

School Closure Work: 20th – 24th April 2020

Dear Parents/ Guardians,

We hope you had a lovely Easter break and enjoyed the nice weather. It was certainly the strangest Easter any of us has ever experienced! When the schools closed initially, we expected to be back for a week before the Easter holidays and following the next announcement, we thought that we would be coming back today. However, as of Friday 10th April, schools are to remain closed “until further notice”.

As teachers, we have been asked to engage with parents and provide schoolwork for the children in our classes. We are very conscious however that parents are under a lot of stress and pressure at this time. Some of you may be working from home, some may have lost jobs, some may have experienced illness in your own families. It is not our wish to add to your burden. The most important thing is that you and your loved ones stay safe and well.

We have given a list of suggested work that you could do this week. **Do what you can, if you can.** [If you would like to email us samples of your child’s work, we would love to see them!](#)

Please tell the children that we miss them, and we hope to see them soon again.

Best wishes,

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

Tricky words- Revise all Tricky words to date (42 Tricky Words) and learn two new tricky words: *more, before*

Differentiated learning for children who have been working on a reduced number of “Tricky Words”: *please continue revising the words that your child already knows. Then try adding in one or two more words from the list each week. See end of document for list of “Tricky Words” covered to date.*

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=jvAYUvQRGo>

Reading These suggestions will remain in the plan for the next few weeks. Children are at various stages in their reading development, so it is not possible to assign specific work. (In class we had been sending home graded readers appropriate to your child's reading ability). While the activities remain the same, the words can be made more challenging once your child is ready (see "Progression for Reading" below).

- www.oxfordowl.co.uk is a very good website with free e-books for all ages. The Songbirds graded readers which some of the children have been reading are from this publisher.
- If you register on the site, it will be possible to access free ebooks for the duration of UK school closures, which will probably similar to our closure.
- Browse ebooks, select age 4-5, level 1+ (to begin, then increase the level if your child is ready for more challenging reading).

Using the sounds flashcards, do the following:

- Blending - Make words for the children to blend and read.
- 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.
 - Start off with short simple CVC words (CVC= Consonant-Vowel-Consonant)
 - Then onto words with digraphs (ai, ou, ie, ee, or etc)
 - Then use some words with final blends (e.g. **film**, **hunt**) and digraphs
 - Use words with initial blends (e.g. **Sh**ee**p**, **Fl**ip) and digraphs.
 - Words with initial and final blends.

Some examples below:

Consonant Vowel Consonant (CVC)	Digraphs	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 loudly and then the other sounds softly
- Continue to read simple words in books at home or listen to stories read by siblings/parents.
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Writing- Continue to revise all letters covered to date and practise capital letter of names.

New letters: *n* and *m*

The children do not have their handwriting schoolbooks with them, but please use the homework book.

Don't forget your correct pencil grip!

Dictation:

The children had been practising dictation in school and should be familiar with it. This exercise will help your child to become an independent writer. The idea is that you call out a sound or a word, and your child writes it. Please try the following sounds and words this week:

1. c
2. d
3. a
4. cat
5. dog

Maths:

- Continue practising number formation 1-5, Counting from 1-10
- This week we will look at the idea of "first" and "last". Suggested activities: line up toys one behind the other. Say which is first and which is last. You could do the same with family members!
- Operation Maths At Home Book, p.27. See end of document for worksheets.
- Ordering numbers 1-5: print out or write the numerals 1-5 on card. Let your child lay them out in order. Jumble them up and re-order them. Play a game: Have the cards lined up in order (1,2,3,4,5). The child closes his/her eyes while you remove one card. Child is asked to open eyes and say which numeral is missing.

Gaeilge:

- It might be difficult for parents who do not speak Irish to help children with new topics. We are proposing that the children start at the very beginning of the Bua na Cainte Irish programme and revise some of the lessons from the first theme "Mé Féin" (Myself). Each topic builds on the vocabulary learned previously, so if we go onto new material before schools re-open, you will be in a better position to help.
- Follow the link to install 'Bua na Cainte' on your computer- edco.ie/bua
- Try Mé Féin ceacht (lesson) 1,2,3,4,5 if you can.

- The children will show you which icons to press for activities/games, songs and the story!

SESE:

- **Talk about animals:** What animals do you find in the zoo?
- You might like to have a look at some of the animals in Dublin Zoo on their webcams:
<https://www.dublinoo.ie/animals/animal-webcams/>
- What animals do you find on a farm? Do you know the names of baby animals?
- Here is a link to a video about baby animals: <https://youtu.be/bmuKHIThbtS>
- **Small World Book:** page 39 (this may have been done already in some classes). Page 40: Name that baby – children don't need to write in the answers, just talk about the pictures.

For list of tricky words, Tricky Word game and Maths Worksheets, please see next pages

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.**

More	before	more
More	before	more
More	before	before
More	before	before
More	before	more
More	before	before

“Tricky Words” learned to date:

I	the	he	she
me	we	be	was
to	do	are	all
you	your	come	some
said	here	there	they
go	no	so	my
one	by	like	have
live	give	only	old
little	down	what	when
why	where	who	which
any	many	more	before

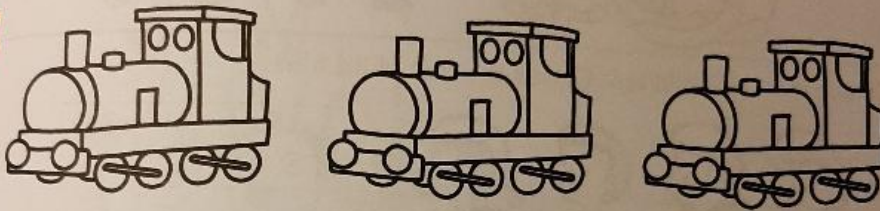


t day.

Circle the **first** car. Cross out (X) the **last** car.



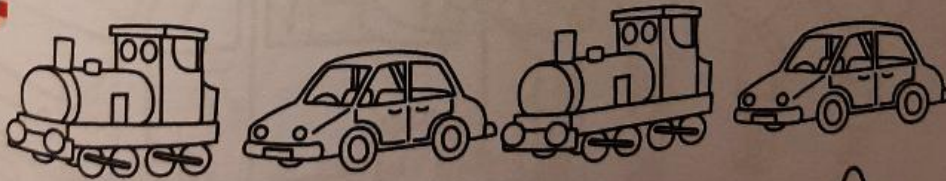
Circle the **first** engine. Cross out (X) the **last** engine.



Be careful! Circle the **first engine**. Cross out (X) the **last engine**.



Be careful! Circle the **first car**. Cross out (X) the **last car**.



PHOTOCOPIABLE 42: Numeral cards 1-5



1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5