

# Solas Chríost National School



# Weekly Home Learning Plan

Class level: 1st Class

Week: Tuesday 5th - Friday 8th May 2020

Hi girls and boys,

Well done on all of the hard work that you have been doing at home. We hope that you and your families are all keeping safe. We miss you and can't wait to see you all in school again!

Thank you to your mums and dads who have been working so hard to keep up with your school work. We really appreciate it.

From,

Ms O'Connell, Ms Fitzmaurice, Ms O'Hora and Ms Downes.

<b>Subject</b>	<b>We are Learning to:</b>	<b>Learning Activities</b>
Maths	<b>Tables</b> Memorise - 9 tables.  <b>Counting</b> Count forwards and backwards between 0 and 100.	<b>Daily activities:</b> <ul style="list-style-type: none"><li>● Mental Maths Week 30</li><li>● Tables: Learn - 9 Tables</li><li>● Counting games: Choose two different numbers between 0 and 100 to count between each day (e.g. 37 to 64). Practice counting forwards and backwards between those numbers using some of the following actions:<ul style="list-style-type: none"><li>○ Stand and sit (stand up say the first number, sit down, stand up say the next number, sit down, stand up and repeat until you reach the final number).</li><li>○ Tap your shoulders (say the number out loud) Tap your head (say the next number in your head)</li><li>○ Marble jar: you need a jar/tin and some objects (such as marbles) to drop inside. As you drop the items in the jar, your child counts in their head, beginning from your chosen start point (e.g.37). When you finish dropping the items, your child should be able to tell you what number you have stopped on. You can play this by counting forwards or backwards.</li></ul></li></ul>

