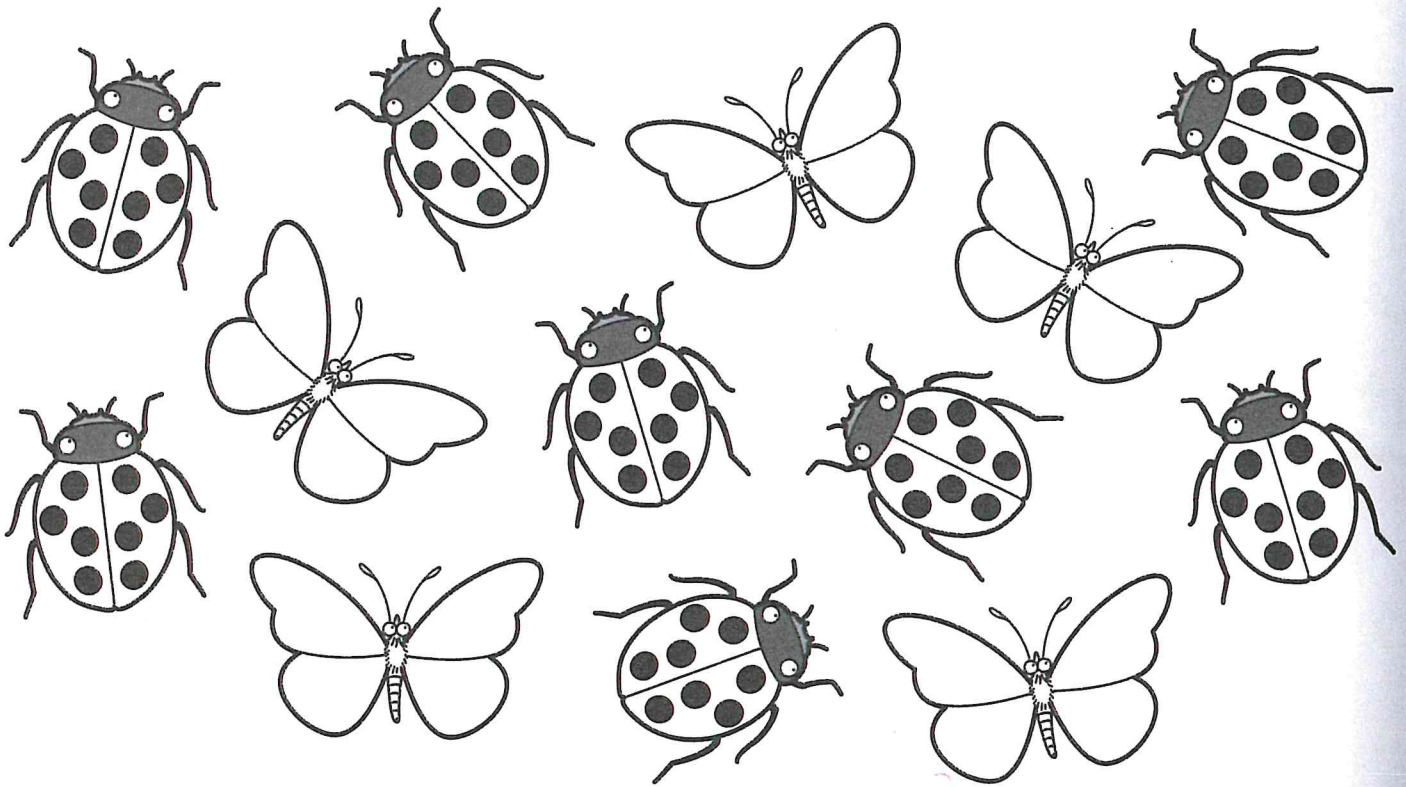




Comhair. Sna boscaí thíos cuir dath orthu do gach bóin Dé agus do gach féileacán.



bóiní Dé

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féileacáin

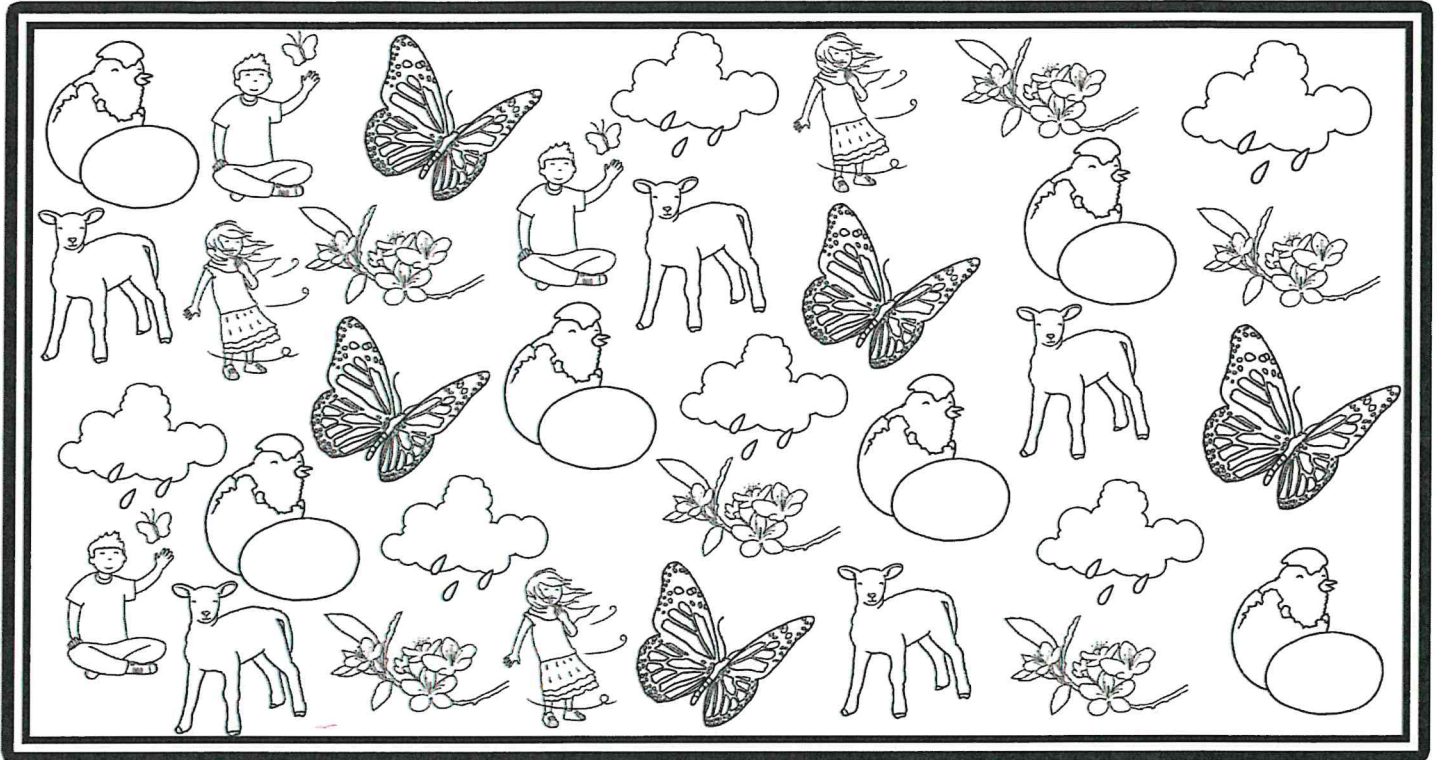
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- 1 Cé mhéad bóin Dé atá ann?
- 2 Cé mhéad féileacán atá ann?
- 3 Cé mhéad níos mó bóiní Dé atá ann ná feileacáin?
- 4 Cé mhéad níos lú féileacán atá ann ná bóiní Dé?



