

5th May- 8th May 2020

Third Class Home Learning Plan

Note for all Parents/ Guardians/ pupils:

Dear Parents/ Guardians: All work provided is aimed for both classes, the following subjects contain different material for each class as different material had been covered in school:

- *Gaeilge
- *Literacy
- *Maths

Gaeilge

Ms. Harris' Class



Gaeilge

(Ms. Harris' Class)

Éisteacht & Léitheoireacht: Visit www.robo.ie

- Click on 'Bunleibhéal' at the top of the page
- Click on the story '*Tinn sa Bhaile*' and then click on '*Éist*'
- Listen to the story and drag the words down to fill in the blanks. Pause the audio clip often to help you.
- Click on '*Léigh*' and read the story. Press on the corner and drag the page over to go to the next page. Do your best to try and pronounce the words carefully. It's okay if you don't understand the story, we are just practising sounding out the words as best we can.

Éist & Scríobh (Listen & Write)

Please call out the following sentences to your child slowly. Do not allow them to look at these sentences beforehand. When they have written all 5 sentences, the children can tick each word in the sentence that they have spelled correctly. The children are very familiar with this activity from school, so they will know what to do.

1. Is maith liom bainne
2. Tá sé te.
3. Tá sé fliuch.
4. Tá madra agam.
5. Tá banana agam.

Gaeilge

(Ms. Harris' Class)



Comhrá:

Féach ar na ceisteanna seo agus bígí ag cleachtadh iad le duine éigin sa bhaile chun feabhas a chur ar do theanga ó bhéil.

Look at the questions and practise them with someone at home to improve your oral language.

Scríobhneoireacht (Writing)- Write your news every day in your copy using the sentences below:

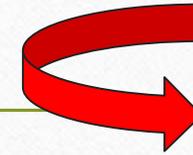
Bígí ag scríobh bhur nuacht gach lá ag baint úsáid as na habairtí seo:

1. Is mise _____ Tá mé _____ (ocht/naoi) mbliana d'aois.
2. Inniu an _____ (Luan/Mháirt/Ceadaoin/Deardaoin/Aoine)
3. Tá an aimsir _____ (tirim/grianmhar/fliuch/gaofar/scamallach).
4. Inniu tá mé ag _____ (sugradh /ag imirt peile/ ag scríobh/ ag léamh/ ag tarraingt)
5. Inniu beidh mé ag ithe _____ (ubh/seacláid/ tósta/ gránach/ prátaí/ feoil(meat)/ arán/ piotsa/ iógart (yoghurt).
6. _____ is ainm do mo scoil.

1. Tá mé i mo chónaí i _____ i mBaile Átha Cliath.
2. Amárach beidh sé an _____.



****Tarraing pictúir nuair atá sibh críochnaithe! (Draw a picture when you have finished!)****



1. Cad is ainm duit?
2. Conas atá tú?
3. Cén aois tú?
4. Cén rang in a bhfuil tú?
5. Cén sórt aimsir atá an inniu?
6. Cé mhéad duine i do chlann?
7. Cén lá atá ann inniu?
8. An bhfuil deartháir agat?
9. An bhfuil deirfiúir agat?
10. An bhfuil geansaí ort?
11. An maith leat spóirt?
12. Cén spóirt is fearr leat?
13. An bhféachann tú ar an teilifís?
14. Cén clár teilifíse is fearr leat?
15. An maith leat ____?
16. Cá bhfuil tú i do chónaí?
17. Cén dath atá ar do chuid gruaige?
18. Cén dath atá ar do shúile?
19. An bhfuil peata agat?
20. An imríonn tú aon spóirt?
21. An seineann tú aon uirlise ceoil?

Gaeilge

(Ms. Harris' Class)

Litriú & Gramadach (Spelling & Grammar)

An Luan:

- sicín (chicken)
- piorra (pear)

An Mháirt:

- cnó (nut)
- puimcín (pumpkin)

An Chéadaoin:

- cáis (cheese)
- ispíní (sausages)

An Déardaoin:

- turcaí (turkey)
- tae (tea)



Pick 4 and put them into a sentence!

Verb work

Putting verbs into the **past tense**.

In order to speak about something that happened in the past, we must make a change to the verb (action word) that we are using.

Tense	Verb	Meaning	In a Sentence
Present tense (happening right now)	Bris mé	I break	Bris mé an t-arán (I break the bread)
Past tense (has already happened)	Bhris mé	I broke	Bhris mé an t-arán (I broke the bread)

Important note: 'Bh' together gives us the 'v' sound. It should sound like [v-rish]

Bhris mé → I broke

Bhris tú → You broke

Bhris sé/sí → He/she broke

Bhriseamar → We broke

Bhris sibh → You all broke

Bhris siad → They broke

Ceisteanna:

- ❖ Ar bhris tú? Did you break?
- > Bhris mé. I broke
- > Níor bhris mé. I did not break

Examples:

Bhris mé an bord (I broke the table)

Bhris tú an doirteal (You broke the sink)

Bhriseamar an cupán (We broke the cup)

Use this information sheet to help you translate these 10 sentences.



Translate in your copy:

1. I broke the press=
2. You broke the jam=
3. We broke the bicycle=
4. He broke the toilet=
5. She broke the car=
6. They broke the lamp=
7. You all broke the door=
8. You broke the television=
9. We broke the pen=
10. He broke the book=

Literacy

Ms. Harris' Class

Spelling and Grammar

(Ms.Harris' Class)

Spellings:

Monday

hugged/correct/funny/happy

Tuesday

puppy/common/collect/bottles

Wednesday

different/error/lesson/evidence

Thursday

conclusion/opinion/certain/likely

Put each spelling into a sentence

Grammar:

This week we will be continuing to focus on plurals.

I hope you got on well with the exercises last week and that all of the rules made sense to you. We will be practising changing singular words to plural words again this week.

Tasks: Take a look at the worksheets on the next page and attempt them as best you can, remembering what you have learned about plurals from last week.

Plurals

Singular

One



Duck

Ducks



More than One

Plural

W.A.L.T. change singular words into plurals by adding es, s and ies.



A. Rewrite these sentences changing the underlined words into plurals.

1 The cow stood in the field watching the farmer.

2 The lady told a story about the gipsy.

3 The calf ate the leaf and the berry from the bush.

4 The coach blew the whistles at the end of the match.

5 The gipsy put the dish on the shelf.

6 The fox and the wolf ran after the pony.

7 The cook cut the loaf with the knife.

8 The bunch of flowers were given to the teacher.

Need some help?