	<p><b>Addition</b> Use a number line when adding.</p> <p>Understand that when you add 0 to a number it does not change.</p> <p>Identify addition patterns using a 100 square.</p> <p><b>Subtraction</b> Use a number line when subtracting.</p>	<ul style="list-style-type: none"> <li>○ You can use a hundred square to support your child's counting: <a href="https://www.primarygames.co.uk/pg2/splat/splatsq100.html">https://www.primarygames.co.uk/pg2/splat/splatsq100.html</a></li> </ul> <p><b>Addition:</b></p> <ul style="list-style-type: none"> <li>● Planet Maths, Tables 6: p.108</li> <li>● Planet Maths, Tables 7: p. 126</li> <li>● Planet Maths, Addition 4: p.119</li> <li>● Video to show how to use a number line when adding: <a href="https://www.khanacademy.org/math/early-math/cc-early-math-add-sub-20/cc-early-math-add-20/v/adding-within-20">https://www.khanacademy.org/math/early-math/cc-early-math-add-sub-20/cc-early-math-add-20/v/adding-within-20</a></li> <li>● Video to explain 'adding zero': <a href="https://www.youtube.com/watch?v=UGXp5GiqifQ">https://www.youtube.com/watch?v=UGXp5GiqifQ</a></li> </ul> <p><b>Subtraction:</b></p> <ul style="list-style-type: none"> <li>● Planet Maths, Subtraction 3: p.120</li> <li>● Video to show how to use a number line when subtracting: <a href="https://www.khanacademy.org/math/arithmatic-home/addition-subtraction/add-subtract-20/v/subtraction-2">https://www.khanacademy.org/math/arithmatic-home/addition-subtraction/add-subtract-20/v/subtraction-2</a></li> </ul> <p><b>Interactive Games:</b></p> <ul style="list-style-type: none"> <li>● Hit the Button : <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></li> <li>● Mental Maths Train: <a href="https://www.topmarks.co.uk/maths-games/mental-maths-train">https://www.topmarks.co.uk/maths-games/mental-maths-train</a></li> <li>● Hundred square games: <ul style="list-style-type: none"> <li>○ <a href="https://www.topmarks.co.uk/learning-to-count/helicopter-rescue">https://www.topmarks.co.uk/learning-to-count/helicopter-rescue</a></li> <li>○ <a href="https://www.primarygames.co.uk/pg2/dogbone/gamebone.html">https://www.primarygames.co.uk/pg2/dogbone/gamebone.html</a></li> <li>○ <a href="https://www.ictgames.com/mobilePage/hundredHunt/">https://www.ictgames.com/mobilePage/hundredHunt/</a></li> </ul> </li> </ul> <p><b>Planet Maths ebook</b> Planet Maths is accessible as an ebook on <a href="http://www.folensonline.ie">www.folensonline.ie</a>. If you do not have your child's Planet Maths book at home, please use the ebook and record your child's answers in a copy.</p> <p>To log in to <a href="http://www.folensonline.ie">www.folensonline.ie</a>:</p>
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		<ul style="list-style-type: none"> <li>● Select 'Teacher'</li> <li>● Fill in a username, email and password</li> <li>● Roll Number: Prim20</li> </ul>												
<b>Subject</b>	<b>We are Learning to:</b>	<b>Learning Activities</b>												
English	<p><b>Spellings:</b> Become familiar with the 'al' spelling pattern.</p> <p>Spell 'al' words correctly.</p> <p>Use capital letters and full stops correctly in sentences.</p> <p><b>Grammar:</b></p>	<p><b>Spellings Week 30: &lt;al&gt; words</b></p> <ul style="list-style-type: none"> <li>● Daily word list practice (A copy of this week's spellings can be found at the end of this document)</li> <li>● Spelling test on Friday.</li> <li>● Jolly Grammar p.60: Brainstorm 'al' words. Write six 'al' words and draw pictures of them. (Please do this in a copy if you do not have Jolly Grammar at home).</li> <li>● Jolly Grammar p.60: Dictation: Read these words and sentences to your child and ask them to write them down. Correct them together.</li> </ul> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3" style="text-align: center;">Dictation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1. also</td> <td style="text-align: center;">4. falling</td> <td style="text-align: center;">7. They took a short walk.</td> </tr> <tr> <td style="text-align: center;">2. talk</td> <td style="text-align: center;">5. ball</td> <td style="text-align: center;">8. He always hits the ball.</td> </tr> <tr> <td style="text-align: center;">3. always</td> <td style="text-align: center;">6. wall</td> <td style="text-align: center;">9. The beanstalk grew tall.</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>● Play the spelling games on Over the Moon. On the 'Chapters' menu, select 'Unit 15', then click into 'Oral Language and Interactive Resources'. Play the interactive sorting game and the sentence game. <a href="https://www.gillexplore.ie/gill-explore-resources/over-the-moon-first-class-skills-book">https://www.gillexplore.ie/gill-explore-resources/over-the-moon-first-class-skills-book</a></li> </ul>	Dictation			1. also	4. falling	7. They took a short walk.	2. talk	5. ball	8. He always hits the ball.	3. always	6. wall	9. The beanstalk grew tall.
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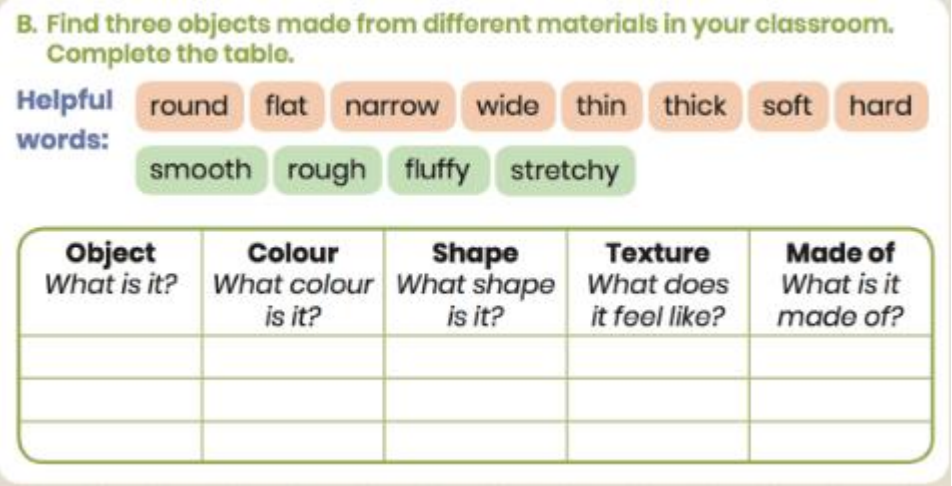
	<p>Understand that 'antonym' is another word for 'opposite'.</p> <p>Identify the antonym for words.</p> <p><b>Reading</b> Understand that 'non-fiction' books are fact books.</p> <p>Read a non-fiction book for enjoyment.</p> <p>Identify new vocabulary and seek out its meaning.</p> <p>Think about the information while reading.</p> <p>Answer questions about a non-fiction text.</p>	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>● Play this video to learn about antonyms: <a href="https://www.youtube.com/watch?v=uEFqdj41kEQ">https://www.youtube.com/watch?v=uEFqdj41kEQ</a></li> <li>● Jolly Grammar: p.61 - Read each word, write its antonym on the line in the opposite half of the box. Draw a picture for each antonym.</li> <li>● Extra practice: Play this antonym game: <a href="https://resources.hwb.wales.gov.uk/VTC/2011-12/english/reading-games/antonym-splat/index.html">https://resources.hwb.wales.gov.uk/VTC/2011-12/english/reading-games/antonym-splat/index.html</a></li> </ul> <p><b>Reading:</b> <a href="https://home.oxfordowl.co.uk/">https://home.oxfordowl.co.uk/</a> When you enter the website, type '<b>Clothes</b>' into the search bar near the top right hand corner. This should bring you to the book for this week.</p> <p><u>Before reading:</u></p> <ul style="list-style-type: none"> <li>● What is the title of this book? What do you think this book will be about?</li> <li>● This is a non-fiction book. What do you think 'non-fiction' means?</li> </ul> <p><u>During reading:</u></p> <ul style="list-style-type: none"> <li>● Read two pages a day. Read together, there are some tricky words in this book.</li> <li>● Vocabulary: Are there any new words on the page? Find out what they mean.</li> </ul> <p><u>After reading:</u></p> <ul style="list-style-type: none"> <li>● Thinking about reading: What is the most interesting fact that you have read today?</li> <li>● Comprehension questions: Questions to Read and Answer (p.14)</li> <li>● Questions to chat about: Read the questions on p.15 and ask your child to find the answers.</li> <li>● Task: 3, 2, 1: Write three new facts that you learnt, 2 questions that you have and 1 interesting thing that you read in this book.</li> </ul> <p><u>Reading for enjoyment:</u> Daily DEAR time (Drop Everything and Read) or listen to a story on audible: <a href="https://stories.audible.com/discovery">https://stories.audible.com/discovery</a> or watch a story on <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a></p> <p><b>Ms O'Connell's Class:</b> Continue reading 'Horrid Henry' p.41 to 44.</p>
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	<p><b>Writing</b> Choose a topic to write about.</p> <p>Enjoy writing.</p> <p>Practice neat handwriting.</p> <p>Prepare for report writing by engaging in show and tell.</p>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>● <u>Free writing</u>: Choose your own topic and form of writing. It can be a song, a poem, a story, jokes, news, a recipe, a report on your favourite animal... you choose!</li> <li>● <u>Handwriting</u>: Practice the next two pages of the big handwriting book.</li> <li>● <u>Oral Report</u>: Show and Tell! <ul style="list-style-type: none"> <li>○ Pick your favourite item of clothing. Think about why you like it.</li> <li>○ Prepare for Show and Tell: Think about the answers to these questions: What is it? When do you wear it? What is special about it? Why do you like it?</li> <li>○ Show and Tell: Present your favourite item of clothing to your family and tell them about it, using your prepared answers.</li> <li>○ Answer questions: After your oral report, ask your family if they have any questions.</li> </ul> </li> </ul>
<p><b>Subject</b></p>	<p><b>We are Learning to:</b></p>	<p><b>Learning Activities</b></p>
<p>Gaeilge</p>	<p>Understand and use the phrases: <i>Is maith liom...</i> (I like) and <i>Is fearr liom...</i> (I prefer).</p> <p>Answer ‘Cé mhéad atá air?’ (<i>How much does it cost?</i>)</p> <p>Engage in role play in a shop.</p>	<p><b>Theme: Ag siopadóireacht (Shopping)</b></p> <ul style="list-style-type: none"> <li>● Bua na Cáinte Interactive Resources: Click <a href="#">Ag Siopadóireacht</a>. You can explore the games, songs and videos on ‘<a href="#">Ceacht 1</a>’ and ‘<a href="#">Ceacht 2</a>’ this week.</li> <li>● Bua na Cáinte Book p.76 and p.77</li> <li>● Drama: Set up a shop at home and act out a shopping scene: <ul style="list-style-type: none"> <li>○ <b>Shopkeeper: Dia duit (hello)</b></li> <li>○ <b>Customer: Dia’s Muire duit (hello)</b></li> <li>○ <b>Shopkeeper: Cad atá uait? (What would you like?)</b></li> <li>○ <b>Customer: Tá _____ uaim. (I would like...)</b></li> <li>○ <b>Customer: Go raibh maith agat (Thank you).</b></li> <li>○ <b>Shopkeeper: Slán go fóill. (Bye)</b></li> </ul> </li> </ul>

