



## Learning Project WEEK 4 - Animals

Please also encourage your child to look on Showbie where there will be other work available for them; spellings, maths and reading.  
Your child should be uploading work to Showbie so that Mrs Hesselbo and Miss Gardner can see it.

**Age Range: KS1**

### Weekly Maths Tasks (Aim to do 1 per day)

- Play on - <https://www.topmarks.co.uk/number-facts/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.
- 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.
- Practise learning about money by playing this <https://www.doorwayonline.org.uk/activities/cashing-in/cashing-in.html> You could also use real coins and play a similar game with family members.
- Select a number between 2 and 20. 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)

- Can you read fiction, non-fiction and poems about animals?
- Can you find adjectives in the books used to describe the animal?
- Listen to the stories: [Story Time](#)
- Read to parents daily. Visit Oxford Owl for free eBooks that link to your book band. You can create a [free account](#). Complete the linked Play activities for each book.
- Create a bookmark with animal facts
- 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?
- <https://www.twinkl.co.uk/resource/t-t-2546651-ks1-how-to-look-after-a-dog-differentiated-reading-comprehension-activity> Can you complete this reading comprehension about how to look after a dog?
- Reading eggs- <https://readingeggs.co.uk>

| Weekly Phonics/Spellings Tasks (Aim to do 1 per day)  | Weekly Writing Tasks (Aim to do 1 per day)   |
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| <ul style="list-style-type: none"> <li>• Daily phonics - your child to practice their sounds and blend words. Interactive games found on link below.</li> <li>• <a href="#">Phonics play</a></li> <li>• <a href="https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds">https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds</a></li> <li>• Daily RWI phonics lessons- Speed Sounds Set 2 - for children in Reception that can read Set 1 Speed Sounds and for children in Year 1 and 2 <ul style="list-style-type: none"> <li>• Set 2 Speed Sounds and Word Time 10.00 am</li> <li>• Set 2 Spelling 10.15am</li> </ul> </li> </ul> <p>Speed Sounds Set 3 - for children in Year 1 and 2 that can read Set 2 Speed Sounds</p> <ul style="list-style-type: none"> <li>• Set 3 Speed Sounds and Word Time 10.30 am</li> <li>• Set 3 Spelling 10.45 am<br/><a href="https://www.youtube.com/channel/UCo7fbLgY2oA_cFClg9GdxtQ">https://www.youtube.com/channel/UCo7fbLgY2oA_cFClg9GdxtQ</a></li> <li>• Spell the days of the week</li> <li>• Spell common exception words</li> <li>• <a href="https://www.topmarks.co.uk/english-games/5-7-years/words-and-spelling">https://www.topmarks.co.uk/english-games/5-7-years/words-and-spelling</a></li> <li>• Weekly spellings uploaded onto Showbie to be practised and tested on.</li> </ul> | <ul style="list-style-type: none"> <li>• A-Z Animal list: Can you think of an animal for each letter of the alphabet. Can you add sound buttons?</li> <li>• Draw a picture of your animal and label it. Can you write sentences using adjectives?</li> <li>• Write a set of questions about animals you would like to find out about.</li> <li>• Create a fact file about your favourite animal. Research an animal of your choice and explore the vocabulary required to describe them.</li> <li>• Describe similarities and differences between animals.</li> <li>• Use this writing worksheet and word mat as a great English activity. What do you think happened next at the zoo vet's surgery? Write your own story about what was wrong with new patients and how the vet helped them.<br/><a href="https://www.twinkl.co.uk/resource/the-zoo-vet-what-happened-next-writing-activity-t-or-1162">https://www.twinkl.co.uk/resource/the-zoo-vet-what-happened-next-writing-activity-t-or-1162</a></li> </ul> |

### 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.**

**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. Identifying 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, 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)*

<https://www.twinkl.co.uk/resource/t-t-19730-animal-groups-sorting-cards-photos>

**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.

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



animal  
involved  
pet?  
home.  
stick it to

**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? 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- <https://www.greenkidcrafts.com/nocturnal-animal-crafts/>

### Additional learning resources parents may wish to engage with

<https://classroomsecrets.co.uk/free-home-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.

<https://www.twinkl.co.uk/resources/class-management/school-closure-home-learning-classroom-management-key-stage-1-year-1-year-2> -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.

<https://www.headteacherchat.com> - This is a blog that has links to various learning platforms. Lots of these are free to access.

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