

## Continuation of work during Covid-19 Closure

Dear families,

Many thanks for your cooperation with all protective measures taken to date, to ensure our school and wider community stay as safe as possible.

Advice from the Department is to keep children engaged with their curriculum throughout the duration of the current school closures. To this end, all children have taken their **Maths** programme book home with them, with an individual note of topics to be covered over the next fortnight. They should also be encouraged to look back over any unfinished work from previous topics, and revise / complete key processes. There are lots of maths games / activities available at [www.topmarks.co.uk](http://www.topmarks.co.uk) if your child has access to a laptop / tablet.

In relation to **English**, we have been focusing on Procedural Writing and Poetry this term.

The Senior Room have two differentiated poetry exercises to complete and they could be encouraged to research, respond to and write other poems, easily accessed online ([www.poetry4kids.com](http://www.poetry4kids.com); [www.rainydaypoems.com](http://www.rainydaypoems.com); [www.readwritethink.org](http://www.readwritethink.org)) Features of poems to be discussed with 3<sup>rd</sup> and 4<sup>th</sup> include theme, sentence structure, sound and pattern. For 5<sup>th</sup>/ 6<sup>th</sup>, discuss the use of aesthetic aspects such as poet's voice and style, imagery and metaphor.

Senior children should be familiar with the features of Procedural Writing now, and could be encouraged to complete texts such as "How to cook a ...", "How to build a ...", "How to get to...". There are lots of resources related to Procedural Writing available at [www.twinkl.ie](http://www.twinkl.ie) (use access code IRLTWINKLHELPS for free membership) for support around structuring these.

Completing stage-appropriate comprehension activities with your children is another key area to cover; this helps to build up vocabulary, enhance reading-for-meaning and improve written response skills. Search for comprehension activities in a variety of genres at the Twinkl website above. These are differentiated by class and level, so that the right amount of challenge can be given. Children on List 1 in Miss O'Shea's Room wishing to revise spellings for this term can access 'Year 4 Term 2b' Spelling packs on Twinkl, for List 2 it is 'Year 6 Term 2b'.

For the Junior Room, their story this month is the Pig in the Pond. You will find the story on YouTube <https://www.youtube.com/watch?v=eLsNWcqOO5Y&feature=youtu.be> Check out Twinkl for resources on sequencing and story retelling. Potential activities:

- Draw/write about your favourite part of the story. Make an alternative ending for the book. What happened next?
- Talk about/Make a list of words that mean the same as 'hot' and 'cold'.
- Draw/Write a newspaper article about the events in the story.
  
- 1<sup>st</sup> & 2<sup>nd</sup> class: Think of words and phrases that describe how people feel when they are really hot or really cold? Can you think of any similes / metaphors?
- Find out about onomatopoeia and make a list of relevant words. 'Quack', 'honk' and 'oink' can be used to start your list. Can you think of any others?
- Think about the use of apostrophes in "Nelligan's pig" and "Nelligan's farm". Why have they been used?
- Here is a link to a Pig in the Pond booklet with more ideas  
<https://drive.google.com/file/d/14TK5mdebtYbWtAQObdLezqZocu1gZICs/view?usp=sharing>

Junior room children have also been working on Procedural Writing this term. They are familiar with it as a way of telling someone how to do something using visuals (Junior Infants), Simple sentences (senior Infants) and more detailed sentences (1<sup>st</sup>&2<sup>nd</sup> class). There are lots of resources related to Procedural Writing on Twinkl. Some home-related ideas to get started might be 'How to make a sandwich..' 'How to make my bed...'

The phonics for Junior Room pupils are as follows: *Junior Infants* - Z, w, ng, w, oo(short), oo(long), y, x, ch. You will find songs for these sounds on YouTube; Group 5: <https://youtu.be/KkpRInk9H1k>; Group 6: [https://youtu.be/b6NRm\\_xIkM4](https://youtu.be/b6NRm_xIkM4). *Senior Infants*/y/ /igh/ /ie/ sound, /ow/ /oa/ sound, /ir/ & /ur/ for the /er/ sound. *1<sup>st</sup> Class* /ea/ Spelling words: tea, heat, leaf, each, seaside, beat; /igh/ Spelling words: night, high, might, light, fright, frightening; /y/ Spelling words: fry, dry, crying, sky, myself, try. *2<sup>nd</sup> Class* /ou/ Spelling words: loud, cloud, found, now, crowd, sunflower; /or/ Spelling words: pork, north, straw, saucepan, jaw, straw; /ey/ Spelling words: key, honey, money, donkey, chimney, journey. You will find videos and learning activities for all these sounds on YouTube and Twinkl. [www.starfall.com](http://www.starfall.com) has lots of phonics-based activities. Children may also log into their Teach a Monster to Read account to practise their sounds. Browser: Children must use <http://www.teachyourmonstertoread.com/u/2611327> **App:** When logging in, set \*(star code) to 2611327 **Player passwords:** Pupil's first name e.g. Mary

#### Reading:

Children should be encouraged to read books / novels / factual texts of their own, or to continue with texts from the Oxford Reading Tree scheme that we use at school. This website has an e-library of Oxford Reading Tree books available online for free. <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/> Storyline Online also has a wonderful library of read-alouds for younger children. <https://www.storylineonline.net/>

Our school **Gaeilge** themes for March and April are An Aimsir, An Teilifís and Ócáidí Speisialta.