		<p>This video has an example of a drama in a clothes shop in 1st/2nd class that you can watch to give you some ideas: <a href="https://msmchughballintogher.weebly.com/blog/ag-siopadoireacht-sa-siopa-eadaí">https://msmchughballintogher.weebly.com/blog/ag-siopadoireacht-sa-siopa-eadaí</a></p> <p><b>Bua na Cáinte Resources:</b></p> <ul style="list-style-type: none"> <li>● Access to interactive activities on <b>Bua na Cáinte</b> (you will need a computer to download this): <a href="https://www.dropbox.com/sh/2l9k7prhpldw0od/AACvW1YAwQfDlaeDnbWBc1X0a?dl=0">https://www.dropbox.com/sh/2l9k7prhpldw0od/AACvW1YAwQfDlaeDnbWBc1X0a?dl=0</a></li> <li>● Use the <b>login</b> 'trial' and the <b>password</b> 'trial'.</li> <li>● If you do not have your child's book at home, you can access the Bua na Cainte ebook: <a href="http://www.edcolearning.ie">www.edcolearning.ie</a> Username: primaryedcbooks password: edco2020</li> </ul> <p><b>Other Resources:</b></p> <ul style="list-style-type: none"> <li>● If you cannot access Bua na Cainte, you can explore the 'Ag Siopadóireacht' interactive resources on Abair Liom C.</li> <li>● <a href="https://www.folensonline.ie/home/library/programmes/abair-liom-1st-class/resources/">https://www.folensonline.ie/home/library/programmes/abair-liom-1st-class/resources/</a> <ul style="list-style-type: none"> <li>○ Log in details for <a href="http://www.folensonline.ie">www.folensonline.ie</a>:</li> <li>○ Select 'Teacher'</li> <li>○ Fill in a username, email and password</li> <li>○ Roll Number: Prim20</li> </ul> </li> </ul>
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Religion	<p>Say the Prayer to the Holy Spirit.</p> <p>Understand how the Good News of God's love is shared.</p>	<p>Log into Grow in Love to access resources for this week: <a href="https://www.growinlove.ie/en/">https://www.growinlove.ie/en/</a></p> <ul style="list-style-type: none"> <li>● Email: <a href="mailto:trial@growinlove.ie">trial@growinlove.ie</a></li> <li>● password: growinlove</li> </ul> <p><b>Theme 8: Jesus is Still With Us, Lesson 3: Go and Share the Good News.</b></p> <ul style="list-style-type: none"> <li>● Say the Prayer to the Holy Spirit together every day. <ul style="list-style-type: none"> <li>○ <i>Holy Spirit, I want to do what is right. Help me.</i></li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ <i>Holy Spirit, I want to live like Jesus. Guide me.</i></li> <li>○ <i>Holy Spirit, I want to pray like Jesus. Teach me.</i></li> <li>● Sing the song: 'The Spirit of God is Upon Us'.</li> <li>● Watch the video: 'After Pentecost' and discuss: <ul style="list-style-type: none"> <li>○ Why do you think so many people joined these first friends of Jesus?</li> <li>○ What sort of things did they do because they wanted to live like Jesus?</li> <li>○ What way had Jesus taught them to live?</li> <li>○ What things did these friends of Jesus do that we, as friends of Jesus, still do today?</li> </ul> </li> <li>● Watch the video: 'The Holy Spirit Helps Jesus' Friends' and discuss: <ul style="list-style-type: none"> <li>○ Who took on the mission to spread Jesus' message to the world?</li> <li>○ How could we show other people that we are friends of Jesus?</li> </ul> </li> <li>● Interactive Activity: We continue the work of Jesus.</li> <li>● Grow in Love Workbook: Pages 48 and 49.</li> </ul>
<b>Subject</b>	<b>We are Learning to:</b>	<b>Learning Activities</b>
SESE	<p>Understand why clothes are worn.</p> <p>Identify some clothes that were worn by people in the past.</p> <p>Explore the kinds of clothes worn by children in different countries.</p>	<p><b>Theme: Clothes</b></p> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>● Why do people wear clothes? Can you think of three reasons?</li> <li>● Do you think people long ago wore the same kind of clothes as we do?</li> <li>● Watch a video about the history of clothes: <a href="https://www.youtube.com/watch?v=cXpfVXYT7Fc">https://www.youtube.com/watch?v=cXpfVXYT7Fc</a></li> <li>● Draw a picture of your favourite outfit from the British Museum video. Who was it worn by? (e.g. Samurai warriors) Why did they wear those kind of clothes? (e.g. To protect their bodies.)</li> </ul> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>● Do you think that children around the world wear the same kinds of clothes or different kinds of clothes? Why?</li> <li>● Watch this video to learn about children from all around the world: <a href="https://www.dkfindout.com/us/video/more-find-out/children-just-like-me-video/">https://www.dkfindout.com/us/video/more-find-out/children-just-like-me-video/</a></li> </ul>



