



Learning Project WEEK 4 - Animals

Age Range: KS1

Additional activities will be set by teachers on: spaq.com & [Purple Mash](https://www.purplemash.com/).

Please also see the [School Website](#) for a whole host of other ideas.

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> Continue to work on Numbots using your login. Try to practise every day of the week, if you can! Play on Number Fact Families - find the addition and subtraction fact families for numbers up to 20, 50 or 100. Practise counting in 2s, 5s and 10s. This game could support this. Find items around the house to group into 2s, 5s and 10s. Can you arrange them into an array? Go out in the garden (weather permitting!) and observe the different creatures/animals that can be seen. If you can't go outside, see if you can find any animals in pictures or as toys around the house. Count how many of each animal/creature you can find. Which creature was there the most of? Which was there the least of? Practise learning about money by playing this game. You could also use real coins and play a similar game with a model toy/food shop – children must give the correct money to buy an item. Select a number between 2 and 20. Make a poster showing how many different ways to make this number using addition, subtraction, multiplication and division. Use pens, paper, paint, glitter or anything else you have at home to make your poster stand out! On White Rose Maths choose the relevant Year Group and start at Week 1, Lesson1. There is a daily lesson here with a short video showing you clearly and simply how to help your child to complete the activity successfully. 	<ul style="list-style-type: none"> Read a variety of books together. It is important to hear the words of a book as well as trying to read the words themselves. Let the children listen to your expression and intonation and let them try to copy. How do you think the characters sound? Who can do the best character voices? Get your child to read a book on Oxford Owl, discuss what your child enjoyed about the book. Watch Newsround and find out what else is happening in the world. What did you find out? Is there anything you need help understanding? Is there a place you haven't heard of before – perhaps you could look it up and find out some key facts about it (maybe what animals live there!). Listen to the story 'Giraffe's Can't Dance' by Giles Andreae. Watch the animation of the book and discuss how many different animals you could see. Can you find any adjectives to describe how Gerald was feeling at the Jungle Dance? How are these different to how he felt at the end? Take a look at some poems about animals. Discuss the language and layout of the poems. Is there anything you notice about them? Which poem was your favourite and why?

Weekly Phonics/Spellings Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> • Daily phonics - your child to practice their sounds and blend words. Interactive games found through Phonics play. • Continue to work on the Teach your Monster to Read levels to support phonic awareness and blending sounds. • Continue using Spelling Frame to learn new words that follow a rule. Look at rule 24 for your year group and work on these spellings for the week. To really challenge yourself, see if you can use any of these words in any of your writing tasks. • Can you write the full date each day this week? Make sure you use capital letters for the days of the week and the months! • Test yourself on the common exception words that you have learnt so far. How well can you remember them? Practise 3 more this week. Could you write them in a different place? Eg: with chalk on the ground, in a box of sand/glitter, making the shapes of the letters with pipe cleaners. 	<p style="color: red; text-align: center;">Link to reading:</p> <ul style="list-style-type: none"> • Imagine you are Gerald the Giraffe on the day of the Jungle Dance. Can you write a diary entry to describe Gerald's day? Make sure you think about Gerald's feelings before and after the dance - use the adjectives you collected in the reading task to help you. You could also describe the dances you watched from the other animals (and act them out to help you!). (Y1, you could draw a story map to retell the story, describing how Gerald felt at each part in your own words). • Draw a picture of one of the animals in the book or your favourite animal. Label the animal – you might need to research the special names for your animal's body parts. • Create a fact file about the animal you have drawn or a different animal you are interested in. Research the animal and write some facts to tell your family about the animal. You could start by looking at where the animal lives or what it eats. • Imagine you own your own zoo. Design a poster or leaflet, to encourage people to visit your zoo. Think about what you will name your zoo and which animals you would like to have in it. Make sure it is colourful and exciting, so that people will want to visit the zoo.

Learning Project - to be done throughout the week: Animals

The project this week aims to provide opportunities for your child to learn more about key animals they are interested in. Learning may focus on exploring the physical aspects of an animal, their habitat, categorising animals etc.

- **Let's Explore:**

Use [BBC Bitesize](#) to explore the different groups of animals:

- Mammals
- Birds
- Fish
- Reptiles
- Amphibians
- Minibeasts



Can you sort some animals into their right group? You could research some animals in each group and draw them to go under each title, or you could use the sorting cards available to download [here](#). Can you notice anything similar or different about the animals in each group? Are there any other ways you could sort them? Eg. Where they live, what they eat, if they can swim.

- **Let's Create:**

Using different materials around the house, create a mask of your favourite animal. Think about the colours and shape, as well as the body parts you identified in the writing task. Imagine (or maybe you know!) what the animals feels like. How could you add texture to your mask? You could use paint, coloured pens or pencils, paper, tin foil, playdough, drinking straws – see what you can find!



- **Let's be Active:**

As well as games and exercise in the garden (weather permitting) here are some great indoor resources to try:

- Join The Body Coach live, each day, at 9am for [PE with Joe](#).
- Spend time exercising on [Go Noodle](#) with the family – there are lots of animal themed songs!
- Try a new dance routine on [Just Dance](#).
- Wind down with some jungle safari [Cosmic Yoga](#).
- Move around the house as different animals – eg. Bunny hops, elephant stomps, bear crawl, star(fish) jumps!



- **Let's Connect:**

Think about all the animals you have learnt about this week – could all of them be kept as pets in our houses? If you have your own pet, talk to your family about the responsibilities involved with looking after an animal. If you don't, ask if there is a friend or family member who owns a pet that you could email/phone/skype to find out about their responsibilities. Some questions you could ask are:



- How often do you have to feed your pet? What does the pet eat?
- Do you have to wash your pet? Does your pet make a mess in the house?
- How often does the pet need exercise?
- What happens to the pet if the owner goes on holiday?

- **Let's Reflect:**

What have you learnt about animals this week? Have you discovered any new animals that you would like to learn more about? Come up with a way to show your family what you have learnt. Could you write some quiz questions for them to answer? Maybe you could create your own set of animal top trumps to play with your family. Make it as fun as you can!



Additional learning resources parents may wish to engage with:

Additional Year 1 phonics support can be found [here](#).

Additional Year 2 work to support SATs can be found [here](#).

If you want to access teaching material daily, we suggest the following resources:

Please look at the [White Rose Maths](#) resources. This is the Maths Scheme of work we follow in school so is the perfect choice. There is a daily lesson from Early Years to Year 6 with a short video showing you clearly and simply how to help your child to complete the activity successfully.

[The Oak Academy](#) is an amazing virtual school providing 180 free lessons a week for children from Reception to Year 6. It is supported by various education organisations including the Sutton Trust, the Teaching Schools Council and is being backed by the DfE.

[BBC Bitesize](#) have daily lesson which have been created with teachers and other educational experts and feature a mix of videos, animations, practice activities, quizzes and games.

Year 1

Common Exception Words

the	you	where
a	your	love
do	they	come
to	be	some
today	he	one
of	me	once
said	she	ask
says	we	friend
are	no	school
were	go	put
was	so	push
is	by	pull
his	my	full
has	here	house
I	there	our

Year 2

Common Exception Words

door	cold	grass	whole
floor	gold	pass	any
poor	hold	plant	many
because	told	path	clothes
find	every	bath	busy
kind	great	hour	people
mind	break	move	water
behind	steak	prove	again
child	pretty	improve	half
children	beautiful	sure	money
wild	after	sugar	Mr
climb	fast	eye	Mrs
most	last	could	parents
only	past	should	Christmas
both	father	would	everybody
old	class	who	even

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