

Learning Project WEEK 4 - Animals

Age Range: Class 2

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> • Play on The Mental Maths Train Game - practise adding and subtracting. If you don't have online access, you can play an addition game using dice. Roll two dice to create a two digit number, eg, if you roll a 4 and a 5 you have made 45. Now roll the dice again to make another two digit number. Try adding the two numbers together. Remember to show your working out as well as the answer. Which number can be subtracted from the other? If you find this game tricky, play it with one digit numbers instead. • Look around your house and go on a number hunt. How many items can you find that have numbers on them? What is the largest number you can find? What is the smallest number you can find? Then play this game for ordering numbers. If you don't have online access, use small pieces of paper to write down the numbers that you can find around the house, and then put them in order. • Practise learning about money by playing this game. You could also play an offline version with an adult using real coins. Find a few different coins so that you have about five pounds in total. Ask the grown up to tell you how much money to count out and then select coins to make that amount. If you find this tricky, work with amounts below one pound. If you find this easy, challenge yourself by working on more complex amounts, eg, £4.87. • Daily arithmetic session – focussing on digits values, partitioning and ordering – levels 2 and / or 3. • Continue to develop your reasoning and problem-solving skills by practising these puzzles. There are lots to choose from and some are more challenging than others! If you don't have online access, try this problem instead. Share out a pack of playing cards with a grown up. Sort your cards into groups and count how many is in each group. Who has the most heart cards? Now try to find the total amount of hearts on all of your heart cards? Who has the most? Try this for the diamonds, clubs and spades too. 	<ul style="list-style-type: none"> • Can you read fiction books, non-fiction texts and poems about animals? Use books you have at home or there are lots of books that you can read for free here! • Can you find adjectives in the books used to describe animals? • Listen to the stories: https://www.storylineonline.net/books/clark-the-shark/ https://www.storylineonline.net/books/library-lion/ • Create a bookmark showing animal facts. Illustrate the bookmark to show the animal you have written about. • Read common exception words and time how long it takes for you to read them all. Can you beat your score by the end of the week? They are here. • Ask a grown up to write down some animal facts for you to read (without writing the name of the animal). Can you read the facts and accurately guess the animal they are describing?
	Weekly Writing Tasks (Aim to do 1 per day)
	<ul style="list-style-type: none"> • Write an A-Z animal list: Can you think of an animal for each letter of the alphabet. Can you add sound buttons to the words that you have written? *Look here if you're not sure about sound buttons. • Draw a picture of your favourite animal and label it. Can you write sentences about the animal you have drawn using adjectives and wonder words. You could try writing an animal description without including the name of the animal. Have someone else in your family read the description and see if they can accurately guess your animal. • Write a set of questions about animals you would like to find out about.

- [Daily Maths Lesson](#)
This site has daily Maths lessons which can be accessed online. These are available for Y2 and Y3.

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

- Access Read Write Inc phonics lessons every day via youtube live:
<https://www.youtube.com/channel/UCo7fbLgY2oAcFCIq9GdxtQ>
- Parents; your child will be learning Speed Sounds related to their reading ability. If you're not sure which set your child should be working on, start at the beginning and see how you get on. If you find set one too easy for your child, then please progress to set two or three.
- Speed Sounds 1 sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sg, r, j, v, y, w, th, z, ch, qu, x, ng, nk
- Speed Sounds 2 sounds and phrases: ay: may I play, ee: what can you see, igh: fly high, ow: blow the snow, oo: poo at the zoo, oo: look at a book, ar: start the car, or: shut the door, air: that's not fair, ir: whirl and twirl, ou: shout it out, oy: toy for a boy
- Speed Sounds 3 sounds and phrases: a-e: make a cake, ai: snail in the rain, ea: cup of tea, e: he me we she be, i-e: nice smile, o-e: phone home, ao: goat in a boat, u-e: huge brute ew: chew the stew, aw: yawn at dawn, are: share and care, ur: nurse for a purse, er: a better letter, ow: brown cow, oi: spoil the boy, ire: fire fire!, ear: hear with your ear, ure: sure it's pure?
- Watch and/or practise your sounds every day, choosing one sound per day to focus on. Use your sound of the day to identify words which include that sound and have a go at saying and then spelling them with the correct letter graphemes. Can you use 'Fred to Frog' to help say and spell words too?
- Make your own phonics cards to help you practise the sounds.
- Practise ten words you would like to improve. Use look / cover/ write and check. Try writing an interesting sentence about animals using each of these words.
- [Phonics play](#)
- [Top Marks](#)
- [Spelling](#)
- Spell the days of the week
- Spell common exception words
- [Spelling City](#)
- [Sumdog](#) spelling games

- Create a fact file about your favourite animal. Research an animal of your choice and explore the vocabulary required to describe this creature. Make a poster to tell your family about your chosen animal.
- Describe similarities and differences between animals. Could you choose one that lives in a hot place and one that lives somewhere cold? How have they adapted to where they live?
- Write a set of instructions for how to look after a pet. Remember to include what you need and what you do. See if someone in your family can act out your instructions to check they make sense!

Learning Project - to be done throughout the week: Animals

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

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 your favourite animal. Think about the colours and shape. Can you add different textures to your mask?



Where does your animal live? Play [this](https://explorify.wellcome.ac.uk/en/activities/whats-going-on/spf-natural) sorting activity to develop your understanding of where different animals live. <https://explorify.wellcome.ac.uk/en/activities/whats-going-on/spf-natural> Why is this warthog covering himself in mud? Explore the animal activities for your age group.

Animal grouping: Draw or write a list of animals in two columns; identifying animals that can fly and cannot fly, or animals that can swim and animals that can't swim.

Then think about the diet of different animals. 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, 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).*

Draw one poster to show some animals that are herbivores, one poster to show some animals that are carnivores and one poster to show some animals that are 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 you have sorted the animals into the groups you have.

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? What else do they do for their pet? What does their pet eat?

Look at the picture to the side. Can you find some pegs at home and create your own mini animal or object, cut it in half and stick it to a peg.



Nocturnal animals: What do you think nocturnal means? [Watch](#) and discuss the animals you see. Have you ever seen these animals? How could you 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](#). If it is safe to do so, could you go outside after dark and see if you can spy any nocturnal animals?

Keep Active!

- [Jo Wicks](#)-9.00am daily
- Get out into the garden and collect sticks, leaves, moss etc. Use these natural materials to design and make a [bug hotel](#).
- Go on a mini beast hunt around your garden and record what you find. If you find any minibeasts you haven't seen before, you could always look them up in a book or online. What can you find out about these amazing creatures? (remember to show respect to the creatures you find, they are alive)
- Take part in this animal themed [yoga class](#).
- If the weather is nice, make time to practise your breathing exercises outside. Find a comfortable place to sit where you will feel safe to close your eyes and stay still for some time. Keep your eyes closed and focus on taking long, slow breaths whilst you tune in to the sounds you can hear all around you. What can you hear that is close by and what can you hear that is far away?

Recommendation: at least 2 hours of exercise a week.

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 and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS.

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