	<p>Identify materials in our homes.</p> <p>Explore the colour, shape, and texture of materials.</p>	<ul style="list-style-type: none"> <li>• Discussion after watching the video: Which child would you most like to meet? Why? Did you notice the children’s clothes? Did everyone wear the same kind of clothes or were there some different types of clothes? Which outfit did you like the most? Why?</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Look at the clothes that you are wearing. Can you name any of the materials that your clothes are made from? E.g. cotton, wool, silk, rubber, plastic.</li> <li>• Brainstorm: Look around you, what materials can you see? Make a list.</li> <li>• Interactive game to learn about materials: <a href="http://www.crickweb.co.uk/ks1science.html">http://www.crickweb.co.uk/ks1science.html</a></li> <li>• Find three objects at home and investigate their materials:</li> </ul>  <p><b>B. Find three objects made from different materials in your classroom. Complete the table.</b></p> <p><b>Helpful words:</b> round flat narrow wide thin thick soft hard smooth rough fluffy stretchy</p> <table border="1" data-bbox="724 820 1633 1063"> <thead> <tr> <th>Object <i>What is it?</i></th> <th>Colour <i>What colour is it?</i></th> <th>Shape <i>What shape is it?</i></th> <th>Texture <i>What does it feel like?</i></th> <th>Made of <i>What is it made of?</i></th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Object <i>What is it?</i>	Colour <i>What colour is it?</i>	Shape <i>What shape is it?</i>	Texture <i>What does it feel like?</i>	Made of <i>What is it made of?</i>															
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SPHE	<p>Develop a sense of belonging to our families.</p> <p>Develop a sense of</p>	<ol style="list-style-type: none"> <li>1. Think about your family. Who is in your family? Where do you live?</li> <li>2. Close your eyes. Think about a happy time with your family. It can be with one person from your family or your whole family. What were you doing? Who was there? Was it in your house or outside?</li> <li>3. Draw a picture of your family and complete the following sentences underneath your picture:</li> </ol>																				

