

6th May- 8th May

Wednesday

Maths:

Chapter 27: Money

Resources:

- ❖ Hit the Button (<https://www.topmarks.co.uk/maths-games/hit-the-button>)
 - ❖ Mental Maths
 - ❖ Books: Busy at Maths 6
 - ❖ Notes pages linked to help process the concepts
- 10 minutes of 'Hit the Button' Times Tables - mix it up for the week
 - 'Mental Maths - Monday
 - Notes Pages Money: *Skill 1*: Read notes and look for questions that say "try these."
 - Study skill 3: You will be doing questions on this tomorrow so if you've any questions, email me today and I'll help you with it.
 - 'Busy at Maths 6' – page 140 "Value for Money" question **A (a-f)**, pg 141 **Q1 (a-f)**
 - **Extra Challenge (optional)**: pg 141 **Q2**

Gaeilge

Resources:

- ❖ Litrigh É linn
 - ❖ Briathar Worksheet * file attached
 - ❖ Cómhrá – **Teilifís** * file attached
- **Briathar**- Briathar Neamhrialta: This week we will cover 2 irregular verbs; Bí
Like last week, the sheet is broken into Monday- Friday (**because there's only 3 days this week, do one tense each day*)
. Take some time to study the endings. These notes will be very handy for secondary school so it would be a good idea to save them.
 - **Réamhfhocal**: Learn **agam, agat**
 - **Litrigh É Linn**-lth 57-59
If you do not have L.É.L at home, just do the spellings and put them into sentences.
 - **Litriú** – learn (clár dúlra-nature show, clár grinn-comedy, clár spóirt – sports show, clar cainte-talk show)
 - **Cómhrá- Teilifís** -Try to ask and answer questions from the sheet. Add this to your Mé Féin, Bia agus Caitheamh Aimsire cómhrá and see how long you can keep talking as Gaeilge by the end of the week.

- **Abair Liom** Lch 94 Read and answers questions orally

Gaeilge

***For help with Irish translation please use focail.ie and google translate when needed**

*Sin É was left in the classroom as the children already had too many books to carry home. We will use Abair Liom online instead. It is a nice Irish program and I am hoping you will be able to access it online on folensonline.ie

<https://www.folensonline.ie/>

FOLENS EBOOKS

To lend a helping hand to schools and parents over the coming weeks Folens are also giving access to all their digital resources and eBooks on FolensOnline.ie.

Parents, students and teachers can follow the steps below to get access:

1. Go to [Folensie](#) and click register
2. Select Teacher
3. Fill in a username, email and password
4. For Roll Number use the code: **Sec20** Topic- Bia(Food)- Lch. 20-33

English

Resources:

- ❖ Jolly Grammar
- ❖ Read at Home
- Jolly Grammar Week 31 pg 92 and 93; Look up first four spellings in the dictionary and put them into sentences.
- Jolly Grammar activities for Friday
- Read at Home – choose any comprehension and complete questions.

Thursday

Maths

Money

- ❖ Hit the Button (<https://www.topmarks.co.uk/maths-games/hit-the-button>)
 - ❖ Mental Maths
 - ❖ Books: Busy at Maths 6
- **10 minutes** of ‘Hit the Button’ Times Tables
 - ‘Mental Maths’ Tuesday.
 - Notes page: Skill 2: Read carefully and complete “try these.”
 - ‘Busy at Maths 6’ – page 142 **Q 1-7**
 - **Extra Challenge (optional)** PG 142 Challenge

Gaeilge

Resources:

- ❖ Litrigh É linn
 - ❖ Briathar Notes page
 - ❖ Cómhrá
 - ❖ Abair Liom
- **Briathar**- Dé Máirt
 - *Réamhfhocal*: Learn **aige, aici** (*Write in Irish*: 1. I He has brown eyes. 2. She has blue eyes.)
 - Litríú – learn (clár ceoil –music show, clár taistil-travel show, clár faisnéise- documentary, cianrialtán- remote control)
 - Abair Liom- Lch. 95 Read the conversation and answer Qs: 1-3

English

Resources:

- ❖ 1. website Pobble365 <http://www.pobble365.com/> (daily picture)
 - ❖ Jolly Grammar
1. Pobble365.com
 - *Oral Language*- describe what you see in the picture. What information you can find from it? Predict what you think is happening.
 - *Grammar*- ‘Sentence Challenge’ section.
 - *Comprehension /Prediction*- ‘Question Time!’ section
 - *Creative Writing*- ‘Story Starter’ section: Write a **paragraph** that would continue the story

- Jolly Grammar Week 31; Look up next four spellings in the dictionary and put them into sentences.

Friday

Maths

Money

- ❖ Hit the Button (<https://www.topmarks.co.uk/maths-games/hit-the-button>)
- ❖ Mental Maths
- ❖ Books: Busy at Maths 6
- 10 minutes of 'Hit the Button' Times Tables
- "Mental Maths" - Wednesday
- Notes page: Revise Skill 3 and complete "Try these questions"
- 'Busy at Maths 6' –pg 143 Q1-5, pg 144 Q1 (A-F), PG 145
- **Extra challenge (optional) pg 145 Q1 A-E**

Gaeilge

Resources:

- ❖ Litrigh É linn
- ❖ Briathar Notes page
- ❖ Abair Liom
- **Briathar**- Dé Céadaoin
- *Réamhfhocal*: Learn **againn, agaibh, acu** (*we have, you have – plural, they have*)
- Litriú – learn (seó talainn- talent show, nuacht – news, Tráth na gCeist – quiz show, cartún- cartoon)
- Abair Liom – Lch. 96 Exercise D- I prefer _____ because it's more...

