

## 2<sup>nd</sup> Class work for week of 25<sup>th</sup> – 29<sup>th</sup> January

Hello everyone,

I hope you are all keeping safe and well. I have outlined the work for the coming week below. On seesaw I have uploaded videos where I am talking through certain pieces of work these are highlighted below. I have also highlighted the work which I would like you to submit to seesaw this week (please note mental maths should be uploaded daily if possible). I want to say thank you so much for all the great work that you have completed and uploaded to seesaw, you are all doing amazing work. Keep it up.

Miss Corrigan

### Daily work

- New wave Mental maths Week 19 \*upload to seesaw daily
- Homework copies – Work it out week 18 (please see attached)
- Spellbound – one exercise per day Week 16 (Revision week)
- Morning work in Copies each day- day 73, 74, 75 and 76 (please see attached)
- Complete reading daily (<https://home.oxfordowl.co.uk/> has many free e books for children divided by age)
- Continue to encourage additional reading
- Children will begin multiplication tables x5- additional tables activities will be on seesaw.

### English

- Narrative writing- narrative writing is based around a story, your child will have to follow the narrative of the story and then they will use their knowledge to help them retell the story and add their own ending. Have your child read the story “Peter and the wolf” Pg 37 and then complete the activities on Pg 42. On this page the children will write the story of Peter and the wolf using pictures as a guide. \*upload to seesaw
- Handwriting –This week we will be working on the letter “r.” Have your child trace the letters at the top of the page and complete the page (remind your child to use proper pencil grip). Encourage your child to work neatly and remind them to follow the directional arrows at the top of the page when forming the letters. This page will be uploaded to seesaw with the English worksheets. The letter r is a tricky letter in cursive, please ensure that your child takes their time with their handwriting and practices this letter as much as possible.
- Comprehension- Away With Words Pg 64 and 65- The two brothers. Have your child read through the story and discuss it with them. Complete the activities on Pg 65. A and B (Remind your child use full answers when answering the questions and not to start and answer with because). All children should write their answers in their homework copies.
- Nouns – this week we are going to be working on nouns. Please have your child listen to me go through the PowerPoint entitled “Nouns” and have them follow along. The definition of a noun is “a word (other than a pronoun) used to identify any of a class of people, places, or things.” Have your child name as many nouns as they can from around the house. Go on a noun hunt and ask your child to list as many nouns as they can within a given time frame, you could even make this into a family game. Have your child complete 2 worksheets entitled “grammar nouns” (additional activities will be uploaded to seesaw)
- Phonics work- this week we will be working on phonics using the Sounds like Phonics programme linked on the schools learning assessments page (<https://slp.cifallon.ie/>)

click on the link and click into Sounds like Phonics book C. Click into Unit 3 The Library. Then click on the “oi oy” sound. Complete the activities for this sound (mouth position, blending ,true or false, word sorting and mystery books. Complete oi oy phonics worksheets attached Pg 56 \*upload to seesaw.

## Maths

This week we will be beginning work on money. Your child will be completing work on money valued up to 1 euro. To introduce this topic to your child, use real coins have your child look at the coins and find the numeral on them i.e. 10, 20, 50 etc. Ask your child to count you out certain amounts ie 15c, 30c 12c, €1 etc. Encourage your child to think of different ways to create the same about, for example 15c could be a 10c and a 5c or 3 5c coins. Have your child listen to me going through the PowerPoint “Money Matching up to 50c” and engage with the PowerPoint.

Mathemagic – Pg 74,75,76,77,78,79

Figure it out- Pg 22, 23 \*upload to seesaw.

I have uploaded additional tasks on seesaw in relation to money.

Additional activity – create an at home shop. Have your child create money labels for items in the home up the value of 20c. have you child take turns at being the shopkeeper and the customer, encourage your child to pay in different coin combinations and when they are the shopkeeper to work out the change by using subtraction.