	appreciation for our families.	<ul style="list-style-type: none"> <li>● The best thing about my family is...</li> <li>● My family say I am...</li> <li>● My home address is...</li> <li>● My family autographs: (ask each person in your family to sign their name).</li> </ul>
<b>Subject</b>	<b>We are Learning to:</b>	<b>Learning Activities</b>
P.E.	<p>Understand to pace ourselves when running for a period of time.</p> <p>Practice running at speed.</p>	<p><b>Athletics: Running</b></p> <ol style="list-style-type: none"> <li>1. Traffic Light game: You need two or more players. <ul style="list-style-type: none"> <li>● One person gives the commands - Red: stop Amber: walk Green: run.</li> <li>● Challenge 1: Can you hold a balance when the traffic lights are red?</li> <li>● Challenge 2: Change the movement for amber (e.g. move on hands and feet/ sidestep).</li> <li>● Challenge 3: Can you play in Irish? Red = dearg, yellow = buí, green = glas.</li> </ul> </li> <li>2. Explore different ways of running: <ul style="list-style-type: none"> <li>● You are a speed walker (walking quickly).</li> <li>● You are running for a bus (running not sprinting).</li> <li>● You are trying to run on sand (jogging).</li> <li>● You are being chased by a tiger (running).</li> <li>● You are making the letter O (jogging).</li> <li>● You are making the number 3 (walking).</li> <li>● Challenge: Make up your own kinds of running!</li> </ul> </li> <li>3. Sprinting: Play a game of Rock, Paper, Scissors Tag (Two player game) <ul style="list-style-type: none"> <li>● Start in the middle of your playing area. The two players face each other.</li> <li>● Count to three and play rock, paper, scissors.</li> <li>● The winner of rock paper scissors turns around and runs back to their end of the playing area. The loser of rock paper scissors has to try to catch them.</li> <li>● Video to demonstrate the game: <a href="https://www.youtube.com/watch?v=YKfrQIScXBs">https://www.youtube.com/watch?v=YKfrQIScXBs</a></li> </ul> </li> </ol>