☺ If a word ends with ch, sh, ss, x, z or o then add es.

Box → Boxes

☺ If a word ends with y then lose the y and add ies.

Baby → Babies

☺ If a word end with f then lose the f and add ves.

Wolf → Wolves

Change each word into a plural and find it in the wordsearch!



Plurals Wordsearch!

Z	P	P	R	S	U	R	V	E	Y	S	H	K	L	L	P
M	L	A	D	I	E	S	R	C	L	B	K	L	F	T	D
N	B	R	X	C	H	T	G	J	H	L	O	D	P	R	V
B	A	E	R	P	I	O	R	Q	H	R	D	S	D	O	B
S	P	I	E	S	O	R	P	D	R	D	W	A	I	L	U
S	Q	R	Y	B	R	I	T	I	P	F	E	F	C	L	L
A	K	C	G	Y	N	E	E	S	S	A	Y	S	T	E	L
M	O	N	K	E	Y	S	T	P	O	H	R	J	I	Y	I
U	R	O	T	T	M	R	V	O	Y	J	B	K	O	S	E
F	A	I	R	I	E	S	P	A	T	K	A	A	N	M	S
B	P	C	B	B	I	S	O	L	L	L	B	E	A	J	O
E	K	T	K	W	Y	I	R	K	E	L	I	D	R	S	E
R	M	O	Y	A	O	S	S	F	S	Z	E	X	I	Y	E
R	T	J	D	L	R	Y	E	F	E	L	S	Y	E	A	R
I	N	N	Y	P	O	A	I	S	I	U	Y	P	S	D	D
E	U	C	F	B	H	R	T	Z	N	Y	A	J	W	I	S
S	P	C	T	R	T	T	I	A	O	H	L	Y	F	L	A
I	W	Q	U	R	R	H	C	Y	P	F	E	A	A	O	K
L	F	A	M	I	L	I	E	S	F	R	D	U	V	H	J
P	A	R	T	I	E	S	O	I	T	T	O	Y	S	M	N

- | | | |
|--------------|-----------------|-------------|
| lady_____ | essay_____ | spy_____ |
| baby_____ | fairy_____ | city_____ |
| valley_____ | Sunday_____ | toy_____ |
| lorry_____ | story_____ | delay_____ |
| trolley_____ | berry_____ | bully_____ |
| tray_____ | dictionary_____ | survey_____ |
| boy_____ | pony_____ | monkey_____ |
| family_____ | holiday_____ | party_____ |

For each letter write three words where you add

- s
- es
- Change y to i and add es
- Change f to v and add es



Reading

(Ms. Harris' Class)

Reading:

Here are the login details for the CJ Fallon website.

1. Visit the website www.cjfallon.ie
2. Under parent/student resources please press 'click here'
3. Next, click '**Student Resources**'
4. Under the various headings, please select the following:

Level: Primary **Class:** 3rd Class **Subject:** English **Series:** My Read at Home **Title:** My Read at Home Book 3

Resource: Online Book

5. Scroll down to click on the eye symbol to access the ebook
6. You will be prompted to insert your name, email and user type (**student/parent**)

Tasks:

- Once you have accessed the Read at Home book, please turn to page 2 and page 4.
- Read the stories '**Chickens**' and '**Henry Ford**'.
- Answer the questions on the bottom of the page using **full** answers, making sure you have used capital letters, full stops and commas.

Scan through the stories again, and find the following from each story:

- 2 plurals
- 5 nouns
- 5 adjectives

Write these in your copy

Reading Resources: Please continue to engage with these two websites 'storyline online' & 'Funbrain' and choose from a range of wonderful books and stories- Check them out at:

<https://www.storylineonline.net/>

<https://www.funbrain.com/books>

Please continue to read your own books every day, having at least 20 minutes of D.E.A.R time.



Don't forget to continue writing everything in cursive writing!

Writing

(Ms. Harris' Class)



Diary Writing

This week we will be continuing to practise our diary writing skills. I would like you to remember our novel *Tom Crean- Ice-Man* and imagine that you are Tom Crean in the South Pole. Pretend that you are Tom Crean and write a diary entry talking about the time Lt. Evans got sick with scurvy and yourself and Bill Lashly had to drag him across the ice in an attempt to save his life.

Think about these questions while you are writing your diary entry as Tom Crean.

What is going through your head?

What are the weather conditions like?

What are you most afraid of happening?

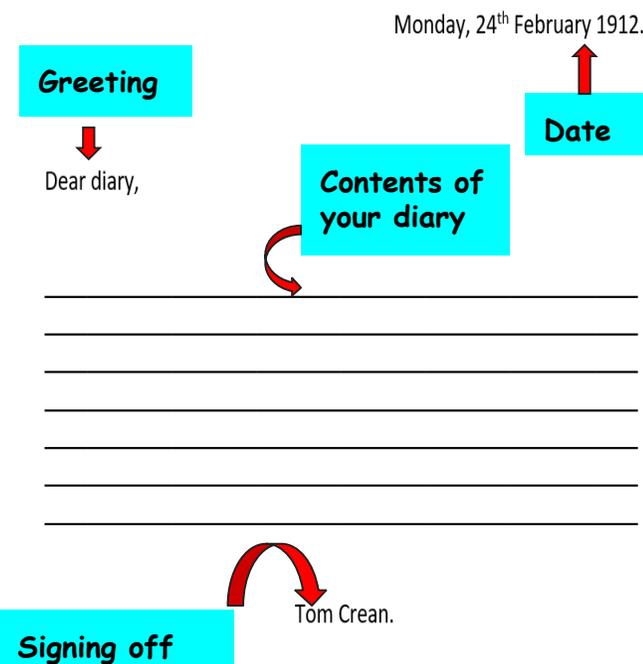
How hard is it to drag Lt. Evans across the ice?

What challenges are you facing at the moment?

The layout of a diary entry

Remember to write your diary entry using words like 'I' and 'we' even though you are speaking from Tom Crean's point of view.

You might say something like 'I am so exhausted from dragging Lt. Evans across the ice. I haven't eaten in days and I don't know how we are going to make it back in one piece.'



Mathematics

Ms. Harris' Class

Mathematics

(Ms Harris' Class)

Tables/Mental Maths:

Please continue to practise your multiplication and division tables 1-12. It is so important that you stay on top of these and that you are practising these every day.

Don't forget you can play the Daily 10 game to help you get faster them.

<https://www.topmarks.co.uk/maths-games/daily10>

-Please continue with your Mental Maths as you have been doing over the past few weeks. If you get stuck on a question, make an attempt. Never leave anything blank. A good guess is better than a blank!

