

Maths

Tables: 10 min per day

-10 from 10-0 up to 10-6 (Mon- Tue)

-10 from 10-7 up to 12-10(Wed- Thurs)

-10 Tables test Friday (optional)

Mental Maths: Week 29- One per day (including problems and Friday review)

Maths topic: Time- We will be continuing with time again this week. This week we will be focusing on the points below.

- Introduce a quarter to (the hour)
- Read the time in hours and half hours on a digital clock.
- Record time using simple devices.
- We will also continue to develop last week's points.

* See home/school links sheet (attached last week) for some suggestions on teaching quarter to and quarter past and the one hour earlier and later.

* The use of a physical clock is a really great way to teach the children. They can show you various times, manipulate the clock hands etc.

*If you feel your child is having difficulty with time in terms of reading it or showing times on the clock I would suggest using 2 clocks (one for parent and one for child) and allow the children to mirror your actions.

- get them to show you the long and short hand, explain the difference between the long and short hand.
- Put a time on the clock and allow them to mirror your actions- practice with hourly times first- explaining that when the long(big) hand is at 12 it tells the hour, when the long (big) hand is at six it tells the half-hour, when the long(big) hand points to 3, it tells quarter past the hour and when the long (big) hand is at 9, it tells quarter to the hour.

To access "Busy at Maths" go onto <https://www.cifallon.ie/> and filter accordingly: Primary-second class- maths- busy at Maths-online book- jump to relevant pages.

Monday

Mental Maths Week 29- Monday+ the problem

Tables (10 min per day): -10: 10-0 up to 10-6

Busy at Maths: Time

Busy at Maths (log in with <https://www.cifallon.ie/> and go to pg. 117)

Complete the activities on page 117 (Introduce a quarter to the hour. Explain to the children that when the long hand points to 9 it is quarter to the hour and the short hand shows which hour it is going to).

* The challenge at the bottom may be challenging for some but have a go and see if they can complete it.

Tuesday

Mental Maths Week 29- Tuesday+ the problem

Tables (10 min per day): -10: 10-0 up to 10-6

Busy at Maths: Time

Busy at Maths (log in with <https://www.cifallon.ie/> and go to pg. 118)

Complete the activities on page 118

- Introducing digital time in one hour and half hour intervals. The 0 in front of times is not introduced until 3rd class so 08.30 will be 8.30 for now, however, a lot of children have digital watches/clocks and they will be aware of the 0 and may use it automatically, this is no problem.
- Explain that the half past (8) can be written in digital form as 8.**30** where the 30 represents 30 minutes or half an hour after/past 8.

Wednesday

Mental Maths Week 29- Wednesday+ the problem.

Tables (10 min per day): -10 up to 12-10

Busy at Maths: Time

Busy at Maths (log in with <https://www.cifallon.ie/> and go to pg. 119)

Complete the activities on page 119

- Children are asked to write the time or draw the hands on the clock that are either one hour earlier or one hour later than a specified time.

Thursday

Mental Maths Week 29- Thursday+ the problem

Tables (10min per day): -10 up to 12-10

Busy at Maths: Time

Busy at Maths (log in with <https://www.cifallon.ie/> and go to pg. 120)

Complete the activities on page 120

- same as yesterday but this time it is a half an hour earlier or later than the specified time.

Friday

Mental Maths Week 29- Friday review- allow them to complete this as a test to check for understanding.

Tables (10 min per day): -10: 10-0 up to 12-10- Option to give children a tables test on their -10's.

Busy at Maths- Interactives to recap on learning this week. (CJ Fallon-details below)

*To access interactive activities, follow the following steps

To access "Busy at Maths" interactives go onto <https://www.cifallon.ie/> and filter accordingly: Primary- second class- maths- busy at Maths- Interactive(in resources section)

Jump to page 6 and go down to web link activity 117A up to and including 122A. Allow the children, where possible, to complete these independently to check for their understanding on the topic.

