


**Suggested Schedule of Work Monday 25th to Friday 29th of May 2st class
Ms Colfer**

Completed work can be submitted to the class teacher via the SeeSaw online platform. See email from school for further details regarding permissions/set up/features etc.

This online platform will enable the class teacher to give individual feedback to each pupil on work completed.

Pupils will not be able to see other pupils work. They will only be able to see/access their own work.

Monday	Tuesday	Wednesday	Thursday	Friday
<u>Spellings</u> Spellbound Unit 30 Pretest Learn Box1 Put 4 words into sentences Do A & B	<u>Spellings</u> Spellbound Unit 30 Learn Box 2 Put 4 words into sentences Do C & D	<u>Spellings</u> Spellbound Unit 30 Learn Box 3 Put 4 words into sentences Do E & F	<u>Spellings</u> Spellbound Unit 30 Learn Box 4 Put 4 words into sentences Do G & H	<u>Spellings</u> Spellbound Unit 30 Do spelling test Good luck ☺ Upload weeks work to Seesaws
<u>Maths</u> Mental Maths unit 34 Cracking maths p.104 Tables: +8 Mathletics: Assigned work	<u>Maths</u> Mental Maths unit 34 Cracking maths p.105 Tables: +8 Mathletics: Assigned work	<u>Maths</u> Mental Maths unit 34 Cracking maths p.106 Tables: +8 Mathletics: Assigned work	<u>Maths</u> Mental Maths unit 34 No cracking maths Work sheet attached below Tables: +8	<u>Maths</u> +8 tables in copy. Upload maths work to seesaw
<u>English</u> Poetry: Splish Splash Splosh(attached below) Do Monday activities Jolly Grammar p52	<u>English</u> Poetry: Splish Splash Splosh. Do Tuesday activities. Jolly Grammar p53	<u>English</u> Poetry: Splish Splash Splosh Do Wednesday activities	<u>English</u> Poetry: Splish Splash Splosh Do Thursday activities	<u>English</u> Poetry: Splish Splash Splosh Do Friday activities. Upload work to Seesaw
<u>Gaeilge</u> Bua na Cainte An Teilifís Ceacht 4 Attached below No page to do. Practice: Is maith liom.....Ní maith liom....	<u>Gaeilge</u> Bua na Cainte An Teilifís Ceacht 5 Attached below do p.89	<u>Gaeilge</u> Bua na Cainte An Teilifís Ceacht 6 Attached below No page to do Draw a picture of the circus	<u>Gaeilge</u> Bua na Cainte An Teilifís Ceacht 7 Attached below do p.90	<u>Gaeilge</u> Bua na Cainte Litríú p.135 Upload work to seesaw
Science Challenge				

<p>Challenge</p> <p>Upload your picture to seesaw</p>	<p>Race a balloon-powered car</p> <p>Using just a balloon, a plastic cup, straws, thread and rubber bands, get to grips with balloon-powered propulsion and make your own racing car.</p> <p>https://youtu.be/2x-ixR7E3xA</p> 
<p>Other Curricular Areas, Pupil's choice</p>	<p>Use some of the resources/links on the school website.</p> <p>Try a range of the activities across different subject areas to learn a new skill, create a new piece of art etc.</p> <p>Sample activities a pupil may choose to do:</p> <p>Learn to Type.</p> <p>Do the Lego 30 day challenge.</p> <p>Joe Wicks daily pe lesson</p> <p>TG4 Cúla4 ar scoil</p>

Reading Zone Link Folens:

Folens have made their online books available for everybody free of charge.

Parents can follow the steps below to get access: Go to <https://www.folensonline.ie/> and click register, Select Teacher, Fill in a username, email and password, For Roll Number use the code: Prim20

New Treasury is a Folens book and can be found on their website.

CJ Fallon Link:

CJ Fallon have made their online books available for everybody free of charge.

BUA NA CAINTE(only for PC or MAC)

1. Go to <http://edco.ie/bua>
 2. Select the file which suits your computer: PC or Mac
 3. Select the 2nd class and click on it to start a download of the file.
 4. Once the download has completed, click on the file to install and follow the on-screen instructions.
 5. A Bua na Cainte icon will appear on your desktop. Once you select this icon a login page will open where you will need to enter the following details: Login: trial Password: trial
- If you do not have access to a computer, and are unable to download Bua na Cainte (cannot be downloaded on IPADS) please just do what you can in the book. I will also be posting the Gaelige on Seesaw to help those who cannot access Bua na Cainte. THE LESSONS ARE ALSO ATTACHED BELOW AFTER THE ENGLISH.*

Maths activity for Thursday

Number Patterns

Amazing Fact

$111,111,111 \times 111,111,111 = 12,345,678,987,654,321$

Both of these numbers read the same backwards as they do forwards!

Challenge

Work out the missing numbers in these patterns.

