

TEACHER INFORMATION

REVISION

Focus: Months of the year

Notes:

- This page utilises a well-known rhyme to allow pupils to practise general handwriting skills. Pupils should draw on all the knowledge they have about letter formation, and sizing and positioning to copy the rhyme.
- This page may also be used as an additional assessment activity.
- Pupils copy the rhyme and write the names of months of the year not mentioned, the month in which they were born, and write the names of the four seasons and the months in each. Finally they write one or two sentences about their favourite month.
- Less capable pupils may stop after copying the rhyme or a number of lines of the rhyme. More capable pupils should complete all activities, and, if time allows, they should write out another familiar rhyme on another sheet of paper.

Answers

Months missing from rhyme: January, March, May, July, August, October, December

Seasons and months:

Winter – November, December, January

Spring – February, March, April

Summer – May, June, July

Autumn – August, September, October

EARLY CHRISTIAN IRELAND

Focus: History

Notes:

- Pupils read a long text, identify words in the text with capital letters, write words with double letters, and write a sentence of their own about the topic.
- More capable pupils may be allowed to trace the text (even though it is not shaded), but this is not compulsory. Less capable pupils are only expected to complete the activities given.

Answers:

Words beginning with a capital letter—Christianity, Ireland, Before, Anu, Saint Patrick, Towns, Christian, Monks, Europe, Monasteries

Words containing double letters—worshipped, goddess, cells, across

SOUND, VIBRATION AND PITCH

Focus: Science

Notes:

- Pupils trace the five headings, all the materials and Step 3. Then they write some results and a conclusion.
- Less capable pupils can trace the headings and write the results and conclusion. More capable pupils can write a simple science experiment about sound using the same format.

Answers:

Results: The sound produced when each bottle is tapped varies. Each bottle has a different pitch.

Conclusion: When the spoon strikes the glass bottle it vibrates. How much each bottle vibrates depends on the amount of water in each bottle. Each bottle vibrates at a different rate than the others, so each produces a different pitch.

Months Of The Year

Revision

Copy the rhyme about the months of the year.

Thirty days have September,

April, June and November.

All the rest have thirty-one,

Except for February alone,

Which has twenty-eight days clear,

And twenty-nine in each leap year.



Write the months not mentioned in the rhyme.

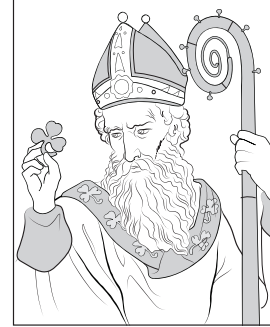
Write the name of the month in which you were born.

Write the names of the four seasons and the name of the months that make up each.

Write one or two sentences about your favourite month. Explain why it is your favourite.

Read the text.

Christianity first came to Ireland in the fifth century. Before this time, most people worshipped pagan gods such as Anu, the goddess of prosperity and the mother of the other gods.



Saint Patrick, a slave, became one of the first bishops to bring Christianity to Ireland.

Towns and cities developed around Christian monasteries and churches. Monks lived in tiny cells and spread Christianity across Ireland and Europe.

Monasteries became centres of learning and education across Europe.

Write all the words beginning with a capital letter. (Do not repeat words that appear more than once.)

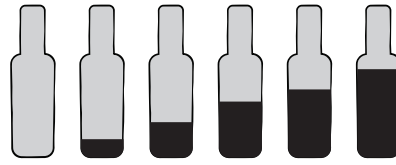
Write any words that contain double letters.

Write one or two sentences telling the most interesting fact about Early Christian Ireland.

Sound, Vibration and Pitch

Science

Trace the headings, the materials needed and Step 3.
Then write the results and conclusion.



Goal: To find out how the amount of water in a bottle affects pitch.