Problem solving – I have uploaded a series of problem-solving questions and activities to seesaw, have your child work through these answer them. The children have learned to use the RUDE method of problem solving, encourage your child to use this when they are completing the problems

R- Read

U- Underline

D- Draw

E- Estimate

## Gaeilge

Log into Bua na Cainte 2

Username – trial

Password- trial

Select the theme “Caitheamh Aimsire”

- Click Ceacht 1 (lesson 1)- Click on the music symbol and go through the poem “Seachain tú Féin” (listen to this multiple times to help your child familiarize themselves with the words)
- Click the speech bubble and listen to the Comhrá (conversation) for the lesson.
- Click on the games controller and complete the activities - Tasc Éisteachta, Bí ag léamh, Bí ag scríobh agus Cuir ceist.

- Complete Pg 48 in Bua na Cainte \*Upload to seesaw
  - Click on Ceacht 2 (lesson 2)
  - Click on the speech bubble and go through the comhá
  - Click on the game controller and complete the activities “Tasc Éisterachta agus Faigh an Abairt”
  - Complete Pg 49 in Bua na Cainte
  - Click on Ceacht 3 (lesson 3)
  - Click on the speech bubble and go through the comhá
  - Click on the game controller and complete the activities “Tasc Éisterachta agus Bí ag Scriobh”
  - Complete Pg 50 (reading) and Pg 51
- Am don leamh 3 Pg 30 and 31 – An Bradán Feasa (2) (I have uploaded a video of me reading through this and explaining it, please have your child follow along and complete the Pgs)

Irish reading – I will be reading an Irish story (Is maith liom) on seesaw, please have you children read along with the story and look out for the following vocabulary-

Tarracóir-tractor  
 Réaltaí- stars  
 Báisteach – rain  
 Teilifís- television

## RE

This week is Catholic schools week and there are daily lessons to complete which I have laid out below for you. The relevant worksheets for the Catholic schools week will be uploaded to seesaw. I have also uploaded a pdf of the lesson plans just in case the writing below is too small.



## Monday – Catholic Schools: Communities of Faith

25 January 2021

### Consider:

- A community is another name for a group of people that share something. Can we think of different communities? GAA club and county teams, a town or village community, a parish community, etc.
- Catholic schools are special communities of faith. That means they are part of a parish that wants to serve God and love God. God loves us and wants us to live like Jesus did, in our thoughts, words and actions.
- The children could be asked to consider how we could live like Jesus did, and how we should treat each other every day in our thoughts, words and actions.

### Explore:

- Explore with the class some of the things we do to show we are part of a community of faith. Praying helps us to become closer to God who loves us. Going to Mass in the parish church gives us a chance to come together as a community to worship God. Helping people and being kind to others shows us that we are living as Jesus wants us to.
- Explain to the children that at the end of Mass the priest gives us a special blessing before we leave. This blessing is called the dismissal rite. We are invited to ‘go in peace to live like Jesus.’ We are asked to follow in the footsteps of Jesus and use our gifts and abilities to continue his mission in our world today.
- On the interactive whiteboard, show a picture of the local parish church. Explain that this God’s house, which means when we come together to pray and spend time there, God is with us in a special way. Talk about the special occasions we have in churches, such as baptisms, weddings, First Holy Communion, etc.
- The school is a community of faith because there we learn about how much God loves us and we can learn to pray to him. Jesus wants to welcome everyone and care for everyone.

### Activity:

- The children can work in pairs or groups to complete the About our Parish page. If the children do not know some of the answers, the parish can be looked up on Google.
- If possible, the children could be brought to the local church to see where the local Catholic community gather to worship.

## Tuesday – Catholic Schools: Communities of Learning

26 January 2021

### Consider:

- Schools are communities of learning because we come together to learn many different things each day.
- In Catholic schools, we learn about subjects such as maths, Gaeilge and science and we learn all about the world around us.
- We learn about the rules we should follow to keep everyone happy and safe.
- We also learn how to care for ourselves, for others and the environment. We learn to follow Jesus’ Golden Rule.