Complete these multiplication sums in your copy. Remember to lay them out properly before beginning to solve!

1. $23 \times 7 =$
2. $48 \times 4 =$
3. $19 \times 5 =$
4. $77 \times 6 =$
5. $92 \times 9 =$
6. $45 \times 3 =$
7. $67 \times 8 =$
8. $58 \times 4 =$
9. $24 \times 9 =$
10. $21 \times 7 =$
11. $33 \times 5 =$
12. $37 \times 3 =$
13. $79 \times 9 =$
14. $25 \times 6 =$
15. $30 \times 4 =$

Tip: Remember to always draw out a word problem like I showed you on the whiteboard in school. It is always easier to understand a word problem when you can see it in front of you. Always ask the questions: "What information are they giving me?" and "What do they want me to find out?"

Check out these Word Problems!

Word Problem Detectives

1. There are 12 biscuits in a packet. Jane buys 4 packets for her party. How many biscuits does she have? _____

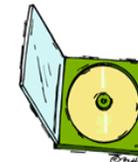


2. There are 16 fireworks in a box. Sam has 7 boxes. How many fireworks does he have altogether? _____

3. The teacher needs each table to have eight pencils and five pens. There are 5 tables. How many pencils and pens will she need? _____



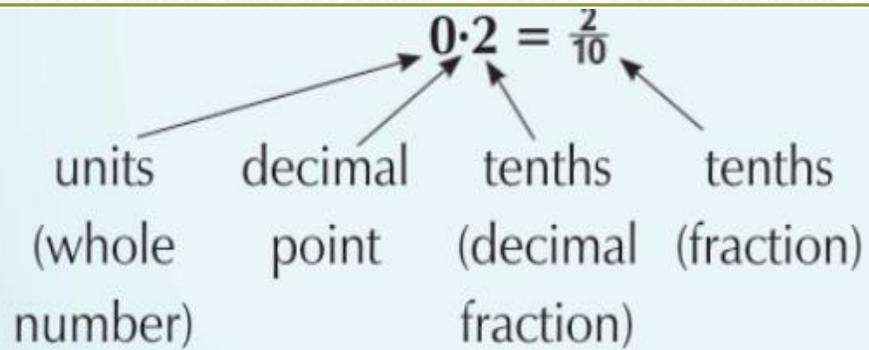
4. Ben wants to buy 4 lollies for each of his twelve friends. How many lollies will he need to buy? _____



5. Lucy has 36 CDs in each rack. She has 3 racks. How many CDs has she altogether? _____



6. Jay's class are collecting shoes to send to Malawi. His class collected 26 pairs of shoes. How many individual shoes were collected altogether in Year 5? _____



Decimals

(Ms. Harris' Class)

The chapter we are focusing on again this week is 'Deadly Decimals'. I hope you all got on well with pg. 62 in your books. Decimals can be tricky to wrap your head around, so it's important to take our time and to keep practising them as much as possible.

We were looking at changing fractions to decimals last week. We were told that:

Fraction



Decimal fraction

More examples:

$0.3 = \frac{3}{10}$
 $0.6 = \frac{6}{10}$

They are the same thing, just one is a **fraction** and one is a **decimal fraction**.

Gaeilge

Ms. Downey's Class



Gaeilge: Ms Downey's Rang



Léitheoireacht agus Éisteacht (Reading & Listening) Visit www.robó.ie

- Click on 'Bunleibhéal' at the top of the page
- Click on the story 'Tinn sa Bhaile' and then click on 'Éist'
- Listen to the story and drag the words down to fill in the blanks. Pause the audio clip often to help you.
- Click on 'Léigh' and read the story. Press on the corner and drag the page over to go to the next page. Do your best to try and pronounce the words carefully. It's okay if you don't understand the story, we are just practising sounding out the words as best we can.

Éisteacht agus Féachaint (Listen & Watch)

Bí ag feachaint ar Alvin and the Chipmunks gach lá ar <https://www.tg4.ie/en/player/categories/childrens-tv-shows/?series=Alvin%20!!!%20&%20the%20Chipmunks&genre=Cula4>

Hopefully you can pick up some phrases you have heard before or even learn a new word! It is something you can watch with your siblings too if you wish! Bain taitneamh as- Enjoy!

Online Dictionaries @: potafocal.ie , teaglann.ie



Comhrá:

Féach ar na ceisteanna seo agus bíodh ag cleachtadh iad le duine éigin sa bhaile chun feabhas a chur ar do theanga ó bhéil.

Look at the questions and practise them with someone at home to improve your oral language.

Comhrá Gaeilge:

1. Cad is ainm duit?
2. Cén aois thú?
3. Cá bhfuil tú i do chonaí?
4. Cén rang ina bhfuil tú?
5. Cén scoil ina bhfuil tú?
6. Conas atá tú?
7. Cé mhéad daoine atá i do chlann?
8. Cén mhí atá ann?
9. Inis dom míonna na bliaina
10. Inis dom laethanta na seachtaine
11. Cén lá atá ann inniu?
12. Cén sórt aimsir atá ann?
13. Cén sórt clár teilifíse is maith leat?
14. Inis dom faoi d'éide scoile (school uniform)
15. Cén sort bia is maith leat? 😊
16. Cén sort bia nach maith leat? ☹️
17. Cén dath ata ar do gruaig?
18. Cén dath ata ar do súile?
19. Cén seasúr atá ann?
20. Inis dom na huimhreacha (numbers) ó 0-20



Gaeilge- Ms. Downey

Scríobhneoireacht (Writing)-

Continue to write your news every day in your copy using the sentences below: This practice will help your Irish spelling and writing.

Bíodh ag scríobh bhur nuacht gach lá ag baint úsáid as na habairtí seo:

1. Is mise _____ Tá mé _____ (ocht/naoi) mbliana d'aois.
2. Inniu an _____ (Luan/Mháirt/Ceadaoin/Deardaoin/Aoine)
3. Tá an aimsir _____ (tirim/grianmhar/fliuch/gaofar/scamallach).
4. Inniu tá mé ag _____ (sugradh /ag imirt peile/ ag scríobh/ ag léamh/ ag tarraingt)
5. Inniu beidh mé ag ithe _____ (ubh/seacláid/ tósta/ gránach/ prátaí/ feoil(meat)/ arán/ piotsa/ iógart (yoghurt).
6. _____ is ainm don scoil.