Note: Here are some additional links to interactive games based on time and this may be a fun activity for the children to do while also reinforcing what we have learnt on our topic of time to date.

https://mathsframe.co.uk/en/resources/resource/116/telling_the_time# - Game for reading the time on the analogue clock: options 1-3 would be suitable for the children to practice on.

Tablet and computer friendly.

https://www.sheppardsoftware.com/mathgames/earlymath/on_time_game1.htm

Uploaded this last week, children should be able to go to Level 3. Some may like to challenge themselves with Level 4.

https://mathsframe.co.uk/en/resources/resource/117/telling_the_time_in_words# - game that focuses on telling the time in words, using language such as o'clock, half past, quarter to.

English

Monday

English in practice Day 134

My spelling workbook- Unit 14- pg. 54 activity 1- Word hunt

Dictation sentences 1+2- write these into your copy and learn (these are tested on a Friday in school- words in bold are test words)

1. **She's** not in **you'll** have to come back later.
2. **We're** going to **Wales**; they're going to **Scotland**.

Bedtime Stories- Lost Keys

Recap on pages 45-48.

Continue to read pages 49-52 (In school we do reading for the week on Monday and then do one page per night for h/w)

- Discuss the picture on page 49- describe the expressions on their faces.
- Respond to how they would feel if dad had lost keys to car
- Predict what they think will happen
- Title of story is Lost Keys- could they think of another suitable title?

Activity: Write a diary entry about a trip to the beach that you had with your family.

Remember the following important points:

- Date up in top right.
- Dear Diary...
- Keep things in the order of how they happened
- Include feelings- excited, happy, delighted etc.
- Sign off- write again soon/ must go/ chat later.

Some suggestions to include:

- What beach did you go to?
- Were you on holidays/day trip?
- How did you feel on the way there?
- who went with you?
- what did you pack/ bring with you?
- Did you have a picnic- what did you bring?
- Did you play in sand/ water?
- How did you feel on journey home?

Tuesday

English in Practice Day 135

My Spelling Workbook Unit 14 pg.55- activities.

Dictation sentences 3+4 (write these into copy as per note on Monday)

3. **You're** going to be surprised about **what's** going on and what **they've** been doing.
4. **I'd** rather you **weren't** here when I do the test.

Reading page 50- Identify contractions (we'll), adverbs (crossly, slowly), commas etc.

Grammar: Contractions

In their copies get the children to write out all the contractions they can think of from memory and also what these words are in full e.g. don't= do not.

Wednesday

English in Practice Day 136

My spelling workbook Unit 14 page 56- activities

Dictation sentences 5+6 (into copy)

5. They **won't** know **there's** a surprise waiting for them, **you've** not to tell them!
6. **They'd** be in danger if **they're** careless.

Reading page 51- contractions, speech marks, vocabulary.

Comprehension Day- based on "Lost keys" pg.45-48

Complete the following questions into your copy. Use the story to help you find the answers.

Remember: full sentences, capital letters, full stops and handwriting.

1. How do we know Daddy's handstand wasn't too good?
2. How do we know Adam and Emma were excited to get into the water?
3. Was Mammy looking forward to going into the water? Why?
4. What sandwiches did they have to eat?
5. Explain Emma's joke about the sandwich.
6. Why did Adam not find the joke funny?
7. What did they all do after the picnic?
8. How did Emma and Adam try to stop the tide coming in?

Thursday

English in practice Day 137

My Spelling workbook unit 14 page 57 activities 9-11.

Dictation sentence 7 (into copy)

7. **We've** all passed but he **hasn't**. **That's** a shame.

Reading page 52- identify adjective (little), think of other similar words for little, meaning of word nimble.

Handwriting Day- Ready, steady write handwriting book page 45+46

Remember: your writing should be lovely and neat. Take your time, don't race through it. Give it your best effort, practice makes perfect!!

