

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Literacy</b>  Oxford Reading Tree  Please write the title of this week's reader into your reading record.  Please read the book to your child.  Tricky word: me  Over the Moon page 52	<b>Literacy</b>  Oxford Reading Tree  Please read the book to your child.  Tricky word: said	<b>Literacy</b>  Oxford Reading Tree  Please read the book with your child.  Tricky word: to  Over the Moon page 59  Phonics Revision: Just Phonics "i"	<b>Literacy</b>  Oxford Reading Tree  Please read the book with your child.  Tricky word: he	<b>Literacy</b>  Oxford Reading Tree  Encourage your child to read their book.  Phonics Revision: Just Phonics 'p'
	<b>Handa's Surprise</b>  Over the Moon page 68		<b>SESE African Animals</b>  Over the Moon page 66	<b>Handa's Surprise</b>  Over the Moon page 70
<b>Numeracy</b>  <a href="https://www.youtube.com/watch?v=asph1MROAEE">https://www.youtube.com/watch?v=asph1MROAEE</a>  Busy at Maths page 56	<b>Numeracy</b>  Can you make sets of three using your play-doh?  (e.g three balls/ three worms/ three swirls etc)  Busy at Maths page 57	<b>Numeracy</b>  Can you find the number three in your house?  (e.g calendar/ calculator/ phone/ shoe size/ clothes label etc)  Play the interactive game  <a href="https://data.cjfallon.ie/resources/19596/activity-57/index.html">https://data.cjfallon.ie/resources/19596/activity-57/index.html</a>	<b>Numeracy</b>  <a href="https://www.youtube.com/watch?v=IkKLvHsV-AM">https://www.youtube.com/watch?v=IkKLvHsV-AM</a>  Use your play-doh to make a Numberblock three. (Don't worry about the different coloured play-doh)  Busy at Maths page 58	<b>Numeracy</b>  Making 3: Place three objects on your whiteboard. Partition (break up) the set by placing a pencil through the set to show: <ul style="list-style-type: none"> <li>2 and 1 make 3</li> <li>1 and 2 make 3</li> <li>0 and 3 make 3</li> <li>3 and 0 make 3</li> </ul>
<b>Handwriting</b>  Complete 1 page of Mrs. Murphy's letter copy.	<b>Aistear</b>  When customers visit your stall don't forget to: <ol style="list-style-type: none"> <li>Offer a sample of your produce to taste.</li> <li>Explain that your produce is home-grown/ home-made. Describe how it was made.</li> <li>If your customer requests a certain item take an order and ask them to collect it next week.</li> </ol>	<b>PE</b>  Try some yoga today  <a href="https://www.youtube.com/watch?v=C4CaR0syf1g">https://www.youtube.com/watch?v=C4CaR0syf1g</a>	<b>Religion</b>  Grow in Love page 28	<b>PE</b>  <a href="https://www.youtube.com/playlist?list=PLyCLOPd4VxBuS4UeyHMccVAjpWaNbGomt">https://www.youtube.com/playlist?list=PLyCLOPd4VxBuS4UeyHMccVAjpWaNbGomt</a>
<b>Aistear</b>  Can you use blocks/ lego/ recyclable materials to build a market stall?		<b>Fine Motor Skills</b>  Complete 1 page of your cutting booklet.	<b>Fine Motor Skills</b>  Complete 1 page of your cutting booklet.	<b>Aistear</b>  Can you make a craft to sell at your market?

## Craft ideas for Aistear



**african necklace  
craft for kids**



## Literacy Games

**PHONICS GAMES AT HOME!**  
LEARNING TO READ!

**What Sound is it Mr Wolf?**

How to play:

- The adult is Mr/Mrs Wolf, they should stand a distance from the child.
- Child says, "What sound is it Mr Wolf?".
- Mr Wolf says or shows the child the word.
- The children sound out the word and take a step/hop for each sound. e.g. c-a-t
- Repeat game using another word.
- When the child reaches Mr Wolf they win!

What you need:

- words: cat, pet, run, slip, ran, mat, wig etc.
- a large indoor/outdoor space to take steps (or bunny hops)
- sound cards

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**PHONICS GAMES AT HOME!**  
LEARNING TO READ!

**Match the first Sound!**

How to play:

- Choose six sounds that your child needs to revise.
- Find 6 items around the house that start with the focus sounds. e.g. c - a cup or o - an orange etc.
- Using your chosen sound cards place them face down on the table.
- Line up the objects in a row on a table.
- Turn over a sound card and match it to the correct object.

What you need:

- objects that start with the focus sound
- sound cards

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