7. Tá mé i mo chónaí i _____ (mB Á C).

8. Amárach beidh sé an _____. Slán.

****Bíodh ag tarraingt pictúir nuair atá sibh críochnaithe! (Draw a picture when you have finished!)****



Mathematics

Ms. Downey's class

To access Planet Maths online follow details provided below and then search 'Planet Maths 3rd class' & click on e-book:

1. Go to FolensOnline.ie and click register
2. Select Teacher
3. Fill in a username, email and password
4. For Roll Number use the code: **Prim20**

Mathematics

Ms. Downey's Class



- Please continue multiplication tables practice x2s upto x12s. I cannot stress **the importance of practicing tables daily**. We had been doing plenty of practice in school with the tables, if you continue to practice daily you will find the division tables easier!

- Don't forget you can play the Daily 10 game to help you get faster.

<https://www.topmarks.co.uk/maths-games/daily10>

- Please continue your **Mental Maths** work daily Remember "***If at first you don't succeed try, try again!***" Skip the question you are stuck on and come back to it, continue using the rough work copies- write out all the information from the question, draw it if possible and break down the question in parts.

- **Tables-** This week you will be learning $\div 5s$ - Check out the link below when looking at division tables <https://www.youtube.com/watch?v=slez17IoMvU>
- Please continue practicing any rhymes I have given you so far- Subtraction poem, Time chant and Place Value chant..
- **Subtraction Revision:**

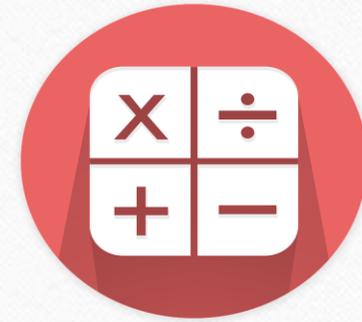
Complete these 10 sums in your copy. Don't forget to write H T U on top to help and to use the bunk bed method like we used in school when answering these types of sums!

1. $250 - 117 =$
2. $756 - 199 =$
3. $824 - 120 =$
4. $977 - 699 =$
5. $701 - 120 =$
6. $634 - 271 =$
7. $525 - 130 =$
8. $376 - 213 =$
9. $873 - 754 =$
10. $410 - 330 =$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Mathematics

Ms. Downey's Class (continued...)



- You may have noticed over the past few weeks a lot of the Maths content I am providing you with is content we would have worked on in school. Now is the perfect opportunity to extend your learning on these topics as some of them can be a bit tricky- revision helps us all no matter what the subject, so it is no harm to continue practicing work again and again.

- Fractions:**

Use the fraction wall I included in last week's work (and below), which you would have drawn yourselves to help complete the following questions..

Please complete Planet Maths Pages 105 ALL of parts A,B + C and Page 106 ALL of parts A, B + C

- Symmetry:**

Question- How would you explain a line of Symmetry in your own words?

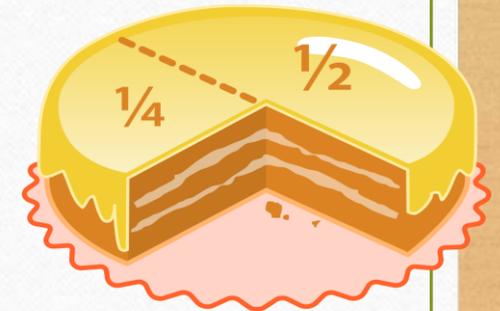
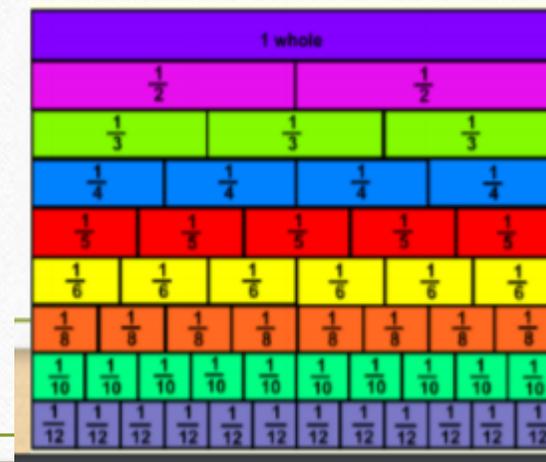
Line of Symmetry= the line where a shape can be folded so that both sides are identical.

Please watch the following short video that explains Symmetry in greater detail

<https://www.youtube.com/watch?v=YFzktJNmnPU>

- Next, I want you to go on a symmetrical shape hunt around your home. In your copy please write down 15 symmetrical shapes that you find.

- Now complete Planet Maths Page 134 Part B ONLY.



Literacy



Literacy (Ms Downey's class)



- **Reading:** Please continue reading all the wonderful books you have been reading at home. Make sure you take at least 20 mins for D.E.A.R every day.
- **Oral Language:** This week I want you to have a discussion with someone based on the following statement "Would you rather be able to turn invisible or be able to fly" Make sure you can back up your statements with reasons. Please write some of the points you talk about in your copy. Enjoy!
- **Handwriting:** Please continue with two more pages in your handwriting book this week. If you feel a particular letter/ word is tricky why not practice it first on a sheet and when you feel ready continue with the handwriting workbook.
- If you have finished your handwriting workbook don't panic- by completing all other written tasks for different subjects using cursive you are continuing to practice handwriting each day- Well done! I know it can be very tricky, be patient and remember lots of practice!

Writing:

**** Remember to use CURSIVE for all written tasks given ****

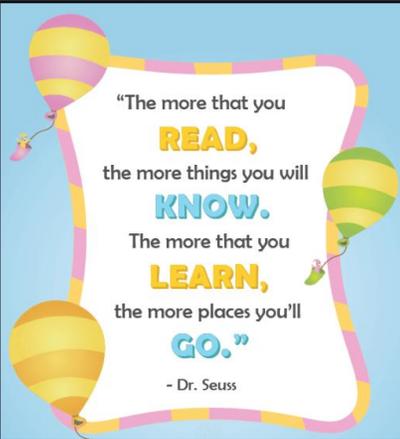
- This week I want you to write a 'Book Review' on the most recent book you read.
- Read the following tips in the attached image to guide you.
- You may wish to create your own book review template in your copy or you can copy the one below. Draw some pictures too!

Writing a Book Review

- Title-What is the name of the book?
- Author-Who wrote the book?
- Concise summary-Describe the book in a short summary. Remember don't give the ending away.
- Your reactions-What struck you as noteworthy?
- Recommendation
Would you recommend this book to your audience?