1. 19, 18, _____, 16, 15, _____, _____
2. 2, 4, _____, _____, 10, 12, _____
3. 10, _____, 30, _____, 50, _____, 70
4. _____, 29, 28, _____, 26, _____, 24
5. 88, 89, _____, _____, _____, 93
6. 15, _____, 25, 30, _____, _____



1 2 3 4 5 6 7 8 9 10

You could also try to find out:

- how many even numbers there are between 0 and 20;
- how many fives would add together to make 30;
- how many different ways you can make 20.

05

Poetry

Splish Splash Splish!



Babies in the bath do it
puddles on the path do it
grannies for a laugh do it

SPLISH! SPLASH! SPLOSH!

Dirty welly boots do it
dainty little shoes do it
drippy doggies too do it



SPLISH! SPLASH! SPLOSH!



Waterfalls and waves do it
giant killer whales do it
little fishes' tails do it

SPLISH! SPLASH! SPLOSH!

Raindrops fall at last do it
Buses rushing past do it
rivers flowing fast do it



SPLISH! SPLASH! SPLOSH!



Swimmers in the pool do it
penguins in the zoo do it
dolphins in the blue do it

SPLISH! SPLASH! SPLOSH!

In the summer sun do it
do it as it's fun do it
come on everyone do it



SPLISH! SPLASH! SPLOSH!

James Carter

Written work for Monday

? Comprehension

A Answer the questions.

1. In the poem, where do babies splash?
Babies splash _____
2. Which whole line is repeated in the poem?
The line _____
3. How do buses cause a splash?

4. Name three animals that appear in the poem.

5. Where is a dolphin when it is 'in the blue'?

6. Which line in the poem do you like best? Why?

★ Do you like this poem? Why or why not?



B Complete the activities.

1. Write two good things and two bad things about splashing in puddles.
2. Write another line for the poem.

a b c Vocabulary

Add the correct words to complete the sentences.

dainty drippy waterfall rushing flowing

1. He watched the river **flowing** _____ into the sea.
2. The dancer had _____ little feet.
3. We climbed the mountain to see the amazing _____.
4. Get that wet, _____ dog out of the house!
5. She was _____ to catch the bus.

★ Find a different word for **rushing**.



Grammar: Nouns

Nouns are naming words. They name people, places and things. Names of particular people, places and things must begin with a capital letter.

Examples: James, Ireland, Earth

A Underline all the nouns in the sentences.

1. Emily ate an apple.
2. The boy sat in the garden.
3. Aoife chose an orange.
4. The teacher picked up a pen.
5. The man took a train to Dublin.



B Use the nouns below to complete the sentences.

sky soup baby stick Cork

1. A bird flew in the _____.
2. The dog dropped the _____.
3. A fly landed in the _____.
4. Molly gave a toy to the _____.
5. We are going to _____ tomorrow.



C Complete the sentences with your own nouns.

1. Ellie kicked the _____.
2. Cian sat on a _____.
3. They played on the _____.
4. Mum lost her _____.
5. We swam in the _____.



Make a list of the **nouns** in the poem on page 30.



Phonics: air/are/ear

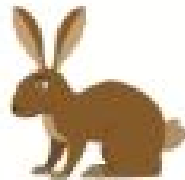
The letters 'air', 'are' and 'ear' make the same air sound in words.
Examples: fair, mare, tear

A Complete the air sound activities.

1. Read each word below. Listen to the **air** sounds.
2. Underline the letters in each word that make the **air** sound.



chair



hare



bear



stair



pear



care

B Write 'air', 'are' or 'ear' to complete the sentences.

1. Be careful not to t_____ the paper.
2. Aoife brushed her long brown h_____.
3. Please can we sh_____ that piece of cake?
4. We must w_____ a uniform at school.
5. "Don't you d_____!" said Mick to the cheeky dog.
6. I bought a new p_____ of gloves.



Write a sentence using the word **compare**.