### Explore:

- Ask the children what rules they follow in the classroom and in school. Do we have rules at home? Why are the rules important?
- Introduce Matthew 7:12 to the class. ‘Do for other people the same things you want them to do for you’ (taken from *International Children’s Bible*).
- They can also watch a short video on the Golden Rule on Youtube: <https://www.youtube.com/watch?v=kLRMuYfoHEY>
- Ask the children what they think Jesus means by this. Brainstorm on the whiteboard what ways we could do this in our thoughts, words and actions.

### Activity:

- Make a Golden Rule(r). Give each child a ruler-sized piece of card. They can write and fill in the phrase ‘I follow the Golden Rule when I \_\_\_\_\_’ onto the card. The Golden Ruler can then be covered with gold glitter, foil or other materials. These can be placed on the wall or in the classroom Sacred Space to help remind the class about the Golden Rule. We want to treat others the way Jesus treats us.

## Wednesday – Catholic Schools: Communities of Love

27 January 2021

### Consider:

- There are lots of different types of love. There is love that parents or grandparents have for us. There is our love of doing things we like.
- When we love something, it means we care very much about it and it has a very special place in our hearts.
- In our Catholic school, as a community we learn that God loves us very much and wants us to know and to love him too. Even when we make mistakes and do silly things, God will never stop loving us. The parable of the Prodigal Son shows us the infinite depths of God's love for each of us. We try to live out such love in our own lives as well.
- One way we can get to know and to love God better is through prayer.

### Explore:

- Ask the children to think for a moment about someone or something they love. They can also discuss this in pairs. Hints or prompts can be given, such as family members. These can be written on the whiteboard.
- Discuss how we love our parents and/or grandparents and how they love us. We spend time together. We are kind to each other. We go places together. We celebrate special occasions together. This can include celebrations at the church, such as weddings and First Holy Communion, as well as sadder occasions like funerals. We show our love by being there for each other.
- One of Jesus' parables or stories is called the Prodigal Son. A children's video of the Prodigal Son can be played on Youtube: <https://www.youtube.com/watch?v=DJgROx4wFKM>
- God will never stop loving us. Sometimes we make bad choices and turn away from that love. But we can always return to God and he will always welcome us back.
- God loves us and will always love us. Prayer helps us to talk to God, who always hears our prayers. Talk about some of the prayers the children are learning, such as the Morning Prayer.

### Activity:

- The children can colour in the sheet of the Prodigal Son returning home.
- The children can write a short list or draw pictures of people they love that they want to pray for.
- Following this, the children can be invited into silent prayer. Prayer can be talking to God, but we can also pray by being still and silent by listening to our breath. They pick each person they want to pray for and, for a few seconds each, talk silently to God, asking him to take care of the people they love.

## Thursday – Catholic Schools: Communities of Resilience

28 January 2021

### Consider:

- Resilience means how we cope when things go wrong. It means that even when things get tough, we don't give up. Since the beginning of the COVID-19 pandemic, things have been very strange and different, and this can make us worried and anxious.
- In our Catholic school, as a community, we learn ways to be resilient and to improve our well-being.
- God loves us and wants us to feel happy and safe. Our teachers and SNAs and staff want us to feel that way too.

### Explore:

- The story of Moses in the Book of Exodus is a story of resilience. Many people were slaves in Egypt. Discuss what being a slave means and how difficult life would be if you were a slave. A holy man called Moses was called by God to free the slaves and lead them to safety.
- The children can watch the story of Moses via an illustrated story on Youtube: <https://www.youtube.com/watch?v=8kNTUXomWP8>
- The message of this story for the children is that God wants us to be free and happy. Discuss the story and revise the story of Exodus.

### Activity:

- Colour the sheet of Moses leading the Israelites through the Red Sea.
- Following on from yesterday's lesson, remind the children that God never stops loving them. Invite them to take a few moments to be still and pray to God about anything they are worried about. They can also pray for someone that might need to be prayed for. Remind the children that if something is worrying them, that they can also talk to their teacher.



Catholic Schools Week 2021

Catholic Schools: Communities of Faith and Resilience

## Friday – Catholic Schools: Communities of Hope

29 January 2021

### Consider:

- Jesus' Resurrection shows us that God's love is so strong that not even death can overcome it. In a Catholic school, as a community, we live in the hope of the Resurrection, which is a sign of God's love for us.
- Jesus' stories teach us to be hopeful and to do our best each day to be kind to others and live as a community that loves God.
- The parable of the Lost Sheep gives us the hope that God's love is for each and every one of us.