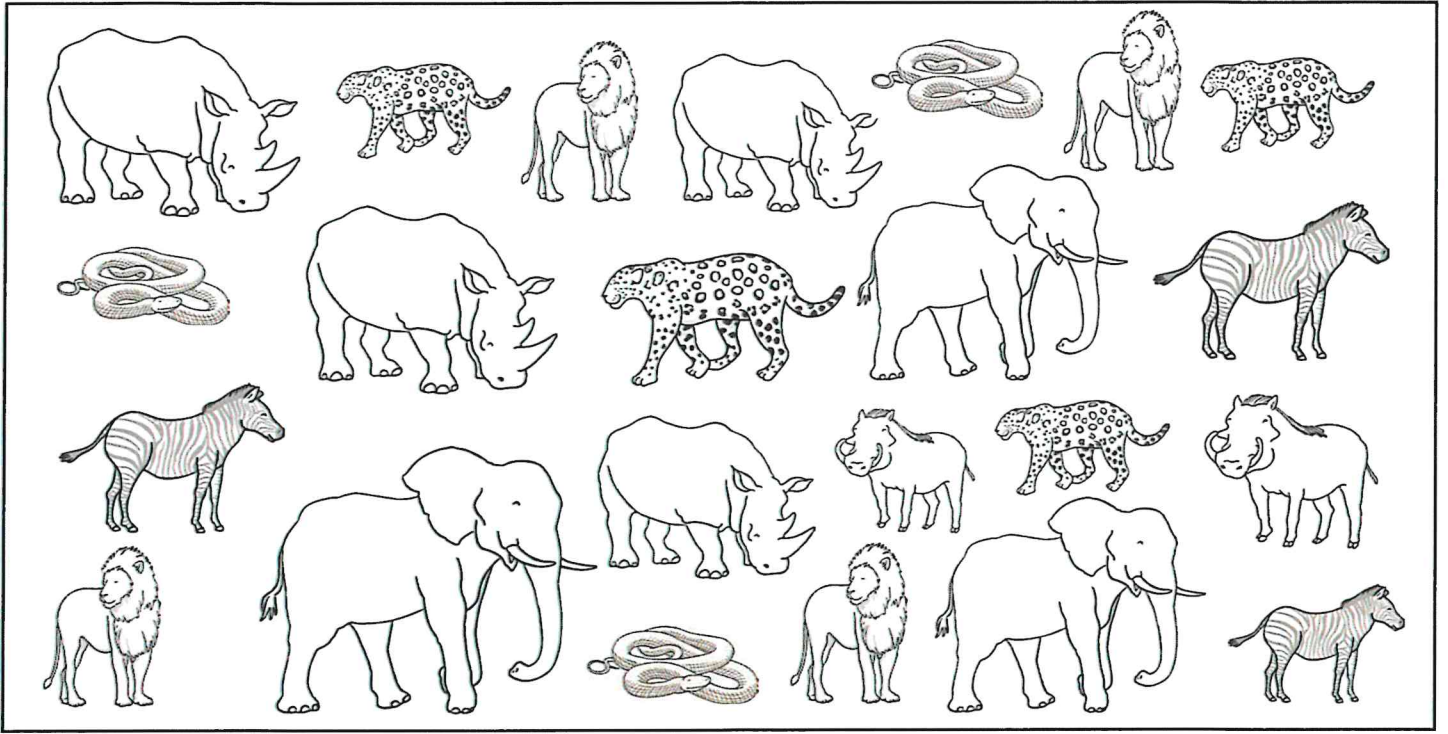
An tEarrach


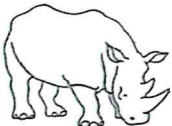
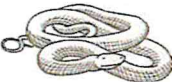
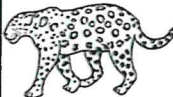
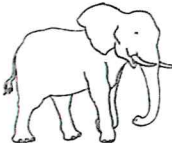

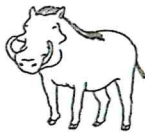
Cuir dath ar bosca do gach ceann a fheiceann tú



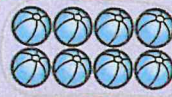
						

An Dufair agus Safari



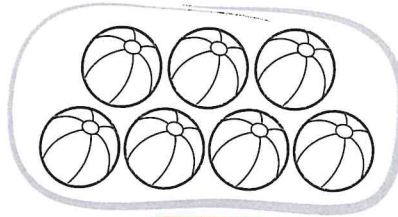
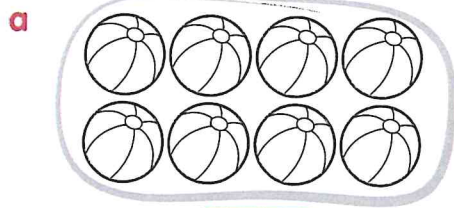
						

Níos mó ná ...

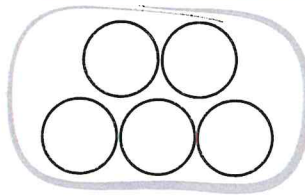
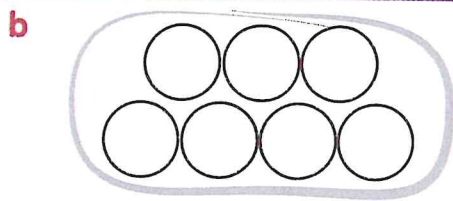


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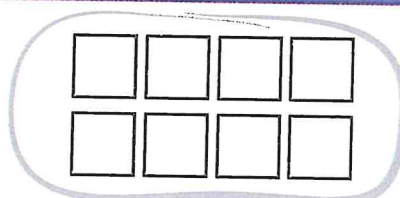
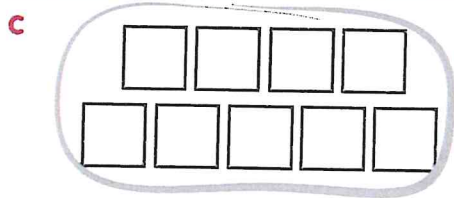
Comhair agus scríobh. Cuir dath gorm ar an tacar is mó liathróidí. Cuir dath glas ar an tacar is lú liathróidí.



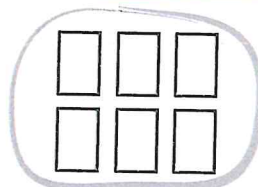
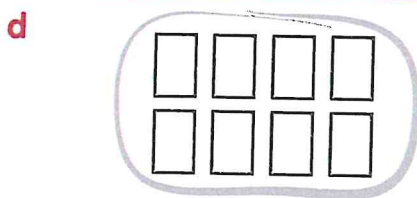
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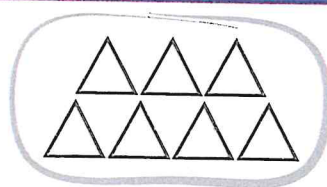
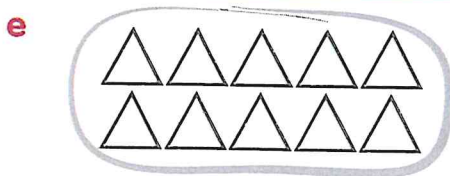
Tá níos mó ná de



Tá níos mó ná de



Tá níos mó ná de

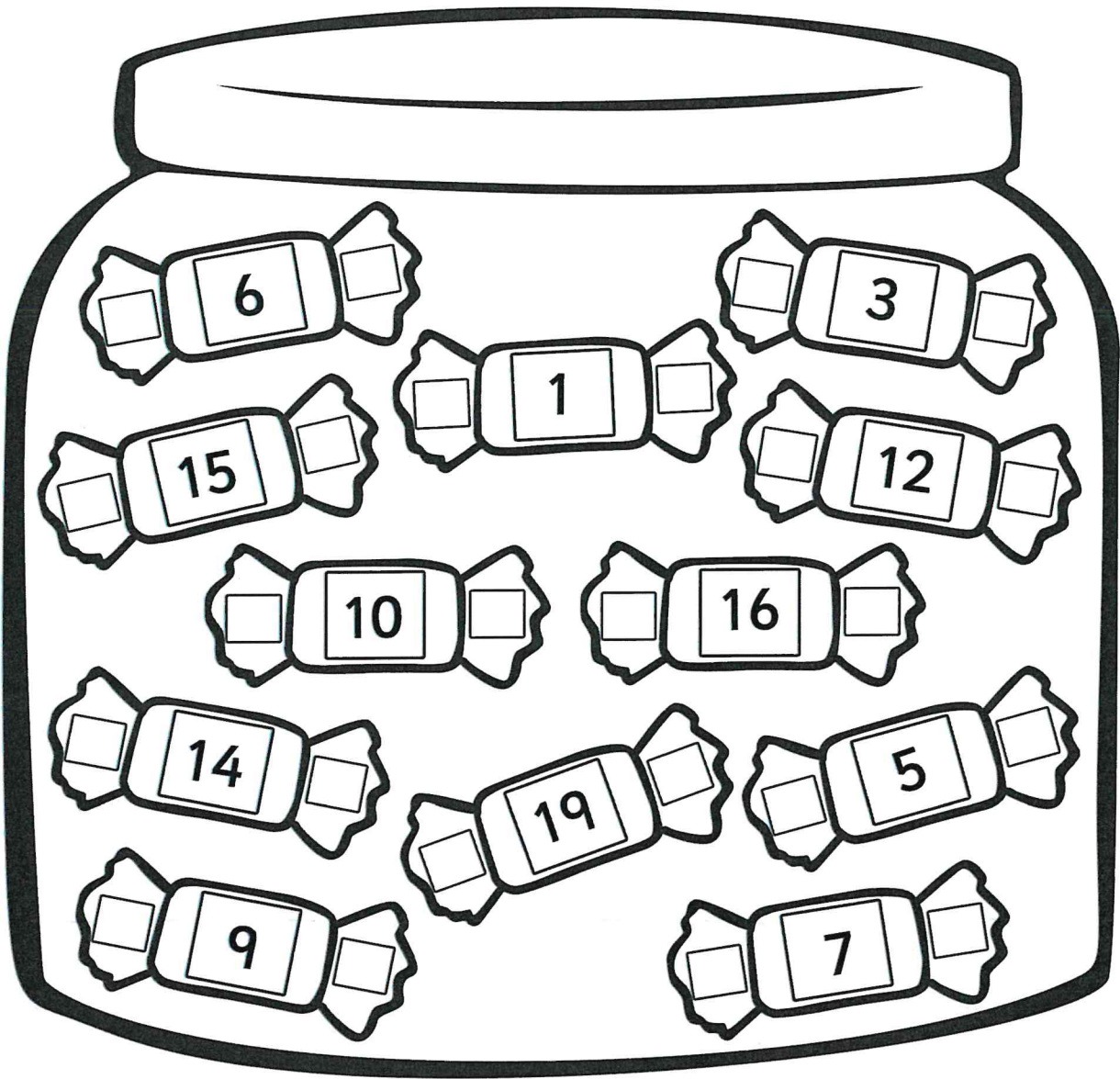
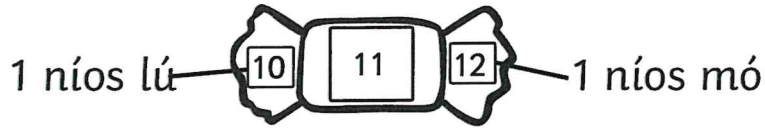


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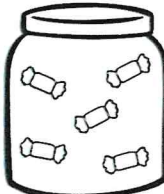
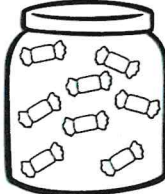
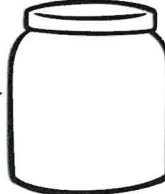






1 Níos Mó nó 1 Níos Lú?

Scríobh 1 níos mó agus 1 níos lú ná na huimhreacha atá sna boscaí.