English

Resources:

- ❖ Jolly Grammar
- ❖ English Portfolio
- Jolly Grammar Week 30; Look up next four spellings in the dictionary and put them into sentences.
- English Portfolio; choose a page not yet completed
- Select a book; You will be sending me the name of the book you have chosen and we will do a novel study on it the following week. It can be any book at all.

SESE – These topics are to be covered over the next two weeks. Feel free to spread out this work over the weeks in whichever way suits you best. **These may have been covered last week which should free up some time for Project Work.**

- If you register with www.folens.ie you can access all the books online; Unlocking History, Geography and Science.

Project: Science/Inventions * due Thursday 7th of May

As always, this is very open to interpretation so as long as it can be linked to science or inventions in any way, that's fine by me. The more creative the better. The project can be presented in any way; poster, power point, word document or written and a picture.

S.T.E.M Challenges: 10 days of STEM

I have attached STEM activities that might give you some inspiration for your Science projects. I would also love you to give some of them a go anyway and send me on the pictures. These will challenge your creativity and give you a focus for the week. I will post a **prize** to the best STEM challenge I receive in the next 2 weeks. You may enter as many times as you like. (This can be included as part of your science project)

Best of luck!

History

Unlocking History: Chap 13: Pioneers of New Technology

Read pgs. 114- 121- Answer the following questions in copy- Pg. 115 Qs: 1-3, Pg. 119 Qs: 2 and 3

Geography

Unlocking Geography: Chap 10: Global Warming

Read pgs. 82-89- Answer the following questions in copy- Pg. 83 Q: 5, Pg. 85 Qs: 1 and 2, Pg. 87 Qs: 4 and 5 (Checkpoint) Pg. 88 Qs: 2 and 3

Science**Unlocking Science: Chap 14: Science and Society**

Read pgs. 142-151- Answer the following questions in copy- Pg. 145 Q: 7, Pg. 147 Q: 10, Pg. 151 Qs: 4, 7 and 8

SPHE – 2 weeks work

RSE Activity 1

Topic: Friendship

Answer the following questions in a copy;

▲ What are the important characteristics of a friendship? ▲ Is it important that friends have things they like to do in common? Why? ▲ Is it important that friends have separate interests also? Why? ▲ Can friends have different qualities? ▲ Do friends have to be your own age? ▲ What is the best kind of friend to have?

RSE Activity 2

Topic: Same Situation — Different Feelings

Read the story and answer the questions in your copy

Story: One day the children from 6th class were eating lunch. A child leaned across the desk and accidentally spilled another child's drink. One child couldn't help laughing. Another child felt sympathetic and rushed to the sink to get a damp cloth to wipe up the mess. Another child felt anxious, afraid that the incident would lead to a fight in the yard later. The child who owned the drink was absolutely furious. The child who spilled the drink felt apologetic.

Question: ▲ Who had an appropriate/understandable feeling here? ▲ Did any of you ever feel a particular way about something when everyone else felt differently? ▲ Being aware of how others are feeling and being able to respond in an appropriate way is an important part of getting on with others. ▲ Why might people feel differently about the same situation?

Art

Create a drawing/painting from observation. Choose an object/ collection of objects and draw them exactly as you see them. I have attached a link containing an example. You can draw anything you wish e.g. bottles, a CD player, fruit bowl, lamp etc.

https://www.google.com/search?q=drawing+from+observation&safe=strict&rlz=1C1CHBF_enIE763IE763&sxsrf=ALeKk00wao5buv_u20UuE4esu8gY5IETCw:1588189135156&source=Inms&tbm=isch&sa=X&ved=2ahUKEwjWrvLJsY7pAhXZQRUIHdptCS8Q_AUoAXoECBIQAw&biw=1517&bih=730#imgrc=jBploIjGQyEOXM

OR.... I have attached an art competition “Draw Our Heroes” if anyone would like to enter that.

Religion

If time permits, it would be a nice idea for a parent/ guardian to read through these chapters with their child in order to keep up with preparations for Confirmation.

Theme 6: Church Lessons 1 and 2 Pgs. 58-65

If you could also ask children the following prayers or say them with them once a day that would also be very helpful (maybe two/three a day)

- Our Father
- Hail Mary
- Confiteor
- Nicene Creed
- Morning Prayer
- Night Prayer

P.E.- Not compulsory

You could try some activities from these sites if the weather keeps you from getting outside any day.

<https://www.gonoodle.com/for-families/>

<https://www.youtube.com/user/CosmicKidsYoga>

Music- Not compulsory

If you are looking to fill some spare time making your own musical instrument can be fun. You can use any materials from your recycling bin or dry food items that are spare e.g. rice, dry pasta. You could ask any younger siblings to make their own one with you. I have attached a link with some examples you could try.

<http://www.greatgrubclub.com/musical-instruments#.XqnaH6hKjIU>

Resources

Hello to you all! I hope everything is going okay for you and hasn't become too stressful.

Again, this is a suggested plan of work and is open to interpretation or adaptation! Make sure your child isn't stressed and under pressure with it all, or working too long trying to get everything completed.

There are one or two items included that make use of online sites, but these are minimal. I have listed these below. They are very useful/beneficial, but if there are any issues with them feel free to email me and I can take it into account for any future work.

***If children would like to email projects in as usual, they can be sent back to this email address.**

*** I would also encourage the children to keep an account/journal documenting and keeping track of what's changing and what's happening for them with the current ongoing situation. It's obviously very unique and unprecedented for people around the world, and in years to come down the line it might be looked on as a huge event in history that they are living through.**