Materials Needed: Six glass bottles, measuring cup, water, metal spoon

Steps:

- 1. Leave the first bottle empty.*
- 2. Measure and pour 30 ml into the second bottle.*
- 3. Measure and pour 60 ml into the third bottle, 90 ml into the fourth bottle, 120 ml into the fifth bottle and 150 ml into the sixth bottle.*
- 4. Tap the spoon on each bottle to hear the sound produced.*

Results:

Conclusions:

Understands and explores how different sounds may be made by making a variety of materials vibrate

TEACHER INFORMATION

STONE AGE PEOPLE

Focus: History

Notes:

- Pupils complete a cloze text by writing the words provided then tracing the shaded text. They look at words from the text and find smaller words within them.
- Less capable pupils need only complete the cloze text and trace it.

Answers:

- TEXT—The first **people** to arrive in Ireland came about 9,000 **years** ago. The Stone Age people lived by **hunting** wild animals, fishing and **gathering** food such as berries, nuts and **fruit**. They moved from place to place to find food and built **dwellings** like **campsites** close to rivers or the sea. They used tools and **weapons** made from stone or wove traps to catch **fish**. Evidence of stone **implements** has been uncovered by archaeologists. They lived this way for about 3,000 years. Gradually, Stone Age people **cleared** forests for farming.
- Words of three or more letters—hunting (hunt, tin), camp (amp), gathering (gather, her, ring), animals (animal), uncovered (uncover, cover, covered, cove, over, red), farming (farm, arm), years (year, ear, ears), weapons (weapon), dwellings (dwelling, dwell, well), cleared (clear, ear, are, red), Ireland (land, and), archaeologists (archaeologist, log, arch), gradually (gradual, dual), stone (one, ton), implements (implement, men, imp), forests (for, rest, forest)

ROCK IT!

Focus: Science

Notes:

- Pupils use a list of words provided and write these to complete a cloze text. Then they use the information in the text to write the names of the rock group specific examples belong to.
- Ensure that pupils read the completed cloze text to see if the words inserted make sense and to understand the concepts presented.
- Less capable pupils may need assistance reading some words and completing the text. The text has been shaded so that more capable pupils can trace the entire text if time allows.

Answers:

Sedimentary rocks form when **sand**, mud and pebbles are **deposited** in layers. Other **layers** are deposited on top and the layers are **squashed** until they are changed to rock. Examples of **sedimentary** rock include sandstone and **shale**. Igneous rocks form when **molten** rock called magma cools and **hardens**. This can occur above or below **ground**. The word *igneous* comes from the Latin word *ignis* meaning '**fire**'. Examples of igneous rock include **granite** and basalt. Metamorphic rocks form when heat or **pressure** transform **existing** sedimentary or igneous rocks. Examples of metamorphic rock include slate, **quartzite** and marble.

Groups rock belong in:
sandstone—sedimentary
slate—metamorphic
granite—igneous

MEXICAN DIP

Focus: Social, Personal and Health Education

Notes:

- Pupils trace a text about a healthy dish, trace and copy the ingredients list, then write a simple procedure telling how to make guacamole.
- Less capable pupils can complete the first two activities. More capable pupils should complete all activities and, if time allows, write a list of other healthy recipes they can make to have a more healthy diet.

Stone Age People

History

The unfinished text below describes the first inhabitants of Ireland.

Complete the text by copying the words below into the correct places. The words are provided in the order in which they are to be written in the text. Use your best cursive handwriting.

people campsites	years weapons	hunting fish	gathering implements	fruit cleared	dwellings
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The first _____ to arrive in Ireland came about 9,000 _____ ago. These Stone Age people lived by _____ wild animals, fishing and _____ food such as berries, nuts and _____. They moved from place to place to find food and built _____ like _____ close to rivers or the sea. They used tools and _____ made from stone or wove traps to catch _____. Evidence of stone _____ has been uncovered by archaeologists. They lived this way for about 3,000 years. Gradually, Stone Age people _____ forests for farming.