Tarraing 1 níos mó nó 1 níos lú agus scríobh an uimhir sa bhosca.

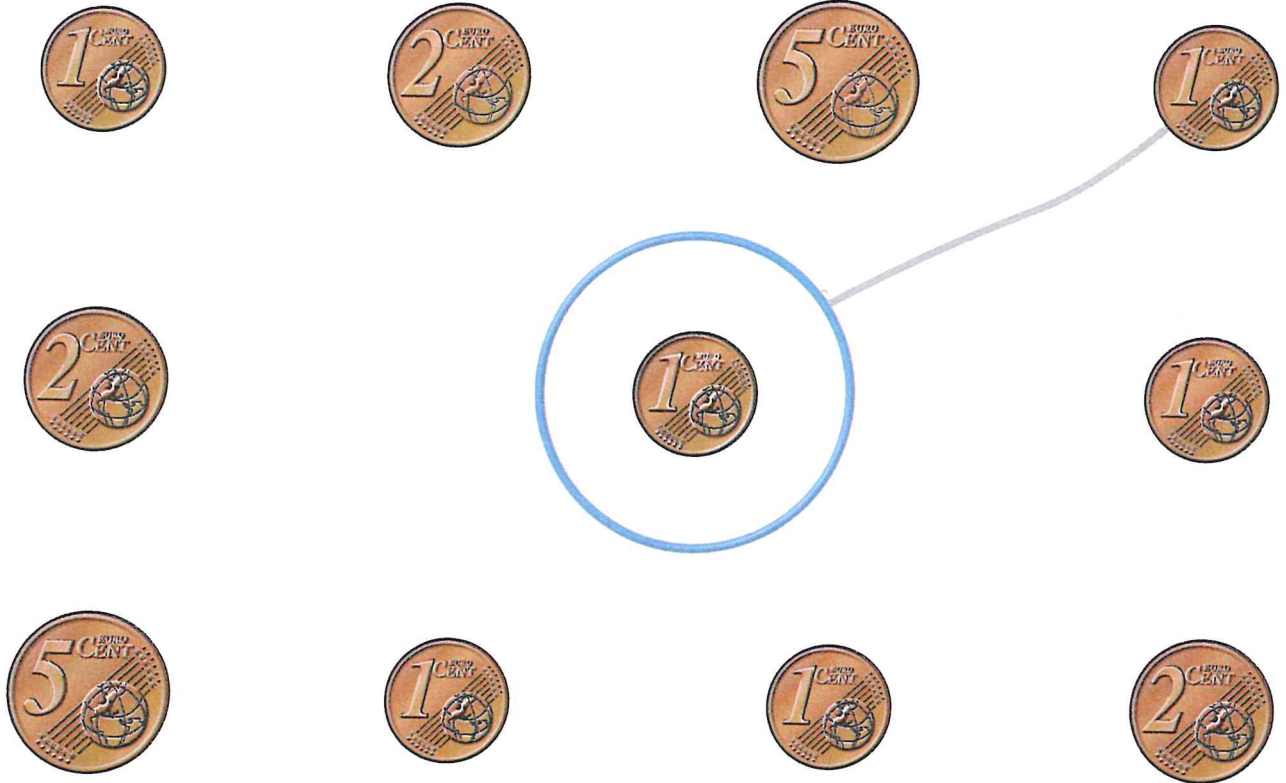
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	→ 1 níos mó		<input type="text"/>		→ 1 níos lú		<input type="text"/>

Airgead

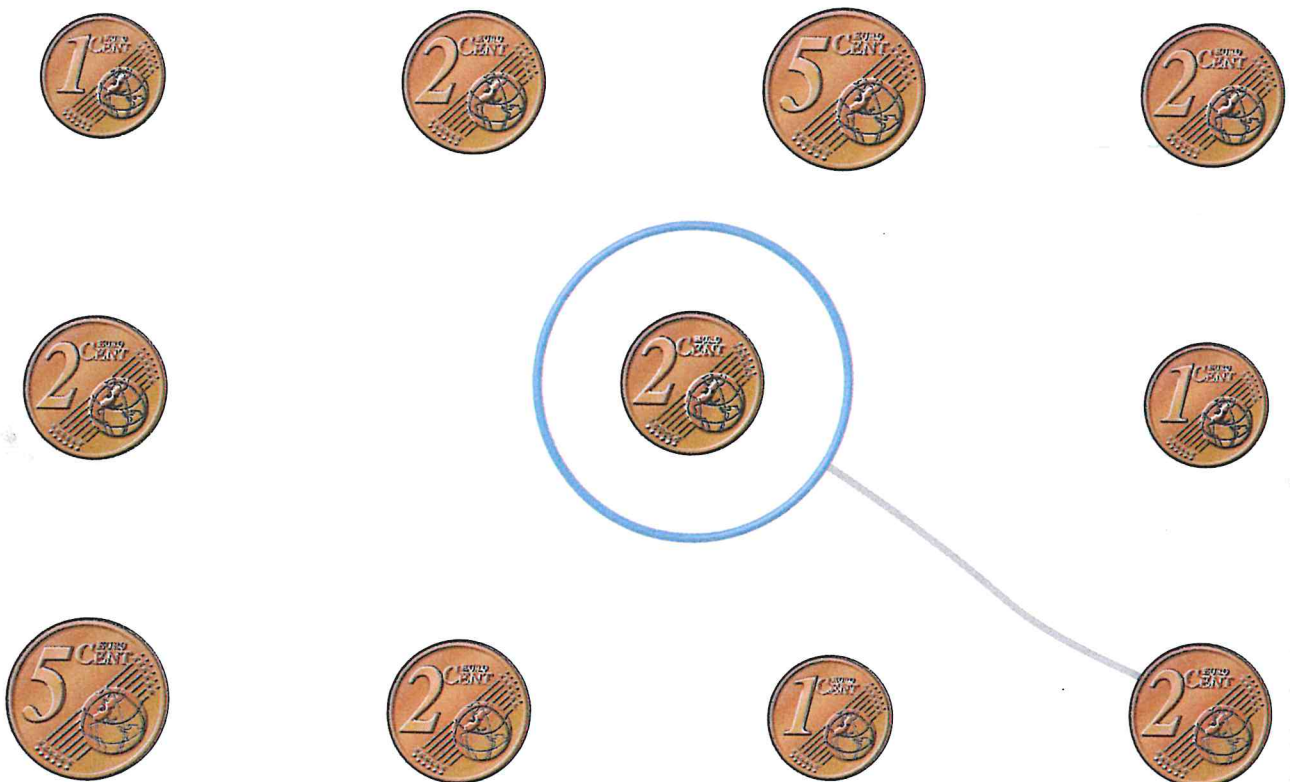


Meaitseáil na boinn chearta leis an gceann sa lár.