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Art	<p>Think about how clothes are made.</p> <p>Look at examples of weaving. Weave paper.</p>	<ul style="list-style-type: none"> <li>● Watch the story 'Extra Yarn'. <a href="https://watch.vooks.com/videos/extra-yarn">https://watch.vooks.com/videos/extra-yarn</a></li> <li>● Examine some examples of weaving: <a href="http://www.terrytheweaver.ie/">http://www.terrytheweaver.ie/</a></li> <li>● Paper Weaving: You will need two different colour pages, a scissors and glue. Click on the link for step-by-step instructions: <a href="https://www.firstpalette.com/craft/paper-weaving.html">https://www.firstpalette.com/craft/paper-weaving.html</a></li> </ul>
<b>Subject</b>	<b>We are Learning to:</b>	<b>Learning Activities</b>
Music	<p>Use imagination to respond to music through movement.</p>	<p>Listening and Responding to Music:</p> <ol style="list-style-type: none"> <li>1. Listen to this piece of music (Do not show your child the video as it shows what animal it is!) <a href="https://www.youtube.com/watch?v=f1nVDoCnsNk">https://www.youtube.com/watch?v=f1nVDoCnsNk</a></li> <li>2. Do you think this is a big or a small animal? Can you guess which animal this music is describing? What clues are in the music that make you think about this animal?</li> <li>3. Move around the room like the animal in this music. Make up your own movements.</li> <li>4. Extra Challenge :The Elephant Dance! Pretend to be an elephant (make sure to have your trunk – aka your arm – sticking out). Intro: do 2 plies. Part A: wave your trunk left and then right and then do a spin. Repeat. Part B: Wave your trunk left, then right, then draw a circle in front of you with your trunk. Flick your trunk low to high (matching the music) and then do a spin. That brings us back to A.</li> </ol>
<b>Subject</b>	<b>We are Learning to:</b>	<b>Learning Activities</b>

Drama	Work together to create a story.	<p><b>One Word Story:</b> You will need two or more players for this game.</p> <ol style="list-style-type: none"><li>1. Sit or stand in a circle. Establish who will begin the story and which direction the story will travel (clockwise or anti-clockwise).</li><li>2. The first person begins the story by saying a single word e.g. "There".</li><li>3. Whoever is next says another single word that makes sense following the previous word e.g. "was".</li><li>4. Continue around the circle with each person saying a single word with the aim of building a coherent story.</li></ol>
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Week 30 <al>	Monday	Tuesday	Wednesday	Thursday
1.Look	2.Say	3.Cover	4.Write	5.Check
bad				
vet				
fact				
<b>all</b>				
<b>talk</b>				
<b>walk</b>				
<b>small</b>				
made				
their				
beanstalk				
<u>Dictation:</u> 1. They took a short walk. 2. He always hits the ball. 3. The beanstalk grew tall.				

## Support Groups Work Ms.Downes/ Ms. O'Hora

## **English Groups**

I have posted out work packs to complete at home. They should be with you by Monday. Please complete the following tasks:

1. Week 1 of the PAT programme
2. One comprehension exercise

### Reading

Oxford Reading Tree are offering free ebooks at the moment. If you register on their website you can access lots of lovely books. The books are levelled by age. Get your child to help you choose a book that they would like to read. If you find that this book is too easy or too difficult you can move up or down a level.

<https://home.oxfordowl.co.uk/reading>

### Sight words

1. change
2. different
3. does
4. end
5. even

Make two lists of the words. Cut them out and play a matching game or stick them up around the house and go on a word hunt.

