

Dear parents/guardians,

I hope this finds you all well and healthy.

Here is some more work for this week. Again do what you are able to do. If at any stage your child is struggling or finding something difficult leave it and try it again another day if it suits.

The see saw app is still up and running but there is a new code for you for this week. Again it is only Applicable for this week. New code is NCQR RVEG You can download the app on your phone or other device. Download the See Saw classroom app. Choose 'I'm a student' and enter The code (This is a particular code that applies only to our class and it expires on [May 24th](#) . ) You do not have to download and use the app, it is just an option if you so wish to contact me or want feedback or advice on anything.

It is a platform where you can share pictures of your child's work If you wish (only I will be able to see this work). Also you can contact me via this app if you require any extra help or guidance. The school email is also always available also.

## Monday

### Handwriting: Capital X

- start at top on the left, Slide down, pick up your pencil and slide up.
- Write people's names and places that would get the capital letter X. This will be more difficult this time so finding words with an x in them even if at the end.
- Just Write pg 53-54

### Oral Language: Theme: Home Sweet Home

Oral Language: Rooms

Quickly revise the names of the different rooms within the home. And recap on some new vocabulary that your child might have come across last week.

**Today** I want you to name one of the rooms to your child and they have to list as many words related to that room that they can think of. You might need to give your child a time limit of a couple minutes. You could then try this for another room and so on.

### Phonics:

ar sound. Just phonics pg. 72.

A- Revise the sound and how to make it.

B- colour only the shapes with ar.

C- colour the pictures with ar.

D- Read and write the ar words.

### Spellings:

Unit 14 My Spelling Workbook. Pg. 66-69

and and end words.

Read through all spellings and check for comprehension.

Take the first 4 spellings **today**. Say the word, cover and write the word and check. Complete activities 1,2 and 3.

### Writing:

Write about your child's news after the weekend.

### Maths:

Planet Maths: pg 103. Numberline.

**Today** we are looking at the number words. Draw out a numberline and get your child to fill in the numbers then after go back and write the word above each of the numbers getting your child to look at the word and see can they read it or is it a tricky word. Then move to pg 103. Read the number word and draw the correct number of spots.

Put spots on the ladybirds.

## **Tuesday:**

Oral Language: Home -Guess the Rooms

Thinking about all the rooms in your house, **today** I want you to give your child a word and they have to guess the room. When they think of the room as them to tell you something about this object. Eg you could say 'shower' your child will say Bathroom and then they could say Mammy washes herself in the shower every morning. Etc

Handwriting: Capital X

-revise how to write the capital X

-write some words with lowercase x and words with Capital X.

### Phonics:

r sound cont'd. Just Phonics pg. 73.

A. Colour the ar words hidden.

B. Colour the animals that have sharp teeth and write the sentence about each of them.

### Spellings:

Unit 14 pg. 66-69

Take the next 4 spellings. Say, cover, write and check. Complete activities 4,5 & 6.

### Maths: measures: length.

Chatting with your child about measures. Looking around the room discuss...

Is the door taller than the window?

Is the table longer than the window?

Is the press taller or shorter than the chair?

Is the pencil longer or shorter than the crayon?

etc

Encourage your child to estimate before checking ones that might be similar.

Check using cubes/blocks/hand span.

Planet Maths pg. 104.

## **Wednesday:**

### Oral Language: Which room?

**Today** you are still working on guessing the room but in a slightly different way.

Taking turns with your child you give some clues about the room you are thinking of. Eg. I sleep here, I read here sometimes and I like it because it's all mine.

### Phonics:

aw sound.

Just Phonics pg. 74.

A. Teach the sound aw, pretend to be a crow and say aw .... aw.

B. Colour the pieces with aw to reveal the hidden picture.

C. Read the story and draw.

D. Colour the aw words hidden and write them.

### **Spellings:**

Unit 14.

Take the last two remaining spellings. These are the tricky words and they do not follow rules. Say, cover, write and check.

Complete activities 7,8&9.

### **Maths:** Measures: Length

Give your child some instructions. Stand them at one side of room or in garden.

Walk across the room taking very long steps. What is your total?

Walk across the room taking very small steps. What is your total?

Walk across the room taking alternate long and short steps. What is your total?

Lie down and make a tall/short/wide/narrow shape with your body.

Planet maths pg 105.

## **Thursday:**

### **Oral Language:** favourite room

**Today** your child is to think about their favourite room in the house and must be able to give you a reason why it is their favourite room. Get your child to ask you which is your favourite room and say why. They could also ask other family members also.

### **Phonics:** aw sound

Continuation of work from **Wednesday**.

Just phonics pg. 75.

A. Pairs: read the words and match to their matching picture.

B. Colour the animals with claws and write the sentences.

### **Spellings:**

Unit 14.

Revise the list of spellings.

Complete activities 10, 11 & 12.

## Maths: More measures: Length

Take some items from pencil case and arrange them shortest to longest. Then choose some more objects maybe from food press and get your child to arrange them shortest to longest or tallest.

Arrange the members in your family shortest to tallest.

Planet Maths pg 106. You will need something to measure with which are all the same size. In the class we would use cubes. You could use Lego pieces but they must all be the same size pieces. If you do not have small items you could make and cut out cubes for your child to use. A cube is approximately 1 cm in length.

## Friday

### Oral Language & Creative Writing: Favourite Room

**Today** I want your child to write about their favourite room in the house and to describe the room and to say why they like the room so much. eg.

My favourite room is the sitting room.

I like it because we all watch films together..

The sitting room has a big comfortable sofa. There is a television in the corner.

In the winter mammy lights the fire in there.

### Spellings:

Give your child a test if you so wish. Ask your child to write some sentences with the words from the spelling list. Get your child to write the words from memory.

### Comprehension:

Onwards and Upwards: Chapter 20 pg 73-76

'Run Sid Run' revision of the e, u & I sound.

Complete the 4 pages in the chapter.

Pg. 73 involves revision of the formation and sound e, u & I.

Pg. 74 Read the story and discuss the pictures.

Pg. 75 comprehension activities based on the story

Pg 76 Read, write and Draw

**Maths:** Measures: Length

Using the measure you used [yesterday](#) get your child to measure some items in the table. The coaster, the pencil case, a book. Show your child to start at the far left and aligning each Lego piece or cube side by side to the other end. Planet maths pg. 107. Using your cubes or small Lego pieces.

**Reading:**

Take some time everyday to read to your child. Talk to your child about this book before and after you have read it. Chat about what they think will happen and what the book might be about, about the title, and ask your child questions after you have read it and see can your child retell you the story in their own words.

This is the work for This week. Remember again do what works for your own particular situation. As ever it is so important for your child to get out and get fresh air and some form of exercise.

Hi to all my students. Take care,

Thanking you,  
Michelle Laffan