a



b

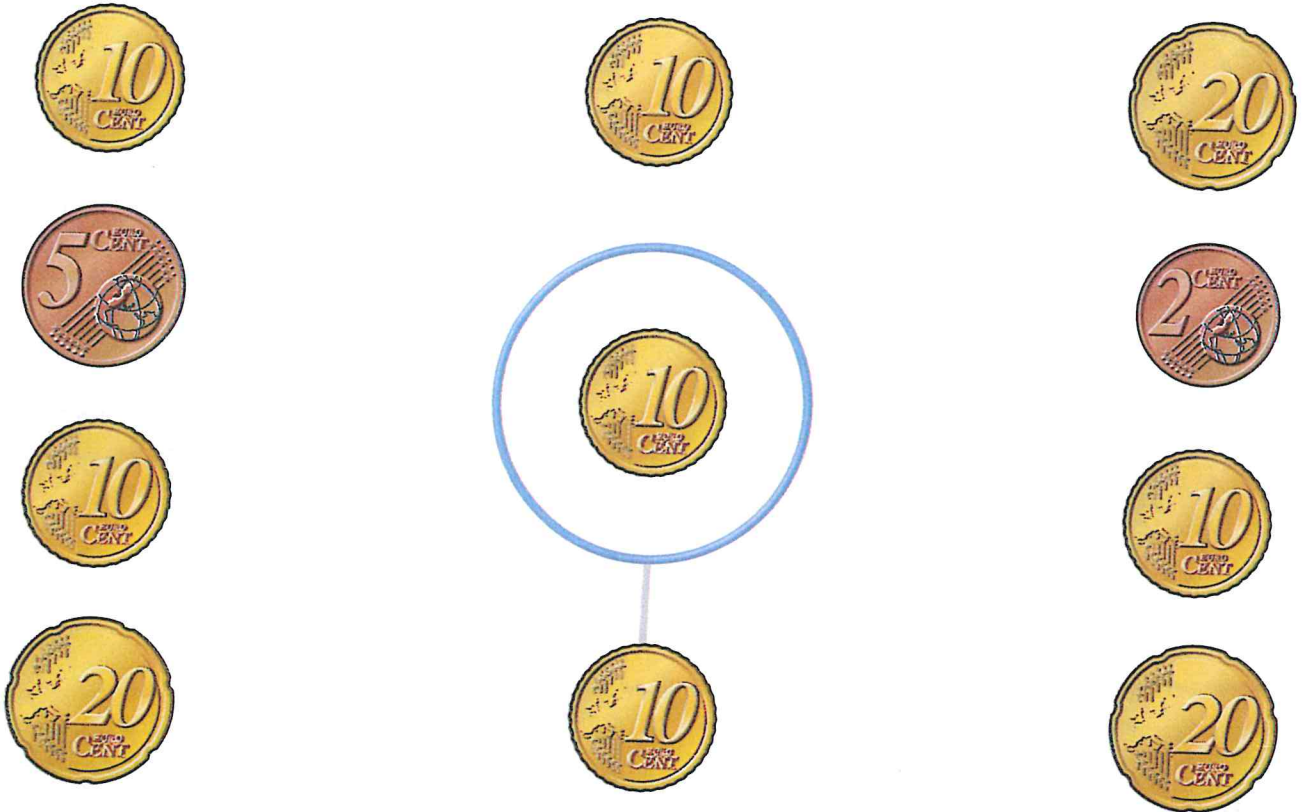


Airgead

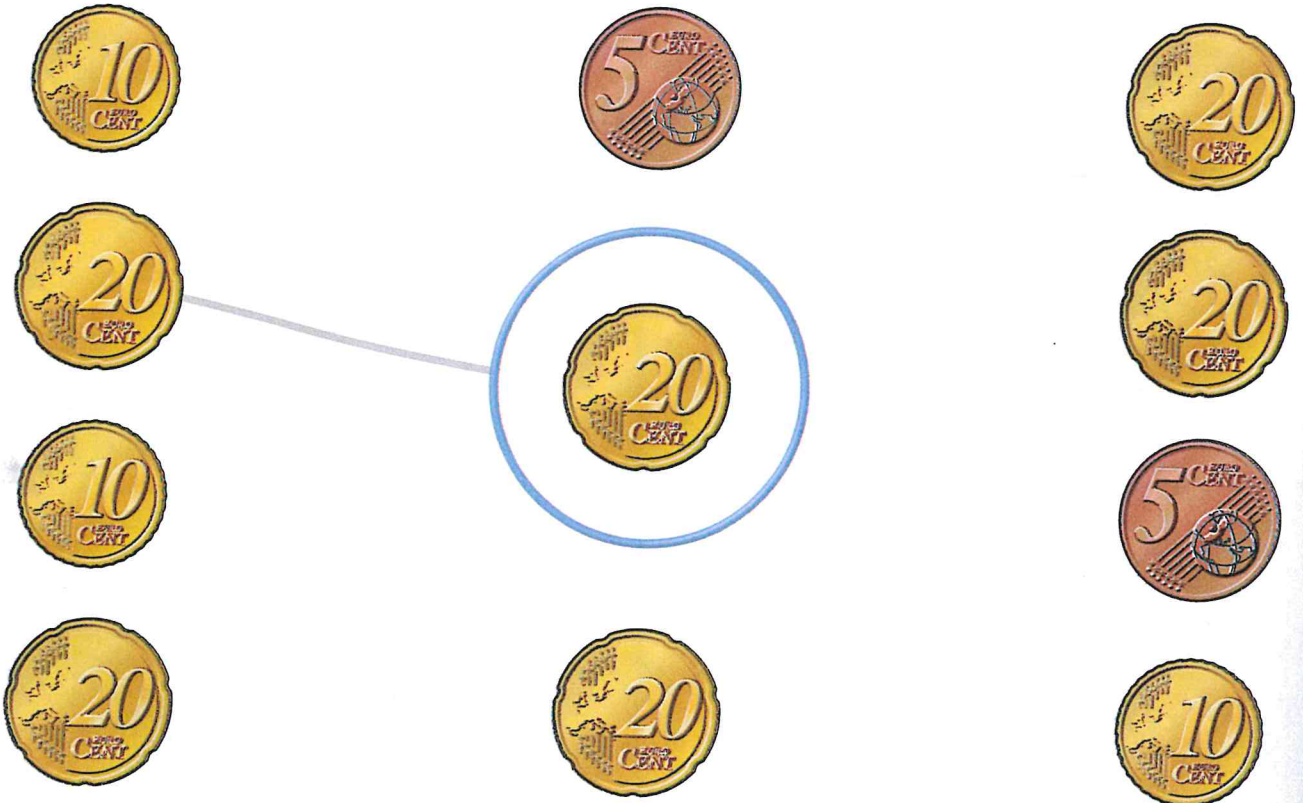


Meaitseáil na boinn chearta leis an gceann sa lár.

a



b

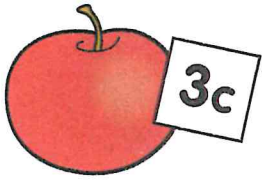


Airgead

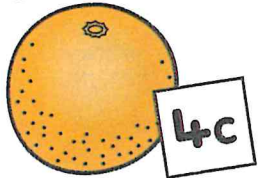


Cuir dath ar an méid ceart do gach toradh.

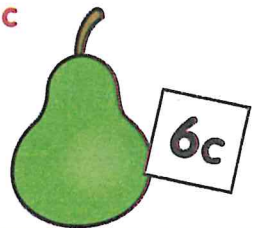
a



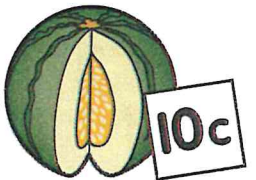
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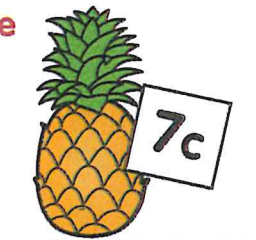
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d



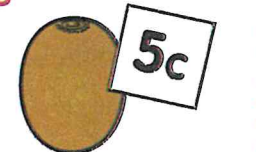
e



f



g



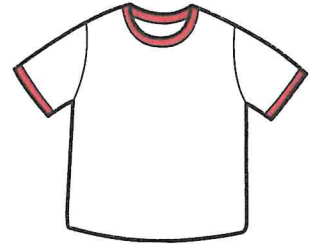
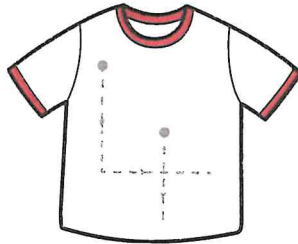
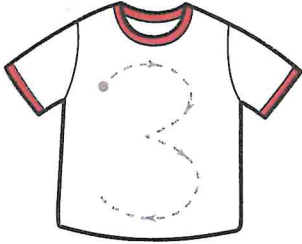
Scríobh an figiúr atá tar éis na bhfigiúirí eile. Ansin **scríobh** na figiúirí eile.

roimh

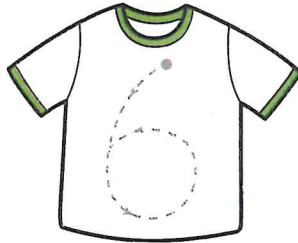
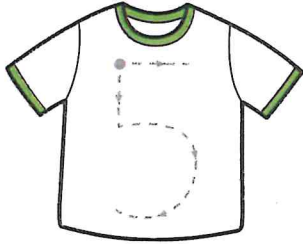
sa lár

tar éis

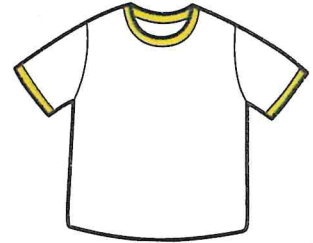
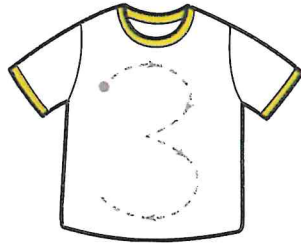
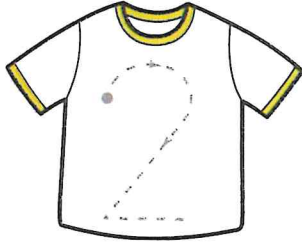
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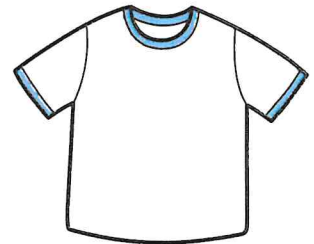
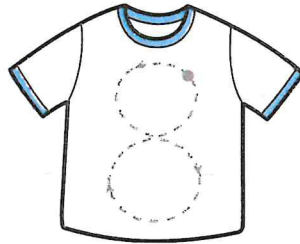
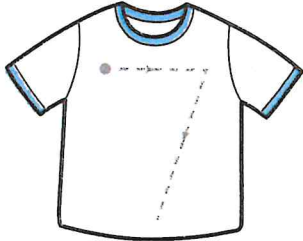
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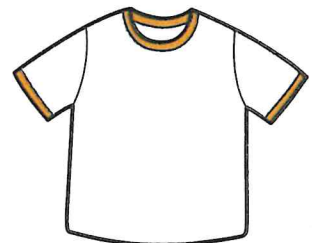
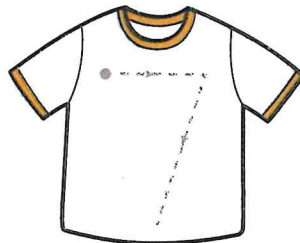
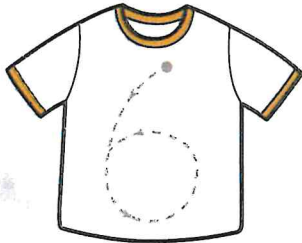
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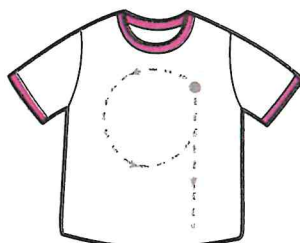
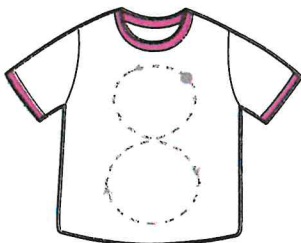
d



e



f



Sa lár

2

3

4

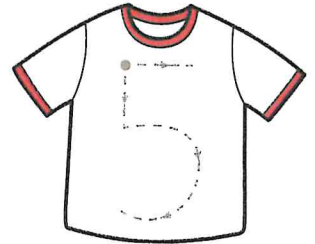
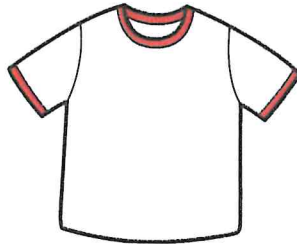
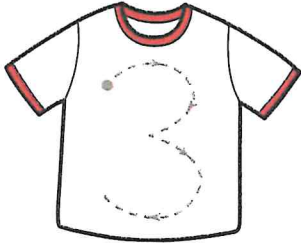
Scríobh an figiúr atá sa lár. Ansin scríobh na figiúirí eile.

