

Suggested Scheme of Work Monday 25<sup>th</sup> to Friday 29<sup>th</sup> May.

| Day              | Maths  | English   | Gaeilge   | Seesaw  |
|------------------|--|---|---|---|
| <b>Monday</b>    | <p>Parents, please see the note at the end of this document about rounding up and down before your daughter attempts the questions. Remember on Friday when adding a ten to a number with two digits (a number with a ten and a unit), only the <b>t</b> number changes. The <b>u</b> stays the same. So <b>20 + 10 = 30 and 23 + 10 = 33</b>. What about adding a bigger ten number, like 30?<br/><b>23 + 30 = 53. Still the ten only changes.</b> Try all the questions on p 134 including the challenge!</p> <p><b>Number Line Practise:</b> Guess my number:<br/>I am one number bigger than 5.<br/>I am four numbers greater than 6.<br/>I come three numbers after 17.<br/>I come five numbers before 19.<br/>I am a number between 11 and 13. Am I odd or even?</p> | <p>Spellings: Wk 33 'all' sound: ball, call, fall, hall. Put each word in a sentence. Read the poem 'My Puppy Makes Pizza by Ken Nesbitt. See below.<br/>Write about the image that you have in your head. Would you eat that pizza? Move on one page in MRAH.</p>  | <p>Today you will be looking at the page showing the story of the Three Littl Pigs – Na Trí Mhuc. Look at <b>p66</b>. I will say the words on Seesaw and you can listen to them and repeat them after me. Then colour the picture taking your directions from the coloured numbers at the bottom of the page.</p> | <p>Look at the Seesaw activity on how to draw a puppy – it's very cute!!</p>                    |
| <b>Tuesday</b>   | <p>Busy At Maths p 136. Try all of these questions. Remember that you round the numbers before adding. The answer is your estimate. You do not need to put an answer in the star. In question 3 you must round each number before you add too.</p> <p>Count with a partner:<br/>In 10's from 10, from 15, from 16.</p> <p>Count back in 10's with a partner:<br/>From 93, from 87, from 45.</p>  | <p>Spelling: Wk 33: The 'all' sound - tall, wall, small, calling – do you know what each word means? Put each word in a sentence. Two Little Frogs <b>p 76 + 77</b>. Look at the words in the red box, read them out and explain what they mean. Read Why Zebras have stripes. Answer the questions in Activity A only on p77. <b>Jolly Phonics p 45</b>. Read all the adjectives (describing words) written on the snake. Use them to fill in the missing words. Move on one page in MRAH.</p> | <p><b>p67</b> Bua na Cainte. We are starting to learn about the television – <b>teilifís</b> in Gaeilge. On p67, we are looking at the sitting room where the television is found. Listen to me read the words on Seesaw and repeat after me.</p>   | <p>Look at the themed activity on Summer Ideas. Choose an activity and upload it to Seesaw.</p> |
| <b>Wednesday</b> | <p>Busy At Maths p 137 &amp; 138 Capacity – capacity means the amount of liquid a container will hold. Examples of capacity words are: empty, full, nearly full, nearly empty, spoonfuls – this is a</p>   | <p>Spelling: Wk 33 'oy' sound: boy, toy, cowboy, enjoy. What does each word mean? Put each word in a sentence. <b>Jolly Phonics:</b> p 46 the 'ow' sound. This time it is not like the sound when</p>   | <p><b>p 68</b> – today you will be reading. The verb '<b>Chuala</b>' means I heard. So it is a past</p>   | <p>Record Gaeilge on Seesaw. See instructions on Seesaw.</p>                                    |

|                 |   |   |  |   |
|-----------------|---|---|--|---|
|                 | <p>measure using a spoon, cupfuls – this is a measure using a cup.</p> <p>In Q 1 + 2 on p138 remember to estimate or make a good guess before you measure. Then work out the difference between your estimate and your actual measurement.</p>  | <p>you are hurt, but it is like the long ‘oh’ as if you are surprised. Two Little Frogs: p 77 <b>Activity B only</b>. Draw a picture for each sentence. This week you will receive a new book by email. <b>Follow the instructions for reading in the email. No MRAH tonight!</b></p>   | <p>tense verb. The word sounds like <b>Koola</b>. Listen and repeat on Seesaw.</p>   |   |
| <b>Thursday</b> | <p>p139 . In these questions you see 3 containers – a jug, a bucket and a kettle. Next to each container is the number of glasses it takes to fill them. Try to answer the questions underneath. Fill in the missing numbers:</p> <p>3, 5, __, 9, __, 13, 15.</p> <p>8, 12, __, 20, 24.</p> <p>28, 25, ____, 19, ____, 13.</p>  | <p>Spellings Wk 33: This time the ‘oy’ sound is made with ‘oi’: oil, boil, soil, coin. What does each word mean? Put each word in a sentence. <b>Finish the book in the email. No MRAH tonight!</b></p> <p><b>Two Little Frogs: p 78 Activity A-</b> The magic ‘e’ with the vowel ‘i’ in the middle (the magic ‘e’ makes the vowel say its name. <b>Activity B</b> – Put a ring around the correct word.</p>                | <p>Write your sentences: <b>p 69. Chuala mé madra</b> – this means I heard a dog. Make sure that you have three words in each sentence. I bet you can do this easily!!</p>   | <p>Write on Seesaw about the book in the email that you read.</p>   |
| <b>Friday</b>   | <p>Today’s work is all about the unit of measurement that we call a <b>litre</b>. Just as we use the <u>kilogram as a measurement of weight</u>, the <u>litre is a measurement for liquid</u>. Have a look at some containers of liquid that you may have at home – yoghurt, milk, water, washing up liquid – do any of them have 1 litre written on them? Read the instructions to the questions on p140 and try to work out the answers. Don’t forget to estimate!!</p> | <p><b>Two Little Frogs p 79. Of or Off</b> – I have a bottle <b>of</b> water. I fell <b>off</b> the step. <b>Two or to:</b> two is 2, to – I want to go to school. (<b>Be careful</b> – <i>it does not mean that I have <u>too</u> much or I want a toy <u>too</u>!</i>)</p> <p>Free Writing: Write about anything you wish – it can be a recount, it can be a fairytale, it can be a crazy adventure. Have fun girls!!</p> | <p><b>p65</b> Now you will be practicing the verb – <b>I see – Feicim</b>. This verb is in the present tense. Listen to how I read it on Seesaw and then fill in the missing words (only two words this time in each sentence) and read your sentence.</p> | <p>PE – Let’s get moving!!</p> <p><a href="https://www.primocoachingsport.com/grade3-agility-balance-coordination">https://www.primocoachingsport.com/grade3-agility-balance-coordination</a>.</p> <p>You do not need cones or beanbags – use whatever is at home. If you wish, make a video of you at your circuit. Have fun girls!!</p> |
| <b>Notes:</b>   | <p>Please check your email for this week’s book to read. Talk about the book, encourage your daughter to break up any tricky word into the letter sounds. Use the pictures to help figure out the word or read to the end of the sentence to help her to think about what the word might be. Ask your daughter questions about the book, ask her to ask you questions about the book. This week the</p>   |   |  |   |

