



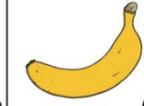
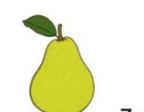
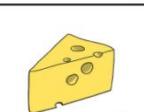
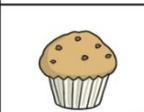
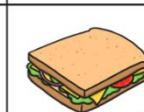
## Learning Project WEEK 4 - Animals

**Age Range:** KS1- Year 2

I hope you enjoy your next home learning pack. Don't forget to keep me updated on all the fun activities you are doing.

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

- Working on [Purple mash](#) – There are lots of Maths games and activities and Miss Hilton will set some Maths 2DOs
- Find addition and subtraction facts for numbers up to 20, 50 or 100. These are basically number bonds. Find out which numbers 'love' each other to make the total. See how many different ways you can make one number. E.g.  $50 = 20 + 30$   $34 + 16$   $70 - 20$  and so on
- Practise counting in 2s, 5s and 10s. There are songs and raps to help such as Rock 'n' Learn and Numberrock. Remember there are so many ways to count. Play counting tennis, count on a 100 square covering the multiples with buttons or counters, counting multiples using pictures (hand prints/tally/ ten sticks) Use socks to help counting in 2s.
- 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. Record in tally lines to support your understanding of multiples of 5.
- Practise learning about money by looking at real coins, make some coin rubbings, draw coins with their value and play shops. Make price tags, add different totals, discuss and find the different coins or notes you might need to make these. Can you work out what change you would be given? Use this grid or make your own to play a money game. Can you make or draw all the different variations of coins that can be used to make the total. You could use this as a bingo game or price tags for your shop.

 2p	 3p	 4p	 6p
 7p	 7p	 10p	 11p
 12p	 12p	 15p	 20p

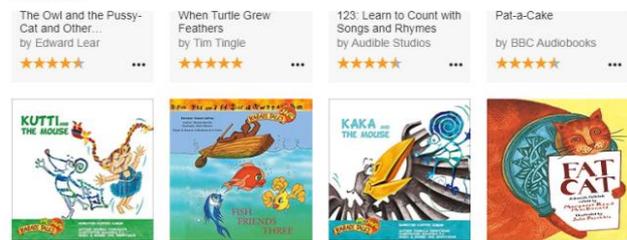
- Select a number between 2 and 20. Make a poster showing how many different ways to make this number using addition, subtraction, multiplication etc. For example 3 could be :  
 $2 + 1$   $3 - 0$   $3 \div 1$   $1 \times 3$   $3 + 0$  and so on

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

- Can you read fiction, non-fiction and poems about animals? What are their titles? Which ones do you like the best? Can you make up a poem yourself about something you like?
- Can you find adjectives in the books used to describe the animal? Can you put them into a sentence (orally or write it down). Can you think of different adjectives that could also be used?
- Listen to audio stories and stories online. Here are some helpful sites or searches  
<https://www.storylineonline.net/books/clark-the-shark/>  
<https://www.storylineonline.net/books/library-lion/>  
[www.storynory.com](http://www.storynory.com)  
[www.audible.com](http://www.audible.com) (this is brilliant and there are lots of different collections under 'Little Listeners')

### Discover Littlest Listeners

38 Books

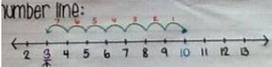


- Create a bookmark full of animal facts and pictures. You could do some research about animals on BBC Bitesize, look in non-fiction books or write about your own pets.
- Read common exception words and time how long it takes for you to read them all. Can you beat your score by the end of the week?

### subtraction -

number sentence:  $10 - 7 = 3$

draw a picture:  = 3 (difference)

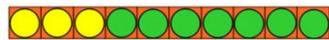
number line: 

### addition +

number sentence:  $3 + 7 = 10$

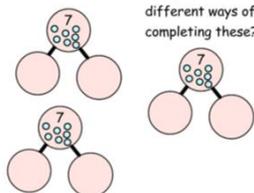
draw a picture:  = 10 (sum)

number line: 



How many number sentences can you write with this part, part whole model?