roimh

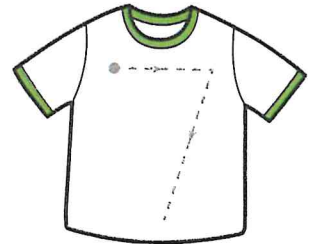
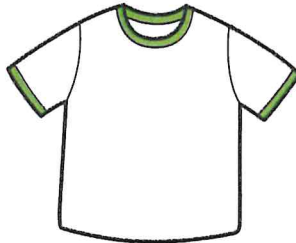
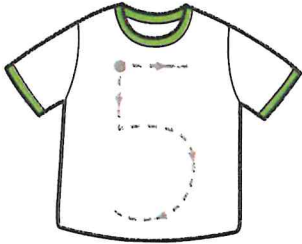
sa lár

tar éis

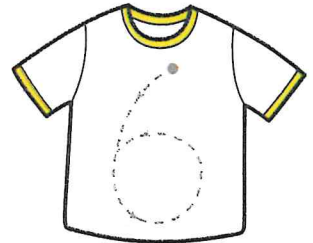
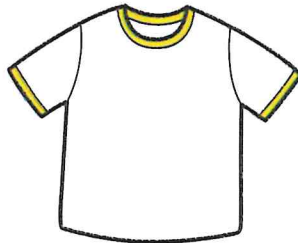
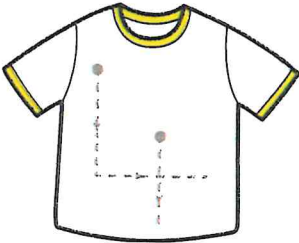
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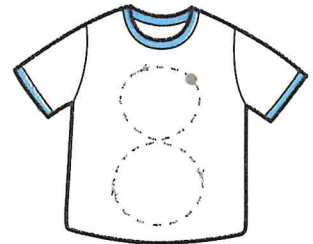
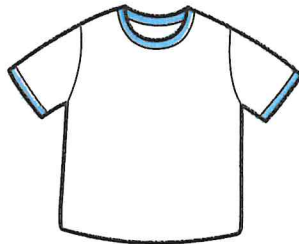
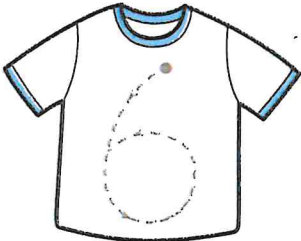
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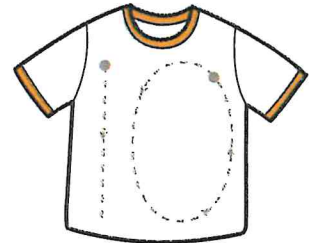
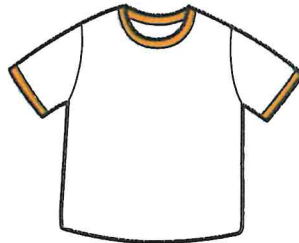
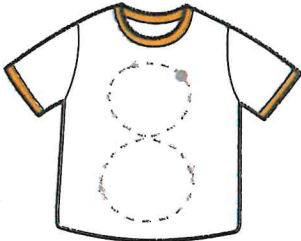
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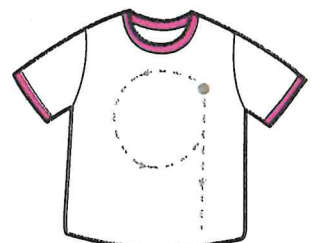
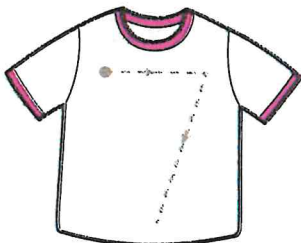
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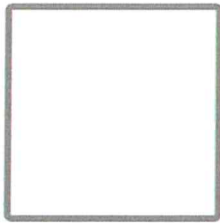


e



f

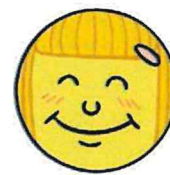
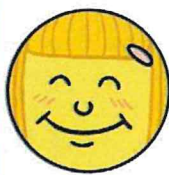
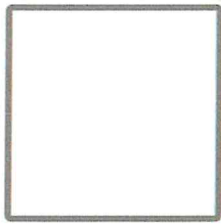
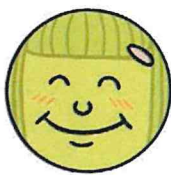




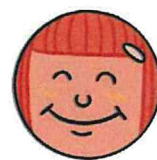
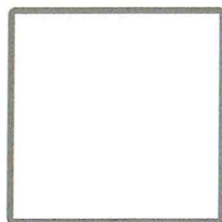
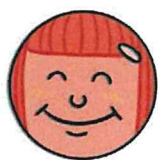
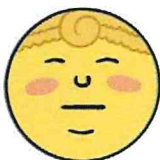
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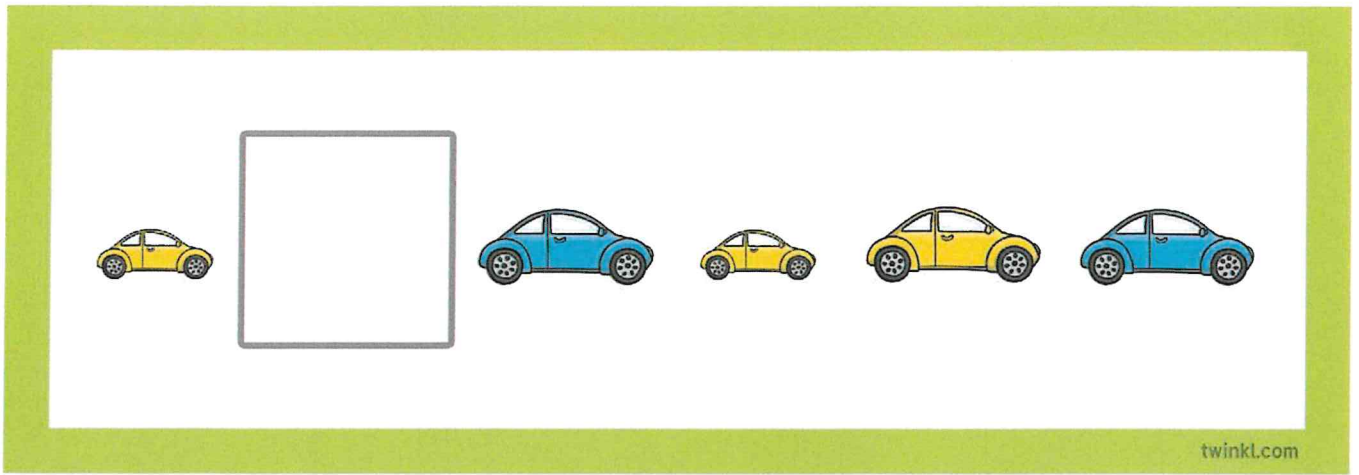
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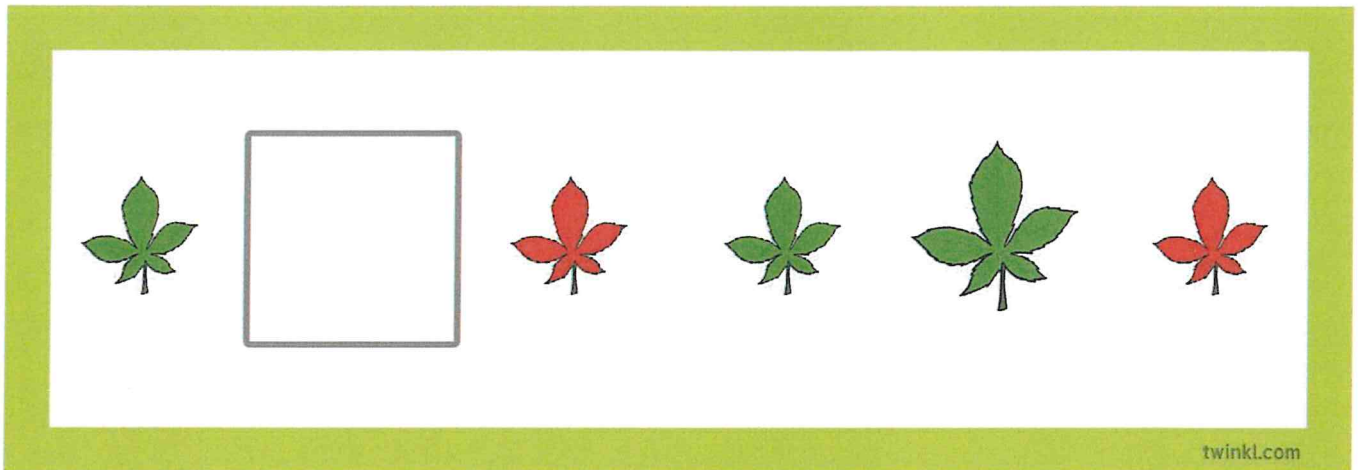
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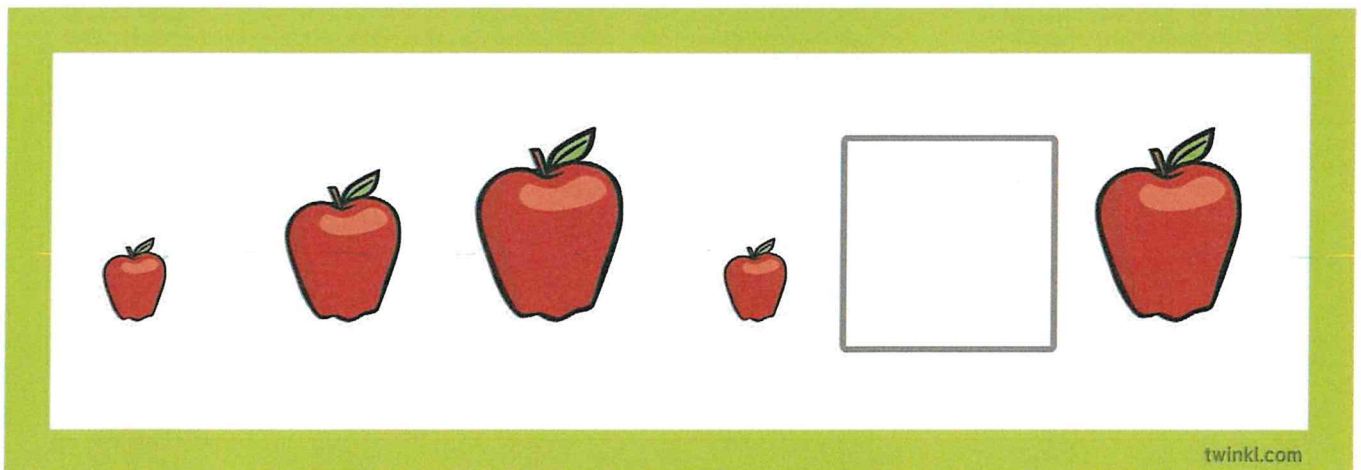
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twinkl.com