Trace the shaded words in the text, then read through the completed text. Write an existing word with three or more letters contained in each word below.

hunting
camp
gathering
animals
uncovered
farming
years
weapons

dwellings
cleared
Ireland
archaeologists
gradually
stone
implements
forests

Write a sentence to tell the most interesting fact you discovered about Stone Age people.

Becomes familiar with some aspects of the lives of Stone Age peoples



Not all rock is the same. There are three main types of rock—sedimentary, igneous and metamorphic. These three types of rock differ in the way they were formed. There are also different examples of each type of rock.

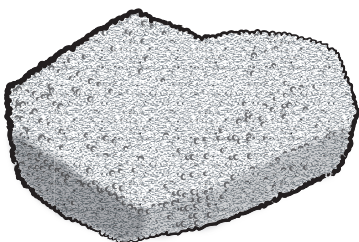
The cloze text below describes the three different types of rock. Write the words below to complete the text. The words are given in the order they appear in the text so you can concentrate on your handwriting.

sand hardens	deposited ground	layers 'fire'	squashed granite	sedimentary pressure	shale existing	molten quartzite
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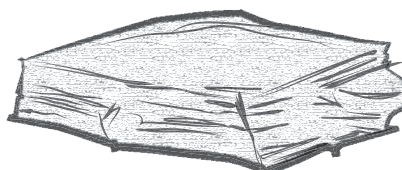
Sedimentary rocks form when _____ mud and pebbles are _____ in layers. Other _____ are deposited on top and the layers are _____ until they are changed to rock. Examples of _____ rock include sandstone and _____. Igneous rocks form when _____ rock called magma cools and _____. This can occur above or below _____. The word igneous comes from the Latin word ignis meaning _____. Examples of igneous rock include _____ and basalt. Metamorphic rocks form when heat or _____ transform _____ sedimentary or igneous rocks. Examples of metamorphic rock include slate, _____ and marble.

Write the name of the group each example of rock belongs in.

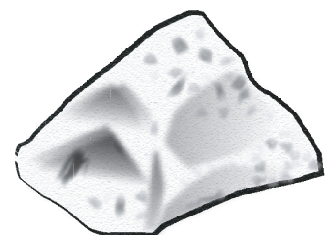
SANDSTONE



SLATE



GRANITE



Identifies and investigates a widening range of common materials in the immediate environment including rock

Trace the text about a healthy dish.

Guacamole is a reasonably healthy, versatile Mexican dip that can be whipped up in just minutes. All you need is half a small red onion, three ripe avocados, a bunch of fresh coriander, half a dozen ripe cherry tomatoes, a lime, fresh chilli and some extra virgin olive oil. To make, simply prepare and chop the onion and chilli, chop the coriander leaves and tomatoes and mix with the avocado flesh. Add the juice of the lime and a tablespoon of oil and finally season to taste. Yum!

Trace, then copy the name of each ingredient.

red onion fresh chilli avocado
coriander cherry tomatoes lime olive oil

Write a procedure for making guacamole using the information above.

Ingredients

Method

TEACHER INFORMATION

SEANFHOCAIL

Focus: Gaeilge

Notes:

- Pupils read the different seanfhocail. They discuss the meanings of each one and identify appropriate contexts where they could be used in conversation or in writing.
- As an additional activity, divide pupils into pairs/small groups and give each a large A3 piece of paper. They represent each proverb through a drawing/illustration. They then write the proverb prominently on the page in cursive handwriting.

HOMELESSNESS

Focus: Social, Personal and Health Education; English

Notes:

- Pupils trace a poem called *Forgotten*, about a homeless man. The activities on the page concentrate on similes and metaphors, and the pupils' experiences of homelessness in their community. They rewrite similes and metaphors in their own words and write answers to questions about homelessness in their community.
- Less capable pupils can complete the first three activities. More capable pupils should complete all activities and attempt to write their own poem about homelessness.