### Explore:

- Remind the children how much God loves each one of us. Even when we make silly decisions and do silly things, God doesn't turn his back on us. Can we think of times we show God's love in our actions? Can we think of times where we don't show God's love? The children can work in pairs or groups to give answers. These can be written on the whiteboard.
- Jesus' story or parable of the Lost Sheep shows God's love for us: [https://www.youtube.com/watch?v=\\_Ry2MaMyvGo](https://www.youtube.com/watch?v=_Ry2MaMyvGo)
- This story gives us hope that God will always be there for us, and that by following Jesus' lessons, we can get closer to God. We show this through caring for and being kind to ourselves, to others and to the world around us. That way, we can hope to make the world around us more like the Kingdom of God, where everyone is welcome.

### Activity:

- The children can complete the worksheet on the Lost Sheep.
- As this is the final day of Catholic Schools Week, the children can celebrate the message of community by any of the songs below, or a song the children have learnt from *Grow in Love*.
- This Little Light of Mine: <https://www.youtube.com/watch?v=QCN893hzueQ7>
- Circle of Friends: [https://www.youtube.com/watch?v=cCN1W\\_Re34s](https://www.youtube.com/watch?v=cCN1W_Re34s)

## SESE

**Geography** – This week we are learning about natural or man-made environments.

Watch the video <https://www.youtube.com/watch?v=jh3wLR-bG-I> and discuss it with your child. Have your child name some natural and man-made structures around your local area. Complete What a Wonderful World Pg 46 and 47. On these pages your child will identify if features of the environment are natural or man-made, they will then answer a series of questions about man-made and natural features in their area.

**History** – This week we will be looking at the timeline of a famous person (Florence Nightingale). They will then create their own timeline that will record important milestones in their lives.

Have your child watch this video about Florence Nightingale's life <https://www.youtube.com/watch?v=VpSW6avgbKA> and ask your child the following questions to gauge their understanding.

- \*What year was Florence born?
- \*What was Florence's nickname?
- \*When did she die?

Complete What a Wonderful World Pg 50. On these pages the children will read a short biography of Florence Nightingale's life. They will also look at a timeline of Florence's life which indicates important events in her life. I have uploaded a short PowerPoint about timelines, have your child listen to me go through the PowerPoint. Have your child complete Pg 51, where they will create their own timeline which will show the important events and dates in their lives.

**Science**- This week we are learning natural and man-made materials.

Watch the video [https://www.youtube.com/watch?v=kt\\_N9bOHwtw](https://www.youtube.com/watch?v=kt_N9bOHwtw) and discuss with your child. Have them name things around the house and tell you if they are natural or man-made. Listen to me go through the PowerPoint (Natural or man-made). Complete What a Wonderful World Pg 48. On this page the children will divide materials into 4 categories materials from the ground, plants, animals and man-made. Complete the natural and man-made sorting activity on seesaw.

Additional activity- natural names, have your child find natural materials from around the home or outside and use these to create their names. (See example below)



## Art

Foil etching- This week the children will be create art by etching onto foil which is covered with paint.

### WHAT YOU NEED:

Cardboard

Tin foil

Tape

Tempera or acrylic paint (dark colors)

Liquid Dishwash soap

Paint brush

Popsicle stick

### Method

1. Tape a piece of tin foil to a piece of cardboard.
2. Add a couple of drops of liquid dish wash soap to a small amount of tempera (or acrylic) paint.
3. Brush paint over the entire piece of foil and let dry.
4. Using the popsicle stick, carefully scrape a design into the paint.
5. Glue the finished piece to a sheet of construction paper or scrap mat board for display.