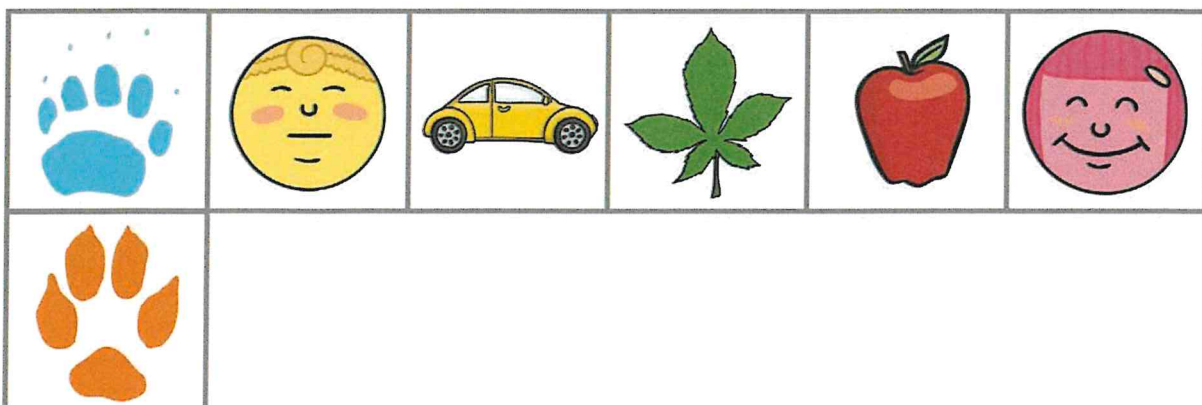


twinkl.com

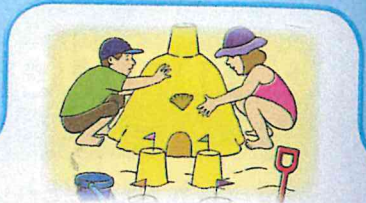


twinkl.com

Gearr amach na cearnóga thíos agus bain úsáid astu chun na cártaí patrúin a líonadh isteach.



Na séasúir: samhradh

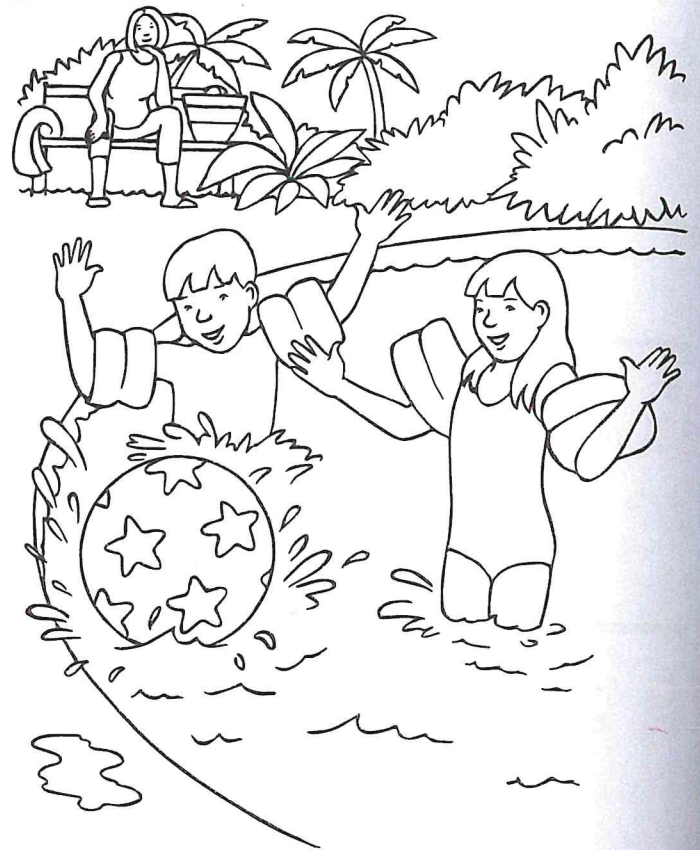


Bí ag caint faoi agus cuir dath ar na pictiúir.

1



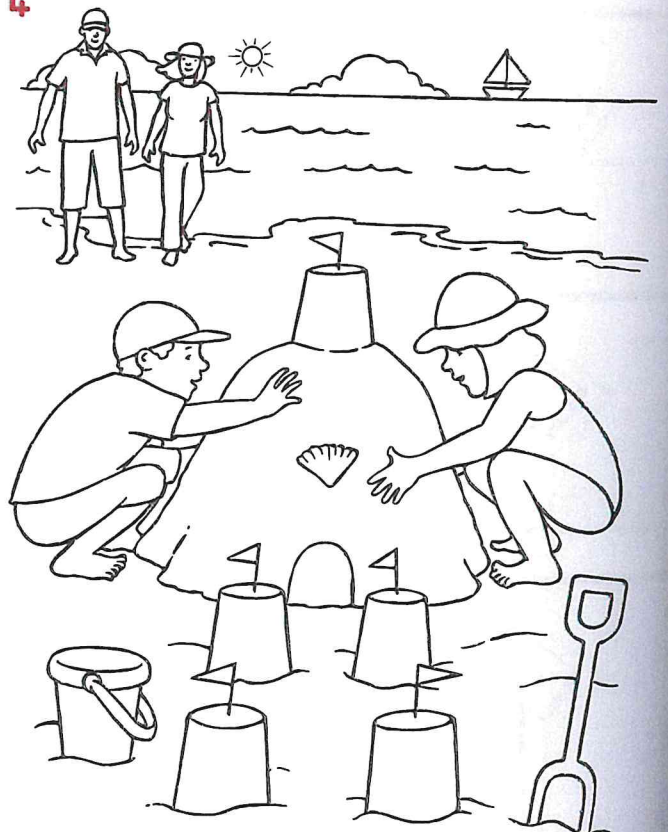
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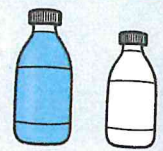
3



4

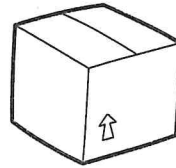
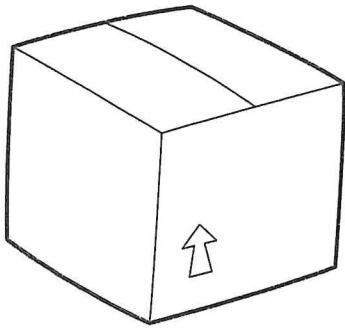


Níos mó/níos lú sa

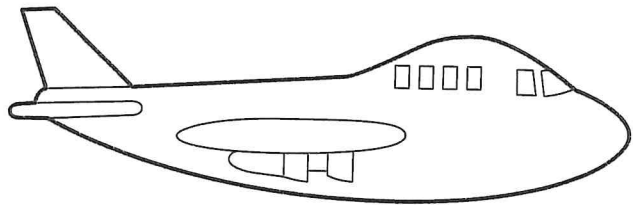
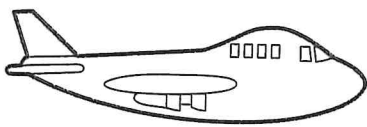


Téann níos mó isteach i roinnt de na rudaí thíos **cuir dath** ar na rudaí sin.

