

Learning Project WEEK 7 & 8 - Animals

Age Range: Y3/4

Weekly Maths Tasks (Aim to do 1 per day)

Please work at your child's pace through [Year 3 White Rose Maths](#) and [Year 4 White Rose Maths](#) – there are videos to explain each concept and worksheets too. There are lots of other activities to support your child's learning with the following links.

- Sumdog
- Working on [Times Table Rockstars](#) - your child will have an individual login to access this.
- Play on [Hit the Button](#) - focus on number bonds, halves, doubles and times tables
- How's your knowledge of shape? Have a go at these [games](#).
- Here is a fun [measuring](#) game.
- Get a piece of paper and ask your child to show everything they know about **Division**. This could be pictures, diagrams, explanations, methods etc. They can be as creative as they want to be.
- Practise counting forwards and backwards from any given number in **2s**.



Weekly Reading Tasks (Aim to do 1 per day)

- Read a book or chapter together.
- Listen to your child read and let them discuss what they have read. Encourage them to look at the punctuation – how does it make you change your voice as you read? You could use [Children's Library](#) for some different books.
- Read a book on [Oxford Owl](#), (Login lowick20 Password lowick20) discuss what your child liked, disliked or would improve about the book. Can they come up with a different ending?
- Explore [speech](#) when you read. What do you see when someone is talking?
- With your child, look in magazines, newspapers and books for quotes. They could use a highlighter to mark the speech or cut it out and make a funny conversation!



Weekly Spelling Tasks (Aim to do 1 per day)

- Practise reading, writing and spelling some of the Year 3/4 [Common Exception](#) words. **Find three more HARD ones!**
- [Phonics play](#) will help you to revise your phonics with some fun games. Go to 'Phase 6' or revise Phase 5.
- Play some spelling games on [Top Marks](#).
- Practise your spelling on [Sumdog](#).
- Choose 5 Common Exception words and practise spelling them using telephone words. Use a mobile phone keypad to find which number each letter is on, e.g. spelling = 77355464.



Weekly Writing Tasks (Aim to do 1 per day)

Have a look at the latest **Talk4Writing** school booklet for [Year 3](#) and [Year 4](#). 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.

- Have you listened to [RadioBlogging](#) - a daily interactive English lesson brought to you by Pie Corbett?
- Design an information leaflet about an animal of their choice. Remember to use headings and subheadings.
- Write a description of a fictional animal that has just been discovered. Use adjectives, adverbs and similes to describe it. Think about what it looks like, where it lives and what it eats. Draw a picture to show what this new creature is like.
- Write a [haiku](#) poem about your fictional animal using information gathered. *(Think carefully about a haiku's structure, remembering the number of syllables required in each line)*
- Take part in a writing [master class](#).



Learning Project - to be done throughout the week

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 Wonder:**

Create fact files about deadly predators. Draw pictures of the predators and label them with information they find out. Where does the predator live? Why does it live there? What does it eat? How does it capture its prey? What special qualities do these predators have? Make a [food chain](#) to demonstrate why a predator is at the top of the chain. They could make a set of [top trump cards](#) using the information they found out.



- **Let's Create:**

Explore the artist [Franz Marc](#). Find out who he was and what type of artist he was. What did he like to use to create pictures? Look at some of his paintings online. Then choose an animal to draw and add colour to, in a similar style to his. What do they think of his paintings? Did they like their finished piece of artwork? Why?/Why not?



- **Be Active:**

Get out into the garden and make a [bug hotel](#). Go on a mini beast hunt and record what they find. If they find any minibeasts they haven't seen before they could always look it up online. What can they find out about these amazing creatures?



- **Time to Talk:**

Find out which animals are their family members' favourites and why. Have a family debate about whether zoos should exist. Discuss whether they agree/disagree and why? Do their family members have a different opinion to them? Why not debate whether animals should be kept as pets?



- **Understanding Others and Appreciating Differences:**

Which animals are considered to be sacred around the world and why? [Sacred Animals](#)
Who admires cows? Lions? Wolves? Which animals were important to the Egyptians and why?



And for something completely different, have a look at [Science Sparks](#). There are some great things to do at home or in the garden.

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.

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