Written work for Thursday

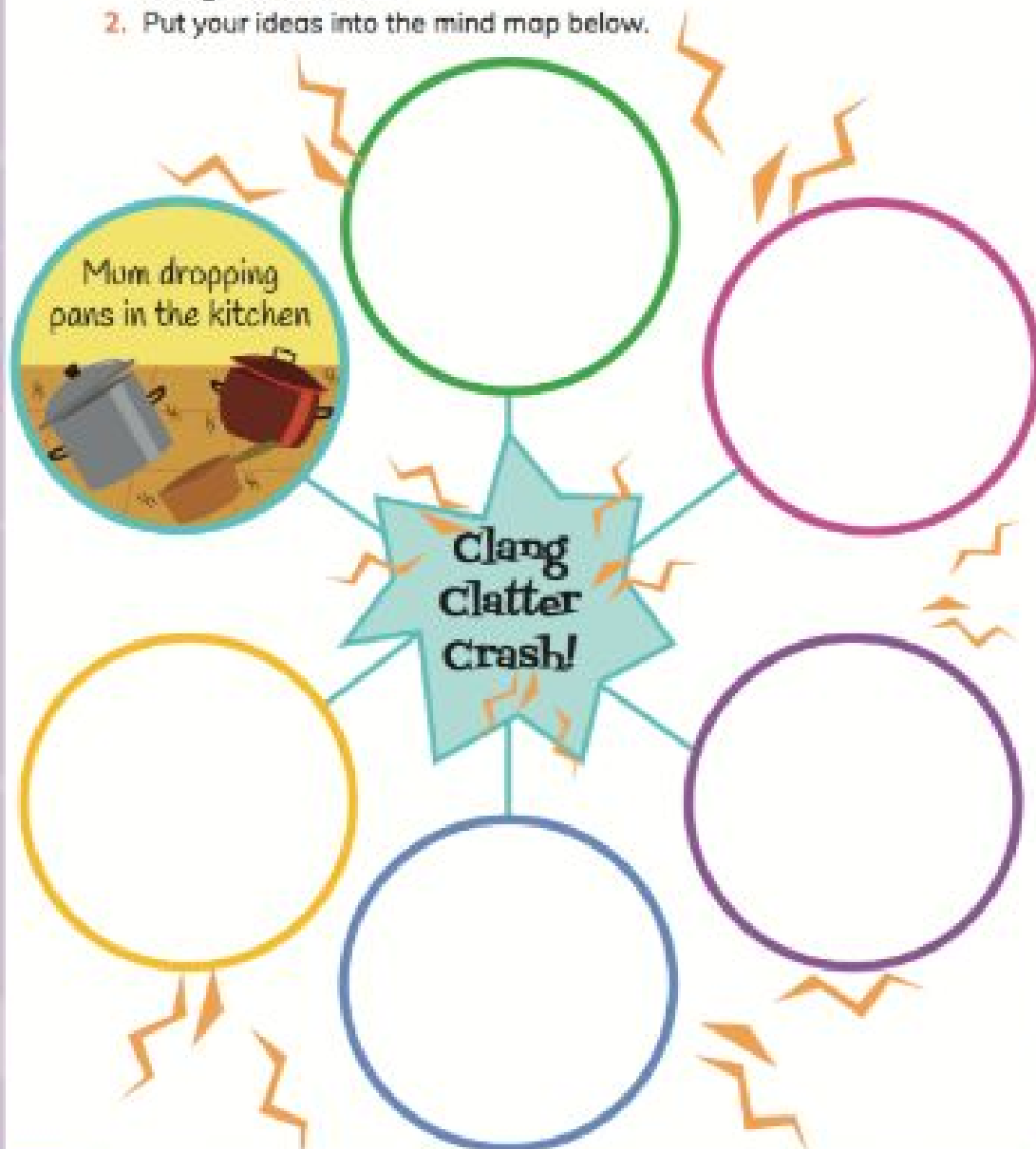


Writing skills: Mind maps

Mind maps help you to organise your ideas.

Create a mind map.

1. Think of people, animals or things that make the sounds 'clang, clatter, crash!'
2. Put your ideas into the mind map below.



Written work for Friday

Writing genre: Writing a chorus poem

A **chorus** is a line or lines that are repeated in a poem or song.

Write a chorus poem.

You could use the words 'do it' at the end of each line like the poem on page 30.

1. Choose your chorus words – they could be:
 - Clang, clatter, crash!
 - Step, stomp, stomp!
 - Flip, flop, flap!
2. Use the mind map you made on page 34, or create a new one for different words.
3. Write your chorus poem.



Oral language: Performing a poem

1. With a partner, read the poem on page 30 again.
2. Talk about what actions you could add to a performance of the poem.
3. Perform one verse each. Say the chorus words together.
4. Read the poem a few more times. Try reading it faster and slower.
5. With your partner, practise performing your own chorus poem.
6. Perform your own poems to another pair or to the class.
Your audience could join in with the chorus!



Bua na Cainte An Teilifís Ceacht 4



Tá cartún ar an teilifís (There are cartoons on the television)
An maith leat an cartún? (Do you like cartoons?)
Ní maith liom an cartún. (I don't like cartoons)
Is brae liom cartún. (I love cartoons)
Athraigh/Ná hathraigh an cainéal. (Change/don't change the channel)
Thosaigh na páistí ag troid. (The children started fighting)
Ná bígí ag troid, arsa mamaí. (Don't be fighting, said mammy)
Gabh mo leithscéal, tá brón orm (Excuse me. I am sorry)

An Teilifís Ceacht 5



Is maith leis an leon (He likes the lion)
Is maith léi an tíogar (She likes the tiger)

An Teilifís Ceacht 6



Féach ar an ngrianghraf (look at the photo)
Chuaigh an chlann go dtí an sorcas (The family went to the circus)
An ndeachaigh Róisín go dtí an sorcas (Did Róisín go to the circus?)
Ní dheachaigh Róisín go dtí an sorcas (Róisín did not go to the circus)

An Teilifís Ceacht 7



Chuaigh an chlann go dtí an sorcas (The family went to the circus)
Chonaic said fear grinn (They saw a clown)
Bhí hata ard ar a cheann (There was a tall hat on his head)
Chonaic said rón (They saw a seal)
Bhí liathróid ar a shorn (There was a ball on his nose)
Bhí an-spórt ag na páistí (The children had a lot of fun)