Answers:

Four similes: ... like a forgotten apple, ... as torn shopping bags, ... like a soldier, ... like a hungry child

Three metaphors: He is a shadow (1), a pile of old rags (2), he's a rat in the gutters and streets (3)

A SCIENTIFIC CROSSWORD PUZZLE

Focus: Science

Notes:

- Pupils read the clues for a crossword, then write the answers in capital letters.
- Less capable pupils may need assistance to decipher the clues. They may like to work with a partner. More capable pupils can use the clues and answers to write an information text about heat on a separate sheet of lined handwriting paper.

Answers:

Across:

5. SOLAR

11. ELECTRICITY

12. RADIATION

Down:

1. TRANSFER

2. INSULATION

3. THERMOMETER

4. RENEWABLE

6. CONVECTION

7. FOSSIL

8. CONDUCTION

9. BIOMASS

10. FRICTION

Copy the proverbs.

Jús maith leath na hoibre.

Is maith an t-anlann an t-ocras.

Níl aon tinteán mar do thinteán féin.

Is fearr an tsláinte ná na táinte.

An rud is annamh is iontach.

Mol an óige agus tiocfaidh sí.

Is maith le cat iasc ach ní maith leis a chosa a fhliuchadh.

Ní thagann ciall roimh aois.

Is binn béal ina thost.

Ní bhíonn in aon rud ach seal.

Ná díol do chearc lá fliuch.

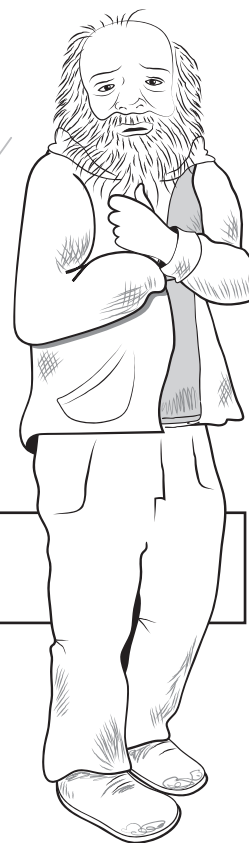


Homelessness

Social, Personal and Health Education; English

Read and trace the poem titled *Forgotten*.

To those who hurriedly pass him by
He is a shadow, a pile of old rags
His face is weathered like a forgotten apple
He's as useless as torn shopping bags
Camouflaged in dirt like a soldier
He's a rat in the gutters and streets
He shuffles from one bin to another
Like a hungry child, he swiftly eats.



A simile compares one thing with another using the words *as* or *like*.
A metaphor is also a comparison that says one thing *is* something else.

Underline four similes in the poem in red and three metaphors in blue.

Rewrite each line of the poem in your own way. Make sure you keep the meaning of the simile or metaphor.

His face is weathered like a forgotten apple.

He's a rat in the gutters and streets.

He is a shadow, a pile of old rags.

Have you encountered any homeless people in your local community?

Yes ☐

No ☐

If your answer is Yes, explain when and where. If your answer is No, state why you believe there are no homeless people in your local community.

How can homelessness be addressed in communities? What could you, or groups, do to help with the problem?

What other problems are you aware of in your local community? Is anything being done about them?