KinderArt | The KinderArt Club

## Music

In school we use a programme in school called Dabledoo. I have uploaded the link to seesaw for anyone who would like to participate in this week's activities. This week the children will be completing an artist profile on The Beatles. They will learn about each member of the band and the instruments that they played. They will listen to songs by The Beatles and they will complete worksheets based around The Beatles, including a colouring sheet (I have uploaded these to seesaw).

<https://dabledoomusic.com/courses/813799/lectures/14807136>

## **PE**

Sligo GAA have provided the following skills links all of which can be completed at home, why not give them a go.

Hand passing drill- <https://www.youtube.com/watch?v=Nai5AeiVVyE&list=PLbAvjLA-cZu0JHWmN8lwcl4v8fXJd3qYE&index=27>

Frog jump- [https://www.youtube.com/watch?v=5dQwXhMpNc&list=PLbAvjLA-cZu2\\_eQy0tdGKH1J-V6Gd5guW&index=20](https://www.youtube.com/watch?v=5dQwXhMpNc&list=PLbAvjLA-cZu2_eQy0tdGKH1J-V6Gd5guW&index=20)

Full dead bug - [https://www.youtube.com/watch?v=2tSb9ZmhWg4&list=PLbAvjLA-cZu2\\_eQy0tdGKH1J-V6Gd5guW&index=100](https://www.youtube.com/watch?v=2tSb9ZmhWg4&list=PLbAvjLA-cZu2_eQy0tdGKH1J-V6Gd5guW&index=100)

## **Additional activities**

These are some suggested activities/resources if your child would like some additional activities to complete.

- Children could complete a book review for their favourite book, templates can be found on Twinkl
- Additional maths activities-children can also complete any worksheets/ activities from Twinkl which are revision of topics already covered including addition, subtraction, money, 2D/3D shapes, data and place value
- Children can go back through the previously completed weeks in their Spellbound and revise their spellings. You could also choose any of these words and ask your child to put them into sentences. Look out for any words that your child is spelling incorrectly and revise these words in particular.
- Storyline Online is a great free resource that the children are already familiar with, there is a verity of different stories which they children can listen to and each story is accompanied by activities and worksheets
- You may be aware that RTE will be broadcasting school on TV from 10-12 Monday to Friday on RTÉ 2. Your child may wish to watch and participate in these lessons.

# MONDAY - WEEK 18

- T** 1. 10 - 5 =
- A** 2. 9 - 5 =
- B** 3. 15 - 5 =
- L** 4. 9 - 6 =
- E** 5. 11 - 6 =
- S**



How much?  
€

7. How long? (Use a ruler.)  cm
8.   $\frac{1}{2}$  of this chocolate bar has  squares.
9.  $(12 + 6 + 4) = (10 + \text{  })$

Work it out



10. Colour to show  $1\frac{1}{2}$  l.
11. Is the letter O symmetrical? Yes  No
12. , , 191, 192, 193
13. There are  months in 2 years.
14. Write half past 12 on the digital clock.  :
15. I can roll and slide but I cannot be stacked. I am a

Score



# TABLES TUESDAY - WEEK 18

- |     |    |   |   |   |                      |
|-----|----|---|---|---|----------------------|
| 1.  | 8  | - | 6 | = | <input type="text"/> |
| 2.  | 11 | - | 5 | = | <input type="text"/> |
| 3.  | 14 | - | 5 | = | <input type="text"/> |
| 4.  | 5  | - | 5 | = | <input type="text"/> |
| 5.  | 15 | - | 5 | = | <input type="text"/> |
| 6.  | 12 | - | 5 | = | <input type="text"/> |
| 7.  | 7  | - | 5 | = | <input type="text"/> |
| 8.  | 9  | - | 5 | = | <input type="text"/> |
| 9.  | 13 | - | 5 | = | <input type="text"/> |
| 10. | 8  | - | 5 | = | <input type="text"/> |
| 11. | 16 | - | 6 | = | <input type="text"/> |

# WEDNESDAY - WEEK 18

- T** 1. 9 - 5 =
- A** 2. 12 - 6 =
- B** 3. 14 - 6 =
- L** 4. 14 - 5 =
- E** 5. 12 - 5 =
- S**

6. ( $<$ ,  $>$ ,  $=$ ) 24  42

7.  $10c + 20c + 5c + 2c = \text{  c}$
8. How many  $\frac{1}{4}$  m make  $\frac{1}{2}$  m?
9.  $163c = \text{ €  }$
10. How many millilitres in 1 litre?