In your copy come up with some of your own "R" and "K" sentences. How many can you put in one sentence?

Friday

English in practice- Day 138

Spelling test(optional) of all the dictation sentences 1-7.

Activity- Imagine you were meeting your favourite hero/football player/band/singer/dancer/ celebrity. Think of 5 questions you would love to ask them. Write them into your copy.

Don't forget: If you feel your child is capable of reading more than the allocated pages above please feel free to log onto <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/> to access free e-books and these can be filtered to suit a range of ages and abilities or also consult with our general activities page for a range of other additional resources.

Gaeilge

Here are the links again to some Irish shows which will be great for the children to expose them to a range of vocabulary in a fun and relaxed way.

TG4 –

<https://www.tg4.ie/en/player/categories/childrens-tv-shows/>

Cúla 4

<https://www.cula4.com/ga/>

I recommend that they spend 5-10 minutes every day on the following questions. This will be our theme for 2 weeks- “Bia” (food). We have done quite a lot of work on this and the children have a good range of vocabulary already.

Ceisteanna do na na pháistí - questions for the children.

1. Cad a d’ith tú don bricfeasta?

[What did you eat for breakfast? \(past\)](#)

D’ith mé leite/ calóga arbhair/tósta le im agus subh/ pancóga/ gránach le bainne/ ubh.

[I ate porridge/ cornflakes/ toast with butter and jam/ pancakes/ cereal with milk/egg.](#)

2. Cad a d’ith tú don lón?

[What did you eat for lunch? \(past\)](#)

D’ith mé ceapairí le liamhas/cáis/subh/sicín/sailéad

[I ate a sandwich with ham/cheese/ jam/chicken/ salad](#)

D’ith mé úlla/piorra/ sméara dubha/banana/sútha talún/fionchaora/anann/oráiste

[I ate an apple/pear/blackberries/banana/strawberries/grapes/pineapple/orange](#)

D’ith mé iógart

[I ate a yoghurt](#)

3. Cad a d’ith tú don dinnéar?

[What did you eat for dinner\(past\)](#)

D’ith mé feoil/iasc/sicín/stobhach/bagún/ispiní/borgaire/ mairteoil

[I ate meat/fish/chicken/stew/bacon/sausages/burger/ beef](#)

Glasraí- piseanna, cairéid, cabáiste, cóilis,brocailí, arbhar, pónairí

[Vegetables- peas, carrots, cabbage, cauliflower, broccoli, corn, beans](#)

prataí, prataí rósta, rís, pasta, sceallóga
Potatoes, roast potatoes, rice, pasta, chips

D'ith mé sicín curaí le rís

I ate chicken curry with rice

D'ith mé pasta

I ate pasta

D'ith mé pizza

I ate pizza

4. Cad ba mhaith leatsa don dinnéar?

What would you like for dinner?

Ba mhaith liom _____.

I would like _____

5. An maith leat _____?

Do you like _____?

is/ ní maith liom _____.

I do/don't like _____

6. cad a d'ól tú?

What did you drink?

D'ól mé uisce/bainne/ sú oráiste/ sú úll/ cóla/ tae

I drank water/milk/orange juice/apple juice/ coke/tea

An Luan (Monday)

Caint na gaeilge- Oral language practice the questions above or they could compose some of their own e.g. while eating meals get them to tell you what they are eating in Irish. Tá mé ag ithe _____. I am eating _____.

Log onto www.edcolearning.ie/login

User name: primaryedcobooks

Password: EDCO2020

Search- "Bua na cainte 2"

Go to 4- Bia

Complete page 32 in your copy.

Focail nua- Gránach, ubh fhriochta

New Words- cereal, fried egg

An Mháirt (Tuesday)

Caint na gaeilge- Oral language practice the questions above

Log onto Bua na Cainte 2 and complete page 33 in your copy.