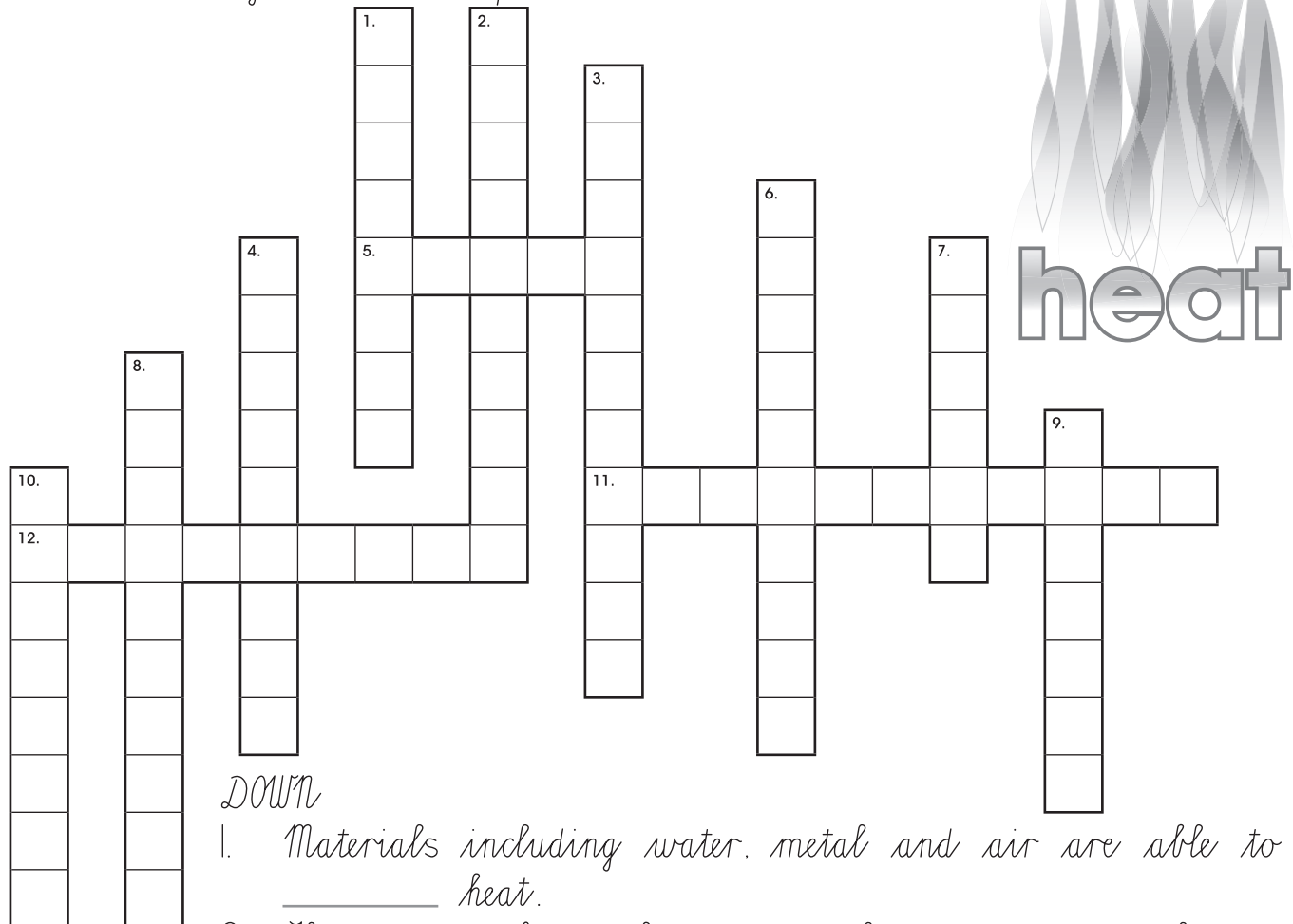
A Scientific Crossword Puzzle

Science

Read the clues, then complete the crossword puzzle about heat, writing your answers in capital letters.

ACROSS

5. _____ power is a renewable source of heat that uses energy from the sun.
11. The supply of a current to a building for heating.
12. The emission of energy as electromagnetic waves or as moving subatomic particles.



DOWN

1. Materials including water, metal and air are able to _____ heat.
2. The action of insulating something to prevent heat loss.
3. An instrument for measuring temperature.
4. _____ sources of heat help conserve resources.
6. The transference of heat by the circulation or movement of the heated parts of a liquid or gas.
7. _____ fuels such as coal and gas are sources of heat.
8. The process of transfer of heat through a medium without movement of the medium.
9. Burning _____ (organic mass) produces heat.
10. The action of one surface or object rubbing against another that often produces heat.

- Recognises a variety of sources of heat
- Knows that heat energy can be transferred