$\square + \square =$	$\square - \square =$
$\square + \square =$	$\square - \square =$



Draw on the counters to find out the missing numbers. The first two have been done for you

	$2 + \_ = 7$
	$1 + \_ = 2$
	$1 + \_ = 3$
	$6 + \_ = 8$
	$4 + \_ = 9$

10	8	
	2	

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

- Daily phonics - practice sounds and blend words. Interactive games found on link below.

#### Phonics play

#### Top Marks

#### Purple Mash

- Spell the days of the week and the months of the year. Make sure you use capital letters for these! Can you sort them in alphabetical order? Can you make up little sayings to help you remember the spelling e.g. because – big elephants can't always use small exits. Use rainbow writing, chunking or pyramid writing to help.
- Practise spelling some of these words

across	better	dragon	found	he's
after	birds	duck	fox	home
again	boat	each	friends	horse
air	book	eat	fun	hot
along	box	eggs	garden	how
am	boy	end	gave	I'll
animals	can't	even	giant	inside
another	car	ever	girl	its
any	cat	every	going	I've
around	clothes	everyone	gone	jumped
away	cold	eyes	good	keep
baby	coming	fast	gran	key
bad	couldn't	feet	grandad	king
bear	cried	fell	great	know
because	dark	find	green	last
bed	did	first	grow	laughed
been	didn't	fish	hard	let
before	different	floppy	has	let's
began	dog	fly	hat	liked
best	door	food	head	live

#### Spelling hints:

Can I split the word into phonemes?  
Try it out, does it look right?

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

- A-Z Animal list: Can you think of an animal for each letter of the alphabet. Can you add sound buttons? Can you write a sentence about some or all of them? You could write descriptive sentences or factual sentences that give us information.
- Draw a picture of some of your favourite animals and label it. Label the animal their body parts. Use a ruler to create straight lines and remember which way the writing should go. Can you write sentences using adjectives? I wonder if I can create one of Figs!
- Write a set of questions about animals you would like to find out about. Remember some of the question words you will need; What/ How// Why/ When/ Who. Don't forget the punctuation needed at the end of these sentences (?).
- Create a fact file about your favourite animal. Research an animal of your choice and explore the vocabulary required to describe them. Write about where the animal lives/ what it eats/ which animal group it belongs to/ how large it grows/ habita etc.
- Describe similarities and differences between animals.
- Create an animal poster or leaflet. You may want to focus on animals found in the same habitat or all your favourites. Draw pictures, create 'wow' fact boxes. Have fun finding out all about animals.
- Write your own story where your characters are animals. Think about where the setting might be

## Can you read the words that have 's' to say /zh/?

usual

treasure

measure

visual

Asia

Now write some sentences using the words.

Is there a spelling rule I should use?

Can I break it into syllables?

Should I check in a dictionary?

- 
- Play this roll the dice game with others in your family. You could also make up your own words

	action	motion	description	station	section
	adoption	portion	fiction	action	motion
	description	station	section	adoption	portion
	fiction	action	motion	description	station
	section	adoption	portion	fiction	action
	motion	description	station	section	adoption

- Take your phonics outside with these activities

Hide some of these verbs around your outdoor area. Send your friends to hunt for them. If they find one, they must put it into a sentence in the past tense, such as:

Yesterday I **looked** over the fence at my very strange neighbour.

**look want laugh help live**  
**call wash go run say**

Write in the chalk on the ground as many words as you can think of with these suffix endings.

**-ed -ful -ly -est**



(ocean/ forest/ farm/ zoo etc). Think about what your characters look like and how they behave and feel. What kind of genre will it have? Will there be a villain or a catastrophe? What events will take place? What kind of ending will it have? Will there be lots of dialogue? You could even make your own little 'book