themed work is Summer Ideas again.

## My Puppy Makes Pizza

By  
Ken Nesbitt.

*Verse 1*

My puppy makes pizza.  
He bakes every day  
In chef hat and apron  
he's quite the gourmet.

*Verse 2*

He'll roll out some dough  
and he'll give it a toss,  
then spread on a generous  
topping of sauce.

*Verse 3*

He'll heap it with cheeses  
and mountains of meat,  
but, still, it's not something  
you'd probably eat.

*Verse 4*

For though he makes pizza  
with obvious flair,  
it all ends up covered  
with slobber and hair.

**Suggested additional activities: Parental supervision required for web usage.**

<https://www.storylineonline.net/> Some lovely online stories read for you.

<https://www.youtube.com/watch?v=tF9-jLZNM10&feature=youtu.be> Take your pulse after you do your PE lesson! Use your fingers to find your heartbeat, this is called taking your pulse. - Find a stopwatch, or a clock with a second hand. - Count how many times your heart beats in 30 seconds – Double this number), this gives you beats per minute. [https://www.royalacademy.org.uk/article/family-how-to-make-recycled-sculpture-art-kids-phyllida-barlow-sustainable?fbclid=IwAR1I1TleXYAk9-r7WCf1MacJN-AsQIQk4yiEodtoY5SQUdznkP\\_Kq4-onE&utm\\_source=facebook&utm\\_medium=social&utm\\_campaign=Learning%20%7C%20Coronavirus%20%7C%20FamilyActivity1%20%7C%20ORGANIC%20%7C%20ArticleLink%20%7C%20INT&utm\\_content=ORGANIC&utm\\_term=20200323](https://www.royalacademy.org.uk/article/family-how-to-make-recycled-sculpture-art-kids-phyllida-barlow-sustainable?fbclid=IwAR1I1TleXYAk9-r7WCf1MacJN-AsQIQk4yiEodtoY5SQUdznkP_Kq4-onE&utm_source=facebook&utm_medium=social&utm_campaign=Learning%20%7C%20Coronavirus%20%7C%20FamilyActivity1%20%7C%20ORGANIC%20%7C%20ArticleLink%20%7C%20INT&utm_content=ORGANIC&utm_term=20200323) Make a junk art sculpture.

## Maths: Rounding Up or Rounding Down.

Rounding up or down can be a little confusing at times. When we go to the supermarket the 1 cent coin is not used anymore so if we buy something for 21cent the supermarket will round it up and charge 22cent. We do it a little differently in school math.

In First Class maths rounding up or rounding down focusses on the number 5 when it sits in the units place. We always need to check in with that number.  
*The general rule is that:*

numbers 1 to 4 will round down to the nearest ten number and numbers 5 to 9 will round up to the nearest ten number.

Let's look at the number 23. I am going to write this number as a ten and a unit:

|   |   |
|---|---|
| t | u |
| 2 | 3 |

Look at the unit. 3 is less than five so we round the whole number **down** to the nearest ten number, which is 20. So 23 rounds down to 20.

Now let's look at 26:

|   |   |
|---|---|
| t | u |
| 2 | 6 |

Look at the unit. 6 is greater than five so we round the whole number **up** to the nearest ten number, which is 30. So 26 rounds up to 30.

Finally, let's look at a number with 5 in the units place:

|   |   |
|---|---|
| t | u |
| 2 | 5 |

Look at the unit. The unit is 5. Remember anything equal to 5 or greater than 5 rounds up to the nearest ten number. The nearest bigger ten number than 25 is 30, so we round 25 up to 30. Now try the activities on page 135 in Busy At Maths.