Senior Room pupils took home vocabulary sheets for these themes – please encourage them to learn, and correctly spell, key terms. They could then complete sentences, poems, stories, interviews or drama to put this vocabulary into action. You could encourage your children from either room to look at stage-relevant items on [www.cula4.com](http://www.cula4.com) and there are some good resources related to these themes at [www.scoilnet.ie](http://www.scoilnet.ie) also. Some helpful resources on Twinkl to support Junior Room learning are: The Weather Audio PowerPoint Gaeilge, Weather words and the Draw the weather worksheet- Tarraing an aimsir. The children have been practising making their own weather reports, eg..

- Dia duit!
- Is mise\_\_\_\_\_.
- Is maith liom \_\_\_\_\_ (Seniors+)
- Anois, an aimsir (Seniors+)
- Inniu, tá sé \_\_\_\_\_.
- Slán leat

TG4 has a weather game to support this.

<https://www.cula4.com/games/aimsir/index.html>

## Amhráin (songs)

Here is a song the Junior Room listened to this week.

<https://drive.google.com/file/d/1usdu7ojAn-s5bWSehzkwbHM6sFGZiGDE/view?usp=sharing>

- Cúig Ubh (Five Eggs)

Cúig (ceithre, trí, dhá, ubh amháin)ubh istigh sa nead  
Cearc ar gor: glug, glug, glug –  
Scoilt blaosc, scoilt sí arís,  
Tháinig sicín amach: tsíp! tsíp!

Translation:

Five (four, three, two, one) eggs in the nest  
A hen brooding: cluck  
A shell cracks, it cracks again  
Out comes a little chick: cheep! cheep!

Senior Room pupils have been learning Trasna na dTonnta (Across the waves)

Lyrics displayed under video at this site.

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

In relation to **Aistear/SESE** for the Junior room, their theme is The Farm. Junior and Senior infants are learning about the farm and farm animals. Twinkl has some useful resources to support this learning: All about Farm Animals PowerPoint; Grandad's Farm Story; Mothers and their young matching activities. Children could design their own farm using toys at home or drawing their farm. Children could make animals, vegetables, tractors etc. out of Playdough.

For First and Second class, children had each chosen a farm animal to research this month. Here are some kids search engines they may use to begin this research.

<https://www.kiddle.co>; <https://www.dkfindout.com/uk/>;  
<https://www.worldbookonline.com/wb/products?ed=all&gr=Welcome%21>

Link below to a report template which children may wish to use this to record their information.

<https://drive.google.com/file/d/1wI4KU-gWMaPzB1ilGexkNtUir5Wrmqx8/view?usp=sharing>

For **SESE** in the Senior classroom, following on from our visit to the Little Museum of Dublin, it was intended that the children would be working on 'Life in Ireland since the 1950s', exploring aspects of the lives of people at this time – work, entertainment, diet, cultural pursuits, etc and the major historical developments that occurred for Irish people during this period. Encourage them to look for evidence and artefacts, or speak to someone who lived through this period, to compile a report on this subject. The SESE curriculum is in essence a 'menu' curriculum, so feel free to have a look on [www.nccaplanning.ie](http://www.nccaplanning.ie) and if your child has a particular area of interest in the fields of History / Geography / Science, of course work with them on this too, and they can share their learning with their classmates on their return to school. Senior Room pupils could also continue to work on individual project choices from their Project booklets if they have time.

Finally, for children on Continuum of Support programmes, please continue with targets as outlined by Miss Buckley in your recent review meeting.

This is a strange time for all of us, and we would encourage each family to do what is right for them in terms of curricular-related learning. Engaging in talk-rich activities, playing with your children and spending time out exercising in the fresh air are all of huge importance also.

We are here to help at any stage, and would love to know how everyone is doing over the time of closure, so please keep in touch with us via email:

[missoshea@stlaurenceschapelizod.com](mailto:missoshea@stlaurenceschapelizod.com)

[misswhelan@stlaurenceschapelizod.com](mailto:misswhelan@stlaurenceschapelizod.com)

[missbuckley@stlaurenceschapelizod.com](mailto:missbuckley@stlaurenceschapelizod.com)

Miss O'Shea is continually accessible via school mobile phone (0860205494), so please do call or text either if you have any queries.

Best wishes from the staff at St Laurence's.