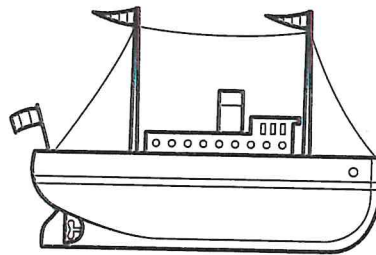
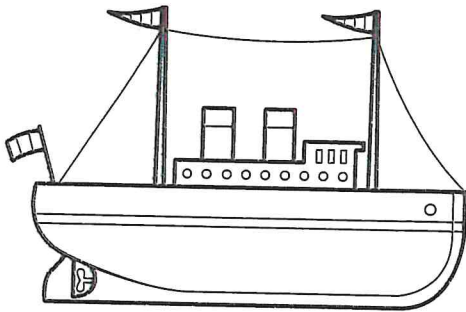
a



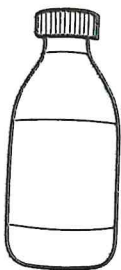
b



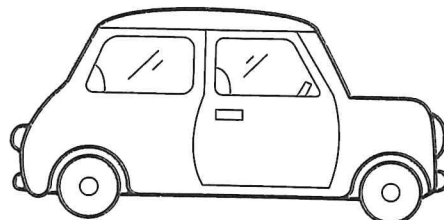
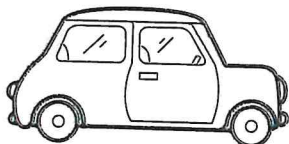
c



d



e



Cé mhéad cupán uisce?



Go garbh abair cé mhéad cupán lán uisce a líonfaidh gach rud thíos. **Tomhais. Scríobh.**

a

Cé mhéad cupán uisce a líonfaidh an babhla?



mo thuairim: thart ar



tomhais:



b

Cé mhéad cupán uisce a líonfaidh an taephota?



mo thuairim: thart ar

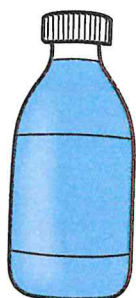


tomhais:



c

Cé mhéad cupán uisce a líonfaidh an buidéal?



mo thuairim: thart ar

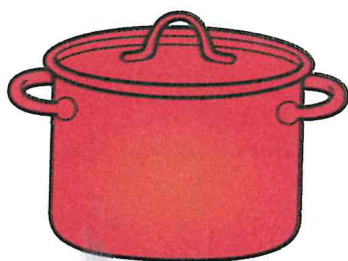


tomhais:



d

Cé mhéad cupán uisce a líonfaidh an pota?



mo thuairim: thart ar



tomhais:



Scríobh.

Téann an méid is mó isteach sa _____.

Téann an méid is lú isteach sa _____.

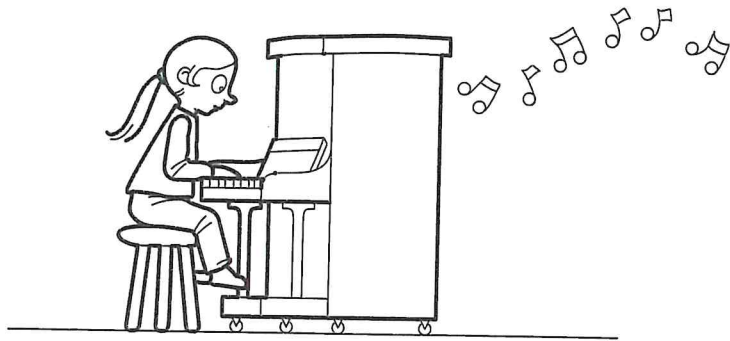


Laethanta na seachtaine

L	M	C	D	A	S	D

Seachtain Amy. **Bí ag caint** faoi agus **scríobh**. **Cuir dath** ar na pictiúir

d

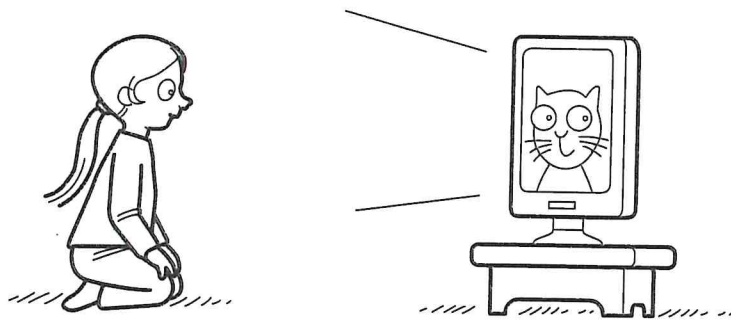


Seinnim an pianó Déardaoin

Déardaoin

Déardaoin

e



Féachaim ar an teilifís Dé hAoine

Dé hAoine

Dé hAoine

f

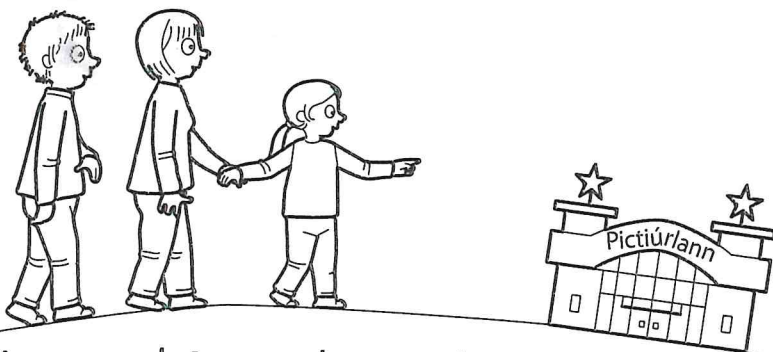


Téim ag siopadóireacht Dé Sathairn

Dé Sathairn

Dé Sathairn

g



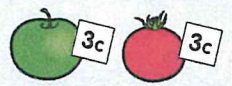
Téim go dtí an phictiúrlann Dé Domhnaigh

Dé Domhnaigh

Dé Domhnaigh



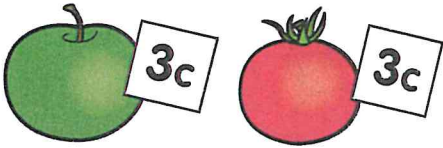
Airgead



$$3c + 3c = 6c$$

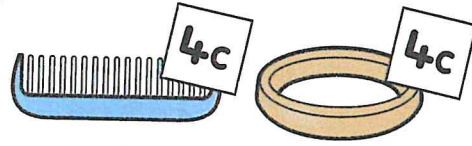
Suimigh agus scríobh.

a



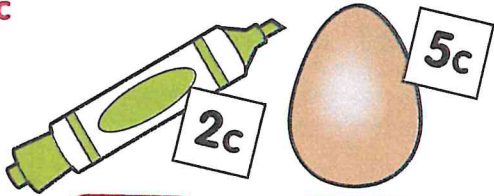
$$\square_c + \square_c = \square_c$$

b



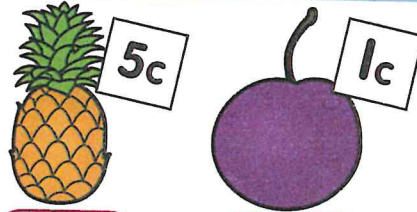
$$\square_c + \square_c = \square_c$$

c



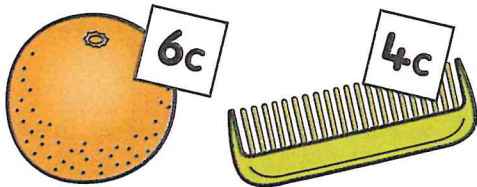
$$\square_c + \square_c = \square_c$$

d



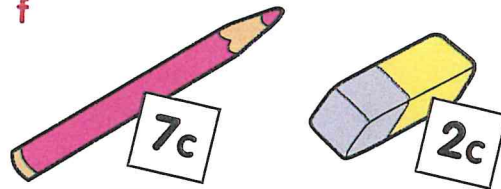
$$\square_c + \square_c = \square_c$$

e



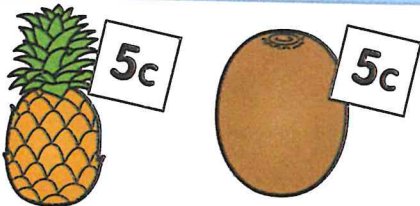
$$\square_c + \square_c = \square_c$$

f



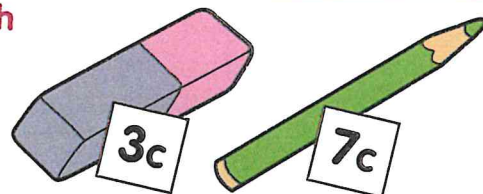
$$\square_c + \square_c = \square_c$$

g



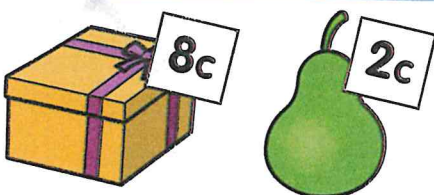
$$\square_c + \square_c = \square_c$$

h



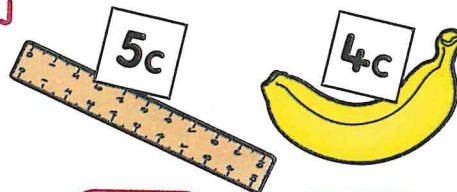
$$\square_c + \square_c = \square_c$$

i



$$\square_c + \square_c = \square_c$$

j



$$\square_c + \square_c = \square_c$$



Airgead

$$\begin{array}{r} 3c \\ + 2c \\ \hline 5c \end{array}$$

Suimigh agus scríobh.