Work it out



11. How much change will I get from €2 if I buy a toy bus for €1.55?  c
12. 7 is  $\frac{1}{2}$  of .
13. What time is it? It is .
14.   $\frac{1}{4}$  of this chocolate bar has  squares.
15.  $90 + \text{  } = 100$

Score



# THURSDAY - WEEK 18

- T** 1. 12 - 6 =
- A** 2. 5 - 5 =
- B** 3. 7 - 5 =
- L** 4. 9 - 6 =
- E** 5. 16 - 6 =
- S**

6. + + = €1.60

7. Colour the shape that has 1 line of symmetry.
8. How many  $\frac{1}{4}$  m make 1 m?
9. The 5th month of the year is .

10.  $80 + 5 = \text{  }$
11. February usually has  days.
12. How many faces?
13.   $\frac{2}{4}$  of this chocolate bar have  squares.
14. 9 is  $\frac{1}{2}$  of .

15. There are 10 cows, 7 sheep and 12 horses on a farm. How many animals are there altogether?

Score





- Write the missing letter(s). **wr** or **r**  
I can  **ite** neatly with a sharp pencil.
- Correct the spelling mistake.  
The munth of April has 30 days.
- How many vowels in **balloon**?
- Circle the letters left out to make the shortened word **they've**.  
h**a**                      h**i**                      w**i**
- Circle the word that means the same as **cross**.  
loud                      happy                      angry
- Write **been** or **bean**.  
Have you  to the moon?
- Which word belongs in the same group as **cup**, **fork** and **pot**?  
spoon                       door
- Write **a** or **an**.  
Please **could** I have  **drink**?
- Verbs can be in groups of two. Circle the two words that make the **verb group**.  
*I am eating my lunch.*
- Add **er** or **est** to the adjective.  
Dad is the tall  in our family.

- Write the jumbled word correctly.  
A whale is a geuh sea creature.
- Circle the correctly spelled word.  
k**atch**                      c**ach**
- How many consonants in **garden**?  catch
- What does the shortened word **it's** mean?  
I think it's going to rain tomorrow.
- Circle the opposite of **bottom**.  
over                      top                      under
- Write **ate** or **eight**.  
This flower has  petals.
- Which word does not belong in the group: **blue**, **green**, **water** and **pink**?
- Write **a** or **an**.  
I have  older sister.
- Verbs can be in groups of two. Circle the two words that make the **verb group**.  
*The dog is digging a big hole.*
- Add **er** or **est** to the adjective.  
An orange is sweet  than lemon.

- Circle the correctly spelled word.  
a**round**                      a**rround**                      a**round**
- Correct the spelling mistake.  
The class has genn to the library.
- Count the vowels.  
should
- What does the shortened word **I've** mean?  
*I've got to go home at six.*
- Un** can only be added to  
brush                      load                      swim
- Write the plural of **teacher**.
- Write **been** or **bean**.  
A  is long and green.
- Write **a** or **an**.  
 ice-cream
- Verbs can be in groups of two. Circle the two words that make the **verb group**.  
*The bird has made a small nest.*
- Pick the better verb: **laughed** or **spoke**.  
The teacher  crossly.

- Write the correct word in the shape.  
back                      buzz                      told
- Write the missing letters. **ang** or **ank**  
*It is polite to say th  you.*
- Count the consonants.  
blanket
- The shortened word **what's** means
- What's the time please?*  
**Un** can only be added to  
shoe                      kicked                      tied
- Write the singular of **pinches**.
- Write **ate** or **eight**.  
We  spaghetti for dinner.
- Write **a** or **an**.  
 cookie
- Verbs can be in groups of two. Circle the two words that make the **verb group**.  
*Matt has lost his ruler and pencil.*
- Pick the better verb: **questioned** or **answered**.  
Breda  the phone.