An Chéadaoin (Wednesday)

Caint na gaeilge- Oral language practice the questions above

Log onto Bua na Cainte 2 and look at the vocabulary on page 34. Write the following sentences into your copy in Irish:

1. I ate bacon and toast.
2. Mum ate porridge.
3. Daddy ate sausages and a fried egg.
4. Mary ate bread with butter and jam.

Answers

1. D'ith mé bagún agus tósta.
2. D'ith Mamaí leite.
3. D'ith Dadaí ispinín agus ubh fhriochta.
4. D'ith Máire arán le im agus subh

An Deardaoin (Thursday)

Caint na gaeilge

Using the words from “ceisteanna do na pháistí” (above) write the following sentences in Irish.

1. I like pizza and chips.
2. I do not like fish and peas.
3. I like apples and strawberries.
4. I do not like banana and pears.
5. Mammy likes chicken potatoes and carrots.

Answers

1. is maith liom pizza agus sceallóga.
2. Ní maith liom iasc agus piseanna.
3. is maith liom úlla agus sútha talún.
4. Ní maith liom banana agus piorra.
5. Is maith le Mamaí sicín, prataí agus cairéad.

An Aoine (Friday)

Caint na gaeilge.

Tarraing pictiúr den bia a d'ith tú inné agus cur lipéad ar an bia difriúla.

Draw a picture of what you ate yesterday and label the different foods.

Religion

Practice glory be, Confiteor, our father

Learn Prayer before Communion. (attached in blog)

- Write this out on a page and design around it nicely.

When we receive communion, Jesus helps us to love others as he asked his friends to do.

- Think of some ways you can show love for others.

Recap on Theme 6 Lesson 3: The institutive Narrative

Discuss:

The consecration- The part of the Eucharistic prayer in which the priest prays over the gifts of bread and wine with the words of Jesus from the last supper.

Why do we kneel after the Holy Holy? (to show respect to God)

What words does the priest say over the bread and wine?

Who else said these words? (Jesus at the last supper)

Recap on Theme 6 lesson 3: Receiving Communion

What is a Eucharistic minister?

How do we walk up to receive Holy Communion?

Why do people stay so quiet when going up for Communion?

What does the priest say before he gives you communion?

What do we say when we receive it?

SESE- History, Geography and Science

Theme: Ireland

Log onto <https://www.cjfallon.ie/>- 2nd class- SESE- Small world- Online book- jump to page 70-71.

Before beginning the book:

- See if the children know what a tourist (person travelling/ visiting a place of interest) and a tourist attraction is? (place of interest where tourists visit)
- Brainstorm what tourist attractions they already know
- List some of the ones they have visited.
- Show the children some images of tourist attractions in Ireland and see if they can identify them (Dublin zoo, Knocknarea)
- Introduce them to the map of Ireland- get them to find Sligo and see how many tourist attractions they can think of.
- Identify all the counties they have visited.

Activities

- Complete page 71 in their copies
- Research a tourist attraction of interest and find out some interesting facts about it- what county is it in, opening times, entry cost etc.
- Role-play a visit to the tourist office looking for information on your chosen attraction.

Art

We are going to link our art with our SESE.

Draw me a picture of the tourist attraction you want to visit/ favourite one you have visited. Include lots of detail and colour. Or maybe you could do a construction if you have boxes at home and build it, or a collage using lots of materials. Get as creative as you like.

I'd love to see some of your creations so please e-mail them to me if you wish.

Music

Continue to practice your tin-whistle tunes in your folder or try a new one, there are loads online.

Other activities

- PE with Joe Wicks-The Body Coach, live at 9am each morning on YouTube
- Home school hub – RTE2 weekdays 11am-12pm.
- www.worldofdavidwalliams.com/elevenses - free audio story released each day.
- Get lots of exercise and fresh air.
- Nature walks where viable.
- Baking, arts and crafts, helping out at home.
- Lots of reading
- Puzzles

