

Learning Project Weeks 7 & 8 - Animals

Age Range: KS1 – Year 1 & 2

Weekly Maths Tasks (Aim to do 1 per day)

If you feel confident, please work at your child's pace through these Year 1 [White Rose Maths](#) and [Year 2 White Rose Maths](#) – there are videos to explain each concept and worksheets too. No need to print the worksheets – chat about them together and write some parts on paper or in your book. There are lots of other activities to support your child's learning with the following links.

- Working on [Numbots](#) - your child will have an individual login to access this.
- Spend some time on [Sumdog](#) - your child will have an individual login to access this.
- Play on [Find the number](#) –
- Practise counting in 2s, 5s and 10s. This [game](#) could support this. Can you count backwards? Can you write them?
- Go out in the garden and observe the different creatures/animals that can be seen. Count how many of each animal/creature you can find. Can you use a tally  to help?
- Practise learning about money by playing this [game](#). You could also use real coins and play a similar game with family members.
- Select a number between 2 and 40. Make a poster showing how many different ways to make this number using addition, subtraction, multiplication etc.

Weekly Reading Tasks (Aim to do 1 per day)

Read a variety of books at home. This can be online at [Collins Big Cat](#). Your child could share a book every day. This can be reading a book aloud to a family member every day or when you're watching TV, can you read the words on the TV Guide?

Visit [Oxford Owl](#) 'my class login' (Login lowick20 Password lowick20), and enjoy a wide range of books for your child to read.

- Can you find and read fiction (made up), non-fiction (factual) [poems about animals](#)? Which one is your favourite? Can you copy it? Can you change it? Can you make up your own?
- Can you find adjectives in the poems used to describe the animal? Write a list!
- Listen to the story [Little Beauty](#) by Anthony Browne. You could turn the sound down and read it yourself if you can. Think about the [emotions](#) you see in the story.
- Create a bookmark or picture to go with the Little Beauty story.
- Can you read all the [common exception words](#)? Why not time how long it takes for you to read them all. Can you beat your score by the end of the week?

Weekly Phonics/Spellings Tasks (Aim to do 1 per day)

Daily phonics - Ask your child to practice their sounds and blend words. Interactive games found on links below. Find out about using phonics on this Read, Write Inc section of [Oxford Owl](#).

- There are **daily phonics lessons** from RWI on [Youtube](#).
- [Phonics play](#)
- [Top Marks](#)
- [Spelling](#) and [Sumdog](#) Spelling
- Spell the [months of the year](#) – remember capitals!
- Spell some more common exception words. Give your mum/dad/sister/grandma a spelling test!

Weekly Writing Tasks (Aim to do 1 per day)

Have a look at the latest **Talk4Writing** school booklet for [Year 1](#) and [Year 2](#). Choose the year group that feels right for your child. This mirrors our approach in school and starts with a story to read together. The booklet contains lots of English based activities linked to the story.

- A-Z Animal list: Can you think of an animal for each letter of the [alphabet](#). You could make your own alphabet cards – Use capitals and lower case. This [game](#) helps with alphabetical order.
- Draw a picture of your favourite animal and label it. Can you write sentences using adjectives? Year 2 can you add [adverbs](#) to describe how it moves?
- What do you wonder about animals? Write a set of questions for animals you would like to find out about. Remember the question marks! Research the answers using books and [Nat Geo Kids](#).
- Create a [fact file](#) about your favourite animal. Research an animal of your choice and explore the vocabulary required to describe them.

Learning Project - to be done throughout the weeks: 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. Find something your child might enjoy doing. You don't need to do them all! They may just give you an idea you might like to explore in your own way and that's fine.

Find out about:

- What are mammals?
- What are amphibians?
- What are birds?
- What are fish?
- What are reptiles?
- What are minibeasts?

<https://www.bbc.co.uk/bitesize/topics/z6882hv>

Create a mask : Using different materials around the house, create a mask of their favourite animal. Think about the colours and shape. Can they add different textures to their mask?



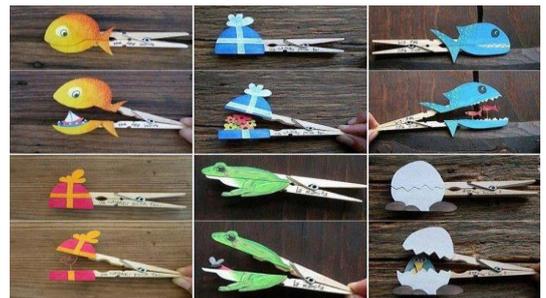
Where does your animal live? Play [this](#) sorting activity to develop their understanding of where different animals live.

Animal grouping: Get your child to group animals into two columns. If you've made the animal alphabet cards above, you could use those. Identify animals that can fly and cannot fly. What do animals eat? Scientists group animals into three different groups according to what animals eat. These groups are carnivores, herbivores and omnivores. Carnivores eat other animals, herbivores eat plant material including fruit, leaves, vegetables and omnivores eat a mixture of meat and plant material. *(Animals that eat other animals are called carnivores. Animals that eat plants are called herbivores. Animals that eat both plants and other animals are called omnivores)*

Sorting Cards

Needs of an animal. Can all animals be kept as a pet? Think about a particular animal and find out if that animal could be a pet. Draw pictures of different animals. Sort the animals into two groups; suitable for a pet and not suitable for a pet. Explain why animals were sorted in a particular way.

www.rspcaeducation.org.uk/teachers - Design a leaflet explaining to potential pet owners what each animal will need. - Interview a pet owner to discuss the responsibilities involved with looking after an animal. How often do they need to feed their pet? Who helps clean? What does their pet eat? Find some pegs at home. Can you create your mini animal or object, cut it in half and stick it to a peg.



own

Nocturnal animals - What do they think this word means? [Watch](#) and discuss the animals they saw. Have they seen these animals? How could they describe them? [Play](#) Nocturnal animals are more active at night than during the day. These animals sleep during the day, often in a burrow or den. They have special adaptations that help them survive in the dark. Over millions of years, these animals have developed traits that help them survive in the darkness. Nocturnal animals may have larger ears to hear better, bigger eyes to see better, and body parts that glow in the night. Create your own big-eyed nocturnal [animal art](#).

Additional learning resources parents may wish to engage with

[Classroom Secrets Learning Packs](#) - These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.

[Twinkl](#) - to access these resources click on the link.