a

$$\begin{array}{r} 3c \\ + 2c \\ \hline \end{array}$$

b

$$\begin{array}{r} 4c \\ + 2c \\ \hline \end{array}$$

c

$$\begin{array}{r} 3c \\ + 5c \\ \hline \end{array}$$

d

$$\begin{array}{r} 3c \\ + 4c \\ \hline \end{array}$$

e

$$\begin{array}{r} 1c \\ + 5c \\ \hline \end{array}$$

f

$$\begin{array}{r} 2c \\ + 7c \\ \hline \end{array}$$

g

$$\begin{array}{r} 4c \\ + \quad c \\ \hline \end{array}$$

h

$$\begin{array}{r} 2c \\ + 4c \\ \hline \end{array}$$

i

$$\begin{array}{r} 4c \\ + \quad c \\ \hline \end{array}$$

j

$$\begin{array}{r} 1c \\ + 8c \\ \hline \end{array}$$

k

$$\begin{array}{r} 3c \\ + 7c \\ \hline \end{array}$$

l

$$\begin{array}{r} 5c \\ + 5c \\ \hline \end{array}$$



Your child is learning about time (the clock in one-hour intervals) and how to read data from a chart. S/he is also learning to deal with sets that have more/less/fewer. Your child needs to know the language of time – hands, clock face, long/short hand, o'clock, numerals 1–12.

Time

Making a clock

You can make a clock with your child using cardboard. Cut out a circular piece of card. Cut two small pieces to act as hands. Stick the hands to the face using a brass fastener/clip. The clock hands can then be manipulated by your child. Ask your child to write the numerals 1–12 on the face in the correct order. You may need to help him/her do this as it can be quite difficult. (If you have an old clock to hand where the hands can be manipulated by your child, it's even better!) Remember that your child will not be officially introduced to the numerals 11 and 12 until First Class. Show your child a time, e.g. 7 o'clock and ask: *What time is it? How do you know it's 7 o'clock?* Do the same with a number of other times (make sure they are on the hour).

Rhymes

Read/sing the rhymes 'Hickory, Dickory, Dock' and 'Clock Song' (sung to the tune of 'The Wheels on the Bus').

Hickory, Dickory, Dock

Hickory, dickory, dock,
The mouse ran up the clock.
The clock struck one,
The mouse ran down,
Hickory, dickory, dock.

Clock Song

The hands on the clock go round and round,
Round and round, round and round.
The hands on the clock go round and round.
To tell us the time.
The short hand on the clock
Goes from number to number,
Number to number, number to number.
The short hand on the clock
Goes from number to number.
To tell us the time.

Data

Data can be organised in many ways in everyday life, from pictograms to bar charts to bar graphs, etc. In Senior Infants, your child is expected to represent and interpret data (information/objects, etc.) in two rows or columns. It is best to introduce your child to data by using a range of objects that are familiar to your child.

Making rows

Give your child some counters, buttons, Lego blocks, or 1c coins, etc. Ask him/her to make a row of five coins. Then ask him/her to place a row of four coins directly underneath.



These rows should be in one-to-one correspondence, i.e. your child should be able to see the coins in the bottom row that correspond to the ones in the top row. S/he should also be able to see that there is an extra coin in the top row. Ask questions, such as:

- How many coins are in the top row?
- How many coins are in the bottom row?
- How many more coins are there in the bottom row than in the top row?
- How many fewer coins are there in the bottom row than in the top row?
- What could we do to make the two rows have the same amount? (Add one more to the bottom; take one away from the top.)

Making columns

Give your child some counters, buttons, Lego blocks, 1c coins, etc. Ask him/her to make a column (tower) of eight counters. Then ask him/her to place a column of six counters beside it.

Ask questions as above about the columns.

Your child is learning about numbers that go before, after and between other numbers. This is done by means of games and activities using concrete materials. Your child needs to know the mathematical language associated with before, after and between – What number/numeral?, in between, in the middle, in front of, just after, just before, next to, beside, etc.

First, second, third and last

Begin by revising some things you or your child do every day. This is a continuation of work done on **ordinal number** (first, second, third and last):

*First, I get up.
Second, I get dressed.
Third, I eat my breakfast.
Last, I go off to school.*

*First, I come home from school.
Second, I eat my dinner/lunch.
Third, I play some games.
Last, I go to bed.*

What I do before and after

Talk to your child about things s/he does before significant events in his/her day and ask some of these questions:

- *What do you do before you get dressed in the morning? (I wake up/jump out of bed, etc.)*
- *What do you do after you get dressed in the morning? (I walk to the bathroom/wash my teeth/go down the stairs/tie my shoelaces, etc.)*
- *What do you do after you reach school? (I play with my friends/I talk to my friends/I get into my line/I walk slowly into my class/I sit in my chair/I play with some toys, etc.)*
- *What do you do before you go to bed at night? (I brush my teeth, I get into my pyjamas, I read my book, etc.)*

Numbers – Before, after and between

Place some numeral cards 0–10 on the table in random order. Write the numerals on pieces of cardboard/paper/Post-it notes. Ask your child to arrange the numerals in order from 0–10. Now ask him/her questions, such as:

- *Which numeral comes just after 7?*
- *Which numeral comes just after 6?*
- *Which numeral comes before 8?*
- *Which numeral comes before 9?*
- *Which numeral comes after 0?*
- *Which numeral comes between 6 and 8?*
- *Which numeral comes between 4 and 6?*
- *Which numeral comes between 7 and 9?*
- *Which numeral comes two places before 6?*
- *Which numeral comes three places before 9?*
- *Which numeral comes two places after 7?*
- *Which numeral comes three places after 6?*

Which numeral?

Place a number of household items on the kitchen table in a row, e.g. a cup, spoon, saucer, marker, pot, jug (any items of your choice can be used). Place the numerals 0–10 under the relevant items, e.g. the cup will have number 4/the spoon will have number 10, etc. Now ask him/her questions, such as:

- *Which numeral is under the mug?*
- *Which numeral comes just before the one under the scissors?*
- *Which numeral comes between the ones under the marker and the jug?*
- *Which numeral comes between the ones under the saucer and the marker?*
- *Which numeral comes between the ones under the pot and the fork?*
- *Which numeral comes two items after the scissors?*
- *Which numeral comes three items after the pot?*
- *Which numeral comes two items before the marker?*

As said in Junior Infants, the categorising of the first day of the week differs from country to country. Some have Sunday as the first day with Saturday as the last day. Other countries have Monday as the first day with Sunday as the last day. In Ireland, we classify Monday through to Friday as weekdays with Saturday and Sunday as the weekend. You don't need to explain this to your child but for the purposes of our activities we are taking Monday as the first day.

Activity: Order the days of the week

Write the names of the days of the week on pieces of paper. You may prefer to write the words on Post-it notes. Place the names of the week randomly on the kitchen table. Now ask your child to place the names in order starting with Monday. Then ask a number of questions, such as:

- Can you pass me Monday?
- Which day comes after Wednesday?
- Which day comes after Thursday?
- Can you hand me the day that comes just before Sunday?
- Can you give me the day that comes between Thursday and Saturday?
- Can you hand me the last day of the week?
- Can you show me the days you have to go to school?
- Can you show me the days when you don't have to go to school?
- Which is your favourite day? Why?

Describe your day

Talk to your child about the different things s/he or the family does during the day. Get him/her to come up with the activities where possible, e.g. get up, wash, get dressed, brush teeth, get ready for school, go to school, spend time in class, have small lunch, go to the yard/playground, have big lunch, collected from school, do homework, listen to a story read by mammy/daddy/family member, have dinner, read a book, play a game, etc.

Writing the days of the week

Ask your child to write the days of the week into a copy or onto a sheet using only the script from their schoolbook.

Poetry/Music

Read the titles of the three poems/songs before reading/singing. Ask your child what s/he thinks each poem/song is about.

Read/say/sing the poem/song 'The Days of the Week' with your child. It can be sung to the tune of 'Twinkle, Twinkle, Little Star'. This is revision of work done in Junior Infants.

The Days of the Week

Monday, Tuesday, Wednesday too,
Thursday, Friday, all for you.
Saturday, Sunday, that's them all.
All those days we will recall.

(Sing two or three times.)

Read/say/sing the poem/song 'Let's All Sing' with your child. It can be sung to the tune of 'Frere Jacques'.

Let's All Sing

Here we ha-ve
The days of the week.
Let's all sing,
Let's all sing.
Monday, Tuesday, Wednesday,
Thursday, Friday, Saturday,
Su-n-day.
My favourite day!

Read/say/sing the poem/song 'The Morning Song' with your child. It can be sung to the tune of 'You Are My Sunshine'.

The Morning Song

In the morning,
Only the morning,
I wake up happy,
The sun is bright.
I eat my breakfast
And put my clothes on.
Then I go to school on a bus.
('On a bus' can be replaced by 'in a car' / 'on my bike' / 'o-n foot')

When you are finished reading/singing, ask him/her if their predictions about the content of the poems/songs were correct. Explain any word that causes difficulty for your child.