A Book Review by _____	
Title _____ Author _____	
My Star Rating For this Book: ☆☆☆☆☆	
Characters	Plot
Your Opinion	
Recommend	



Literacy



Ms Downey's Class (continued)

- **Reading Resources:** If you would like a change from reading your own books, you can check out these two websites 'storyline online' & 'Funbrain' and choose from a range of wonderful books and stories- Check them out at: <https://www.storylineonline.net/>

<https://www.funbrain.com/books>

- **Grammar:** This week you will be looking at Verbs & Adverbs. Remember our learning about these types of words in school.

A verb= a doing word for e.g. walking, jumping, skipping

An adverb = describes a verb for e.g. talk **quietly**, drive **slowly**

Check out the image attached for more examples of adverbs

ADVERBS

An **adverb** describes a verb, an adjective or another adverb. It tells us how, where, when, how much and with what frequency. An adverb can tell...

HOW?	WHERE?	WHEN?	HOW MUCH?	HOW OFTEN?
quietly peacefully carefully slowly badly closely easily well fast quickly cheerfully	above abroad far away back here outside backwards behind below down	now yesterday soon later tomorrow yet already tonight today then last year	quite fairly too enormously entirely very extremely rather almost absolutely just	always sometimes often frequently normally generally usually occasionally seldom rarely never

- Next please click on the link below and scroll to 'Creepy Verbs & Adverbs in Super Stories'

<https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

- Read the story and then begin the story again. This time it will give you the option to edit by clicking and working on different verbs and adverbs, please click which option you think works well.
- In your copy I want you to write 10 good sentences that include both verbs and adverbs. Use the list of adverbs I have attached to help you. Remember to use your dictionary to help with spellings! Please make sure to read over your work.



Geography(both classes)

*Useful websites Kiddle/Kidrex (child friendly search engine), DK Find out, Historykids.net, Natgeo Kids



Last week you were introduced to our new topic -'France'.

This week we will be looking more closely at one specific city in France, **Paris!**

Paris is the most famous city in France, as it is home to many beautiful buildings and artwork as well as being steeped in an impressive history.



Research

We are going to continue practising our research skills this week. We would like you to find out the following information about Paris:

1. What is the population of Paris?
2. What famous buildings/museums can be found in Paris?
3. What is the climate of France?
4. Find out **2** pieces of information about Paris' history.
5. Name a famous person that comes from Paris.
6. What is the name of Paris' most popular soccer team?

Get Creative!

You have been asked to create a poster for a travel brochure, showing off all of the amazing things Paris has to offer. This poster should be very attractive to tourists and should make them want to visit Paris!

You should use lots of clear pictures showing some of the buildings, shops and other amazing things that you can see or do in Paris.

Make sure everything you include on your poster is factual, so it does not mislead any tourists. We don't want to disappoint them when they arrive in Paris to find that they cannot see or do some of the things you have included on your poster!





History(both classes) The Normans

Take a look at this to find out more about the Normans in Ireland.

Answer the following questions in your copy giving full answers:

1. What was the most powerful king in Ireland known as?
2. In 1169 where did a group of Normans arrive to help the king of Leinster?
3. What was the king of Leinster's name?
4. Why did the king of Leinster want to defeat the king of Breffni and the king of Connaught?
5. What was Richard de Clare's nickname?
6. Who did Richard de Clare marry?

In the twelfth century (the 1100s), there were many warring clans in Ireland. Each clan had their own king. The most powerful king was known as the high king. For example, Turlough O' Connor, who died in 1156, was once the high king of Ireland, just like Brian Boru. In order to become high king, a king had to fight against other powerful kings. Sometimes the king of Connacht would win, other times it might be the king of Leinster, Munster or Ulster. These constant fights meant that kings had many enemies. The reason the Normans first came to Ireland was in fact due to this fighting.



*Dermot MacMurrough
Courtesy of Wicklow
County Libraries*

In 1169, a group of Norman soldiers and knights arrived in Wexford to help the Irish king of Leinster, Diarmuid MacMurrough. They were invited by Diarmuid to help him fight his enemies and regain his kingdom in Leinster. Diarmuid MacMurrough particularly wanted to defeat Tiernan O'Rourke, the ruler of Breffni (now Roscommon), and Rory O'Connor, the king of Connaught, because they had joined armies and had forced Diarmuid out of his kingdom.

Diarmuid MacMurrough knew that there were Norman knights and soldiers in England and he invited them to Ireland to help him. He first had to get permission from King Henry II, who at the time was the king of England and also the king of Normandy in France. In 1170, a Norman lord called Richard de Clare, nicknamed Strongbow, came to Ireland from Wales. Strongbow brought archers, knights and horsemen with him and helped Diarmuid to capture Waterford and Dublin. Strongbow later married Diarmuid's daughter, Aoife. In 1171, when Diarmuid died, Strongbow became the King of Leinster. This meant that by 1170 AD the Normans had taken over much of the east of Ireland. By the 1300s, the Normans had castles and power in many parts of Ireland.



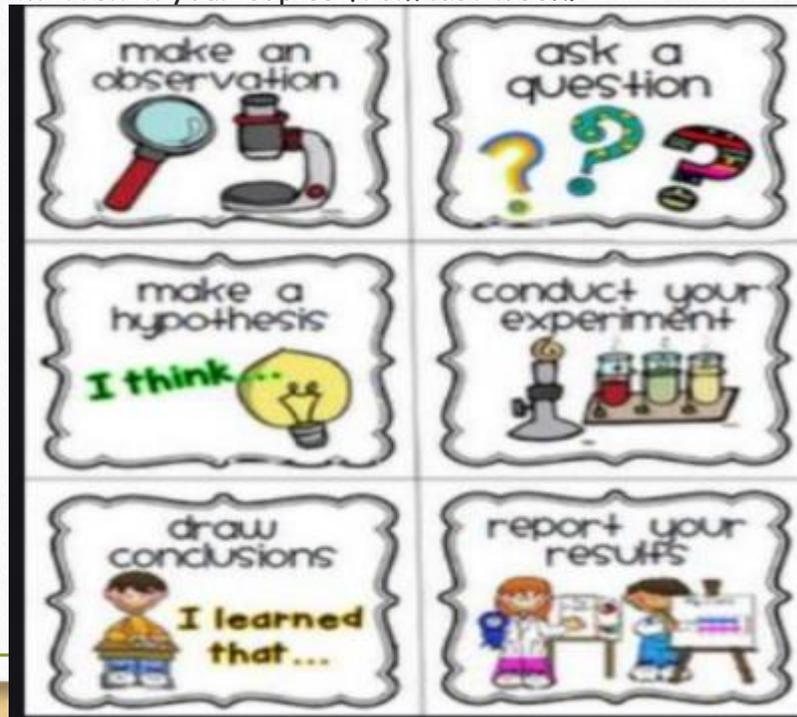
*Strongbow
Courtesy of Wicklow
County Libraries*



Science (both classes)



Take a look back at the scientific process image you have written in your copies from last week.



It is very important to get an adult to help you with these experiments, as they both involve the use of heat. Please do not try these on your own.

This week's experiments:

This week we have two science experiments for you to try out. Click on the links below to access the activities. You can choose one to carry out or you can do both if you like!

Make your own rock candy:

<https://mommypoppins.com/kids/how-to-make-rock-candy-with-kids>

Make your own invisible ink:

<https://mommypoppins.com/kids/boredom-busters/how-to-make-invisible-ink>

When you have completed your experiment, please use the scientific process to help you record what you have done. Don't forget to make a **hypothesis** or 'guess' about what is going to happen before you conduct your experiments!



Today you are You,
that is truer than true.
There is no one alive
who is Yover than You.
- Dr. Seuss

S.P.H.E (both classes)

- We know that these are extremely difficult times, that is why this week we want you to take some time each day doing the things that make you happy and that you enjoy doing at home- it may be drawing, mindfulness colouring, walking around your estate, reading, listening to music. It is important that we realise and understand when we need to take time for ourselves doing things we enjoy!

Bressie is a singer from Co. Westmeath that creates mindfulness videos for children on his facebook and instagram pages. Ask an adult to read the link attached below that explains where to find these videos and hopefully you can listen to them.

<https://www.herfamily.ie/wellness/bressie-will-hosting-mindfulness-classes-kids-instagram-live-375087>

- If unable to access Bressie's videos- try this guided meditation @ <https://www.youtube.com/watch?v=aX9PUQcdQ2U>

- Check out the feel great in 8 challenge attached! We challenge you to try one thing from the list every day this week. Enjoy!

*If you have a spare copy at home why not create your own 'Mindfulness copy'. You can use this copy as you wish- maybe for drawing, colouring, or doing other things that help you to

relax. Take out this copy any time you need to take a mindful moment.

8 SIMPLE WAYS TO FEEL *great* TODAY!

- 1 Make someone else *smile*.
- 2 *Savour* a cool glass of water.
- 3 *Eat* one healthy & delicious food.
- 4 Dance, sing & *let yourself go*.
- 5 *List* 10 things you love.
- 6 *Learn* something new.
- 7 Go *outside* & breath deeply.
- 8 *Complete* a quick project.

Feel Great in 8 Challenge

-One thing
Ms Downey

loves to do
every day
is to get
outside for
some fresh
air with her
dog Holly!

Music(both classes)

Listen to both pieces of music:

Tune 1:

<https://www.youtube.com/watch?v=5f-ILLD4vL4>

(Stop the video at 1.40)

Tune 2:

<https://www.youtube.com/watch?v=vDyMFP6yzfk>

Questions:

1. What instruments can you hear being played in Tune 1?
2. What is the tempo (fast/slow) of Tune 1?
3. What country do you think this is from?
4. What instruments can you hear being played in Tune 2?
5. What is the tempo of Tune 2?
6. What country is Tune 2 from do you think?
7. What instruments can you hear being played in Tune 2?
8. Name 2 things that are the same about the two tunes.
9. Name 2 things that are different about the two tunes
10. Which one do you prefer and why?



Religion(both classes)



- Practice quiet prayer time each day, if you wish
- Visit the grow in love website- Username=trial@growinlove.ie Password= growinlove and click on the 'Prayer Space' section, light a candle online and attach your own special prayer, if you wish.
- This week in your copy write a short prayer each day for all the healthcare workers (doctors, nurses, carers, etc.) who are looking after those who are unwell at this time.
- Last week you read about life in a parish. This week look at the images attached from your Grow in Love book, about what happens in the church. Discuss what is happening in each picture and read the text underneath.
- Write the prayer in the purple box in your copy and draw symbols that represent the church.
- Under the heading 'Activity' read and answer the questions in your copy.



FOR MEMORISATION

I believe in the Holy Spirit,
the holy Catholic Church,
the communion of saints,
the forgiveness of sins,
the resurrection of the body,
and life everlasting. Amen.
(from *The Apostles' Creed*)

ABOUT BEING INVOLVED

The members of a parish community can be involved in many different ways in the life and work of the Church. They can use the gifts and talents God has given them to make the parish the best place it can be.

ACTIVITY

- Look at the pictures and discuss the role each person has within the parish.
 - What gifts and talents do you think each person brings to the work they do in the parish?
 - Would you one day like to use your talents to help in your parish? If so, what would you like to do?





Art(both classes)



- This week you are going to explore the process of pop up picture/card making. All you will need is: a pencil, ruler, glue, card, scissors, paper/ coloured card (If you don't have coloured card, use your colours to make different coloured sheets!) Remember tulips are mostly bright colours-yellow, pink, purple!
- Watch the attached video to create your very own 'Pop- Up Tulip Garden'. You can pause and stop the video if you need and remember take your time- **"If at first you don't succeed, try, try again!"**
- Why not stick your finished masterpiece on the fridge or somewhere in your room. We hope you enjoy! :)



P.E. (both classes)



what's your name!

SPELL OUT YOUR FULL NAME AND COMPLETE THE ACTIVITY LISTED FOR EACH LETTER. FOR A GREATER CHALLENGE INCLUDE YOUR MIDDLE NAME & DO EACH ONE TWICE! FOR VARIETY YOU CAN USE A FAVORITE CHARACTER'S NAME OR A FAMILY MEMBER'S NAME.

- | | |
|---|--|
| A jump up & down 10 times | N pick up a ball without using your hands |
| B spin around in a circle 5 times | O walk backwards 50 steps and skip back |
| C hop on one foot 5 times | P walk sideways 20 steps and hop back |
| D run to the nearest door and run back | Q crawl like a crab for a count of 10 |
| E walk like a bear for a count of 5 | R walk like a bear for a count of 5 |
| F do 3 cartwheels | S bend down and touch your toes 20 times |
| G do 10 jumping jacks | T pretend to pedal a bike with your hands for a count of 17 |
| H hop like a frog 8 times | U roll a ball using only your head |

- We hope you all enjoyed Active Home Week last week and that you got a chance to try some new exercise activities. It is extremely important during these difficult times that we try our best to get some physical activity daily whether inside or outside! This week you will be using your name to help you exercise!