## Support Group

I have posted out learning packs to be completed at home. They should be with you by Monday. Please complete the activities from Week 1.

To continue working on practical life skills you might like to try this simple recipe to bake biscuits!

[https://content.twinkl.co.uk/resource/9a/81/t-t-2471-biscuit-recipe-cards\\_ver\\_2.pdf?token=exp=1588252289~acl=%2Fresource%2F9a%2F81%2Ft-t-2471-biscuit-recipe-cards\\_ver\\_2.pdf%2A~hmac=2be3e69c31fe7bf3d19ac2fefc1313cd54f88bac172906f02b1489ee9a833835](https://content.twinkl.co.uk/resource/9a/81/t-t-2471-biscuit-recipe-cards_ver_2.pdf?token=exp=1588252289~acl=%2Fresource%2F9a%2F81%2Ft-t-2471-biscuit-recipe-cards_ver_2.pdf%2A~hmac=2be3e69c31fe7bf3d19ac2fefc1313cd54f88bac172906f02b1489ee9a833835)

### **Maths Support Group**

Continue on with the games we have been playing to support the class learning. I have included some extra games here. Focusing on the skills of addition and subtraction.

#### **Counting on card game (addition)**

This is a card game for 2 players. You will need a deck of cards with the picture cards removed (Jack, Queen, King, Joker). The ace can be used as a 1 in this game.

#### Instructions

1. Separate the cards into two piles, one with the cards: ace, 2, 3 and 4 and the other pile with the cards 5 – 10.
2. Shuffle each pile so they're in a random order and place face down on the playing surface.

3.Players take turns turning over the top two cards. They add the two numbers using the counting on strategy: count on from the larger number, and count on the smaller number. For example, if the two cards turned over were 8 and 4. They would start with 8, count on 4: 9, 10, 11, 12.

4.If players have the correct answer, they get to keep both cards.

5.If the answer is incorrect the other player can have a go at answering the question to keep both the cards.

6.Continue play until one of the piles run out of cards.

7.The winner is the player with the most cards at the end of the game.

### **Online games**

**Robot addition** Children drag and drop the robots with questions onto robot placeholders featuring the correct answers. The game can be replayed many times as the questions are presented randomly.

<https://www.topmarks.co.uk/addition/robot-addition>

Chopper Squad has different sized number grids, the largest of which is from 1 to 100. It is tablet-friendly and is designed to help children with the concept of one more or less and ten more or less than a given number.

<https://www.topmarks.co.uk/learning-to-count/chopper-squad>

### **Twinkl**

These challenge cards offer opportunity to apply their knowledge of addition and subtraction. Use concrete materials, buttons, coins, figurines, to figure out the answer.

<https://www.twinkl.ie/resource/au-n-436-safari-themed-addition-and-subtraction-word-problems-to-20-challenge-cards>



### **Social Group**

Following on from the previous weeks we are focusing on well-being this week. Talk to your child about what 'well-being' means to you and to them. Give examples of self care that you participate in and ask them for some examples that they partake in. Now write your own acrostic poem on well-being. In an acrostic poem, the first letter of each line spells a word. The word is the subject of the poem. In this case the word we are spelling is wellbeing. Come up with a word or sentence for each letter of the word WELLBEING. Each word/sentence should be to do with the topic of wellbeing. What it means to you , what you can do to ensure self-care.

W-

E-

L-

L-

B--

E-

I-

N-

G-

### **Rainbow Moments**

Rainbow Moments are all of those little moments during the day when good things happen. Maybe you played a fun game, watched a funny movie, created something interesting, had a nice lunch or dinner, noticed something beautiful in nature – there are lots of good things all around us, even at difficult times in our lives. We need to train our minds to notice the good things – our minds are already too good at noticing the bad stuff! Write down three Rainbow Moments for the last 24 hours in the rainbow below. Try to do this every day for a least a week so that you get into the habit of noticing the good things! You can write these activities, for the next five days on the following page.

### **I am an amazing person worksheet**

Use this resource to help children appreciate how special and amazing they are. Finishing the sentence starters in the balloons will help them realise they have many special qualities and talents, and are valued by others

<https://www.twinkl.ie/resource/i-am-an-amazing-person-t2-inc-4>