAYUvQURGo>

Reading- Using the sounds flashcards, do the following:

- A. Blending - Make words for the children to blend and read.
- B. Segmenting- Call out a word, clap out the sounds, count the sounds they can hear and ask them to make the word with the flashcards. Maybe use a counter or whatever you have at home to show them where the word should start. Using a frame (see below) can also be helpful in placing the sounds in the correct order. Children place their sound flashcards on the frame. Identify the position of the sounds e.g. which sound comes first, last, middle sound?

m	ai	l	
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- **Progression for Reading**- Start off with simple CVC words and build up the level of difficulty depending on what your child is able for. This is a relatively new skill for the children and therefore lots of practise should be done at each stage before moving onto the next. This is just a rough guide to show you the progression of learning.
 - 1.** Start off with short simple CVC words (CVC= Consonant-Vowel-Consonant)
 - 2.** Then onto words with diagraphs (ai, ou, ie, ee, or etc)
 - 3.** Then use some words with final blends (e.g. **film**, **hunt**) and diagraphs
 - 4.** Use words with initial blends (e.g. **Sh**ee**p**, **Fl**ip) and diagraphs.
 - 5.** Words with initial and final blends.

Some examples below:

Consonant Vowel Consonant (CVC)	Diagraphs	Final Blends	Initial Blends
Cat	Car	Mouth	Ship
Mat	Tail	Ouch	Flip
Hat	Nail	Tent	Wheel
Sat	Lie	Hand	Star
Leg	Pie	Nest	Flag
Peg	Tied	Belt	Twig
Mad	Loud	Pond	Frog
Dad	Card	Fang	Tree
Pig	Farm	Teeth	Club
Wig	King	Paint	Cloud
Mum	Moon	Toast	Flash
Hug	week	Sand	Glad
Log	seed	Milk	Chick

- Blending technique- Say the first sound in word loud and then the other sounds soft.
- Continue to read simple words in books at home or listen to stories read by siblings/parents.
- www.oxfordowl.co.uk is a very good website with free e-books for all ages.

Writing: Continue to revise all letters covered to date and practise capital letter of names.

Rhyme:

- **This Little Piggy-** <https://www.youtube.com/watch?v=1bFXS2OEGMQ>
- **Hickety Pickety My Red Hen-** <https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-hickety-pickety-my-red-hen/zvymd6f>

Maths:

- Continue practising number formation 1-5, Counting from 1-10
- Days of the Week: <https://www.youtube.com/watch?v=mXMofxtDPUQ>
- 2D shape hunt in your house- try to find some squares, circles, triangles and rectangles around your house. Maybe you could draw a picture of what you find!
- Sequencing pictures worksheet (Operation Maths)- See below. If you cannot print this worksheet, maybe the children could look at the pictures and draw them in the correct order.

Gaeilge:

- Follow the link to install 'Bua na Cainte' on your computer- edco.ie/bua
- Login and password: trial
- The children can revise any of the following topics covered so far- Mé Féin, An Scoil, Bia, Caitheamh Aimsire, An Aimsir, Éadaí agus Sa Bhaile.

SESE:

- **Small World Book:** page 48 Loud and Soft Sounds (See page below for more info)
- **Experiment:** Make a rainmaker (see page below for information)
- **Come outside Video- Bulbs-**<https://www.youtube.com/watch?v=op86kAE0Nsw>

Art:

- The children could make their own puppet theatre using a variety of different sized and shaped boxes or whatever materials you can find at home! They could re-enact stories or rhymes such as the Gingerbread Man, Little Red Riding Hood or make up their own shows!
- Vertical drawing- Drawing pictures on an easel or sticking paper on the wall for the child to draw on. This activity is very good for developing stability in the child's shoulder and wrist.

Tricky Word Memory Game

Print out this sheet, cut up the word flashcards, turn over the flashcard so that the word cannot be seen, take turns to pick up two cards, if it's a match then you get to keep the cards. Hooray!! If it's not a match, then return the cards. Keep playing until all the cards are gone. Whoever has the most cards wins! **This game can be easily made at home without printing.**

any	many	any
any	many	any
any	many	many
any	many	many
any	many	any
any	many	any



Page 48: Loud and Soft Sounds

Subject: Science

Integration: English, SPHE

Strand: Energy and forces

Strand Unit: Sound

Skills: Matching, recording, communicating, observing, questioning, categorising



Learning objectives:

The child should be enabled to:

- › Recognise and identify a variety of sounds in the environment;
- › Identify and differentiate between loud and soft sounds.

New words:

soft, loud

Materials: *Peace at Last* by Jill Murphy, cardboard tube, lentils/rice, Sellotape, paint, 4 glass jars

Introduction to lesson

- Play the silence game: Have the children close their eyes and put their head on the table. Explain that they have to be as still as possible so that they can hear sounds around them.
- After a minute, have the children sit up and open their eyes. Ask each child to tell you a sound they heard and ask them if it was a loud or soft sound. Ask what was the loudest sound that everyone heard.

Body of lesson

- In pairs, have the children talk about loud sounds they know and share their answers with the class.
- In pairs have the children talk about soft sounds they know and share their answers with the class.
- Look at the page. Discuss each picture, making sure the children know exactly what is happening in it.
- Complete the page.

Follow-up work

Read *Peace at Last* by Jill Murphy. Have the children sequence the events of the story as you discuss the sounds made in the story that kept Daddy Bear awake.



High and low sounds

Get 4 identical glass jars. Leave one empty. Fill one a quarter full, one half full, and one three-quarters full of water. Using a spoon gently tap the rim of each jar and ask the children which makes the highest and which makes the lowest sound.

Make a rainmaker!

Ingredients

A snack tube (such as a Pringles or large Smarties tube)

Paint

Sellotape

Lentils or rice

Method

1. Paint the tube and leave it to dry.
2. Decorate the tube.
3. Fill the tube about one-fifth full of rice or lentils and tape the lid on securely.
4. Tip the tube from side to side to hear the rice or lentils fall.

Differentiation

Ask the children to name 2 soft sounds and 2 loud sounds they may hear in school. Ask the same of about other environments, e.g. the street, the park, at home, etc.

Assessment

Assess whether each child can name 2 loud sounds and 2 soft sounds.

PHOTOCOPIABLE 6I: Sequence pictures

Keeping warm Cut. Put the pictures in order.



Making a snowman Cut. Put the pictures in order.



Rainy day Cut. Put the pictures in order.



Breakfast time Cut. Put the pictures in order.