- Using the image attached we want you to spell out your full name and complete the activity beside each letter- It may be a good idea to write your full name on a piece of paper before you begin and the exercise beside each letter! When you are finished why not change it up, exercise using a family members name, your favourite authors name or your favourite film characters name!

*Grab a chair- **EVERY DAY** this week we are also tasking you to complete 20 chair press ups (sit in the chair and use your body to push yourself up and down),

-Next imagine you are climbing a rope and need to push your hands in the air and pull the rope down (20 times)

-Finally finish with standing and sitting 20 times- however you cannot use your hands to help you up-Enjoy!!!



Active learning (both classes)



-Create your own **dream catcher** for your room <https://www.youtube.com/watch?v=Z6zZepqpxQk> If you don't have some of the materials used in the video don't panic, work with what you do have at home! Ask an adult to help you with any cutting! We hope you enjoy :)

-Check out our school- **Green Schools Weebly page** on the link shared on the school website <http://www.solaschriost.ie/> have a discussion with your family members as you look through it, check out your own recycling habits at home and why not recycle some materials to create your own arts and crafts. You may even pick up some new tips and tricks you can share with your family at home. Check out the following link which shows you how to recycle a milk carton into a bird feeder for example <https://www.youtube.com/watch?v=8M88PdpNb2w&t=2s>

-When we were in school both teachers remember how much **fruit** you all used to eat- which is so important as we all know the benefits fruit brings! Check out the video attached and why not get creative when preparing your next fruit snack- Yummy!! <https://www.youtube.com/watch?v=jMvjdg6w9c> Please make sure an adult helps you to cut fruit- Enjoy :)

-**Nature mandala**- A nature mandala quite simply is a piece of art created in nature or using objects from nature <https://www.youtube.com/watch?v=XtZDtJvfs8k>



Wellbeing (both classes)

Well-being means feeling **good** and **strong** in our **minds** and **bodies**, having **energy**, getting along with and helping **others**, knowing our **strengths** and feeling **proud** because we are doing our **best**. It means we can **cope** with the little problems and disappointments of life. It means **enjoying** life, being **grateful** for what we have and **accepting ourselves** just as we are!

- We have spoken previously under the subject S.P.H.E how it is important that both children and adults take time for themselves during this difficult time in all our lives. By this we mean recognising when things get too much, maybe we are worried or stressed, that we can use different coping strategies that will help us. It is important to realise and become aware of strategies that help us, we are all different and share different interests. Below are some strategies that may help.
- **Journaling/Mindfulness copy**- Use a journal/ mindfulness copy to help you record what you're worried about, and what you will do to address these worries. You may use this journal/copy to record how you possibly overcome worries if you did, this way the next time you begin to worry about something, you can return to the journal and remember how you overcame it.
- **Exercise**-releases positive feelings in our bodies that help us to think/feel more positive. By waking up and doing some exercise everyday helps set your mind up for the day and helps you feel good. Even if it is only 10 jumping jacks, or dancing to your favourite songs, every little bit of movement helps.
- Parents/Guardians we hope this is of some help and guidance. Please visit <https://www.otb.ie/wwwb-home/> should you require further information.
- Check out the free recently produced wellbeing journal for children also @ <https://www.otb.ie/wp-content/uploads/2020/04/At-Home-with-Weaving-Well-being-A-Mental-Health-Journal-for-Kids.pdf> . You may wish to read/download on



BABY YODA IS HERE TO
TELL YOU TO HAVE A NICE WEEK!

Note for Ms. Harris' Class

Hi kids, I hope you are all keeping well and are having a good week. It has been a couple of weeks now since we walked out the school door not knowing what was ahead of us. I am so proud of everyone for the work that you are continuing to do at home with your parents during this difficult time. I know some days it can be a challenge to stay at home, but we all have to make this sacrifice to help keep our healthcare workers and loved ones safe. I miss coming to school every day and hearing all of your funny stories, playing sports and singing songs. I hope everyone is finding time to get outside for some fresh air and exercise every day within the 2km. Doing this will be great for your mind and body. We all need to stay positive and look forward to all of the wonderful things we will get to do once everything returns to normal. I hope everybody has a great week and I will speak to you all again very soon!

Ms. Harris

Parents/Guardians,

A huge thank you and well done for getting through another week of online learning plans with your children. I know it can't be easy at times and that some parents have more than one child to assist at home. I really appreciate all of the efforts that have been put in to date. This week, Ms. Downey and I have included a wellbeing slide in our plans. It would be great if you could take a glance at this with the children, as the most important thing right now is that we stay well in mind and body. The Internet Safety slide is also included if you would like to refer back to it this week, as the children will have some research tasks to carry out for S.E.S.E. We have included two science experiments this week. Both experiments require minimal materials that you would have lying around your homes. These experiments do require adult assistance, as they both incorporate the use of heat to work. As I state every week, please do not feel under pressure to complete everything in the learning plans and only do what you can manage. Remember, that the children can have valuable learning experiences by just helping out around the house and garden, as well as playing with their siblings. I wish everyone a great week ahead and I will speak to you all soon.

Ms. Harris

Note for Ms Downney's class



Hi boys and girls I hope you are well.

I hope you are continuing to help out with different jobs around the house and learning some new skills! Another week has passed and I miss coming to school each day seeing you all, hearing you all laugh and listening to all your news and stories!! I'm sure you all have been trying your best with the school work and I am very proud of you all for doing so! Although these are uncertain times it is important to continue to thank your parents/guardians/other family members for their constant support and guidance over the past and coming weeks. Please continue to try and get some fresh air and exercise all within 2km. Continue to think positively and send positive messages to those around you. Keep up the great efforts with school work. Speak to you all soon, mind yourselves and take care. Ms. Downney

Hi Parents/ Guardians,

Sincere thanks and well done for all the efforts being put in by yourselves at home in completing the work we are providing it is greatly appreciated. As we have stated previously please don't feel under pressure to complete everything on the plan, manage what you can. There are equally important and valuable learning experiences that can be incorporated into your own and unique, daily family routines. Staying well in mind and body is the most important thing for us all at the moment. So please remember, do what you can and don't feel pressure to complete all the work. Please ensure that any work children are completing is labelled correctly and presented to the best of their ability and kept in the one copy. Can I please ask that you do take time this week to go through the slide 'Wellbeing' with your child. We have also left the slide on 'Internet Safety' included if you need to refer to it. In the meantime take care, mind yourselves and your families. I will speak to you all soon. Ms. Downney

Internet safety (both classes)

*Parents please read/discuss with your child-

It is very important that children are supervised when they are on the internet. Make sure your device has safe search turned on.

- From time to time your learning will require you to use the internet, we suggest you continue using the 'Kiddle' or 'Kidrex' search engine when looking for information or images in relation to the work given.

- Remember to practice internet safety when online and think back to our discussions and what you learned during the Stay Safe programme.

Have a look at the image attached that reads 'Don't yap about your yappy'

Y-Your name

A-Address

P-Phone number

P-Password

Y-Your plans

- For more information on Internet Safety check out these websites-

Common Sense Media- <https://www.common sense media.org/> Common Sense Youtube- <https://www.common sense media.org/youtube>

Cyber Safe Ireland- <https://cybersafeireland.org/> Webwise- <https://www.webwise.ie/>



Ms. Downey & Ms Allen's Maths: May 5th-8th

Ms Allen's groups in 3rd class : Week 6 plan, starting Tuesday May 5th

Well done for keeping up with the school work at home. All the reading and the Maths tables will make learning easier when we all get back to school. Ms Allen

Maths : Let's work on the Maths tables Ms Downey asked you to learn:

Test your skill and speed: [www. arcademics.co.uk](http://www.arcademics.co.uk) Then go to **Maths games.**

Then **mental maths train** then choose from addition, subtraction, multiplication or division.

For a faster game, go to **Meteor maths.**

Maths around us: Find 5 things around you with **numbers** on them/ 5 things with **weight in g or kg (grams and kilograms)**

/ 5 things bigger than 1 metre. A metre is just bigger than 3 long rulers in a line.

Ms Allen's 3rd class reading group: week 6, May 5th-8th

English Reading and Writing 3rd class group with Ms Allen:

1. Log on as before to <https://www.oxfordowl.co.uk/> Continue with books in age 7-9 section

2. **Adjectives and adverbs:** go to www.topmarks.co.uk then type **creepy verbs and adverbs in super stories** in the Subject box.

Read the story on your own or with an adult. At the end, you will go back to the start of the book and asked to choose verbs and adjectives to make the story more exciting.

3. Go to www.storylineonline.net and listen to the expressive way authors and actors read the story.

3.Sight words: <https://www.sightwords.com> Click on **Flash card** (words in red), then click on **Fly Flash cards**. revise the 1st 100 and the 2nd 100 word sheets.

Ms. Boyle's Work for Reading group

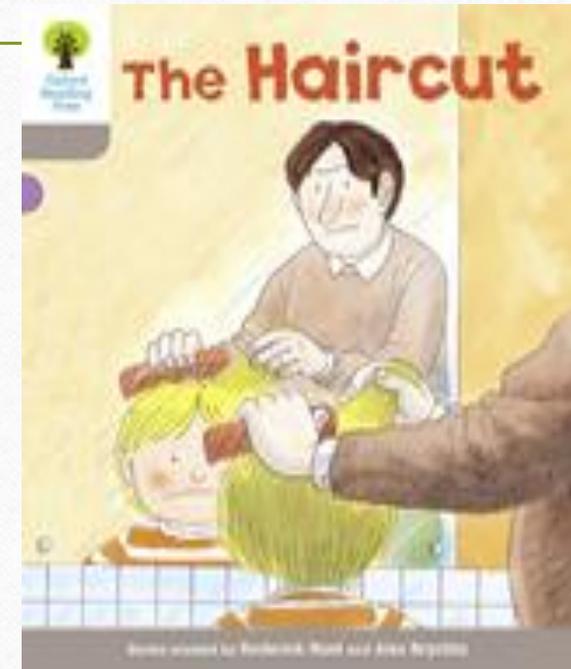
(A) Reading

Continue reading the books on [https:// www.oxfordowl.co.uk/for-home/find-a-book/library-page/](https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/)

Class Name and password: **solaschriost2020** (no capitals)

(B) Book Activities (Try to choose a mixture of fiction and non-fiction books)

1. Once you choose a book, look at the **front cover** and try to **predict** what the book is about.
2. After Reading your book:
 - a. **Think about your predictions. Ask yourself: Was I right?**
 - b. **What happened that I didn't predict?**
 - c. **Decide what the important idea or message is. Try to summarise this.**
 - d. **Ask yourself: What did I learn? What did I like or dislike?**
- **Try to keep a list of the books you read each week.**



Book Report

(C) . Complete a book report using the following headings (You can complete on a blank page)

- Title and author.
- What was the book about?
- Who were the characters?.
- What did you like/dislike about the book?
- Draw your favourite picture from the book.
- Your rating: out of/10

A book review by _____

Author: _____

Title: _____

What was the story about?

Who were the characters?

What did you like about the book?

Draw your favourite picture from the book.

Your rating: ___ / 10

Literacy

D. Practise reading the second column of the Fry's phrase list on page 1. Tick the phrases that you read each week. Keep going back over the words you find difficult.

http://timrasinski.com/presentations/fry_600_instant_phrases.pdf

E. Listen to different stories.

<https://www.storylineonline.net/>

Ms. Boyle's Work for Maths group

(1) Continue to practise the times tables. <https://www.topmarks.co.uk/maths-games/hit-the-button>.

(2) Keep practising counting forwards and back in 2's, 5's and 10's each day. Challenge yourself to see how far you can count up to in 1 minute.

(3) Complete the following questions in your maths copy.

(1) $36 + 2 + 2 + 2 =$

(4) $64 + 2 + 2 + 2 =$

(7) $40 + 5 + 5 + 5 =$

(10) $84 + 2 + 2 + 2 =$

(13) $75 + 5 + 5 + 5 =$

(16) $65 + 5 + 5 =$

(2) $84 - 2 - 2 - 2 =$

(5) $28 - 2 - 2 - 2 =$

(8) $44 - 2 - 2 - 2 =$

(11) $64 - 2 - 2 - 2 =$

(14) $70 - 2 - 2 - 2 =$

(17) $80 - 5 - 5 - 5 =$

(3) $50 - 10 - 10 - 10 =$

(6) $85 - 5 - 5 - 5 =$

(9) $90 - 10 - 10 - 10 =$

(12) $73 - 5 - 5 - 5 =$

(15) $63 - 10 - 10 - 10 =$

(18) $88 - 10 - 10 - 10 =$

Maths



Challenge

Roll two dice, whatever number you land on, count up or back from the number in **2's and 5's**. Write the answers in your copy or on a sheet.

For example if I rolled 62:

Counting up in 2's: 62, 64, 66, 68, 70

Counting back in 2's : 62, 60, 58, 56, 54

Counting up in 5's: 65, 70, 80, 85, 90

Counting back in 5's: 55, 50, 45, 40, 35 ,

Keep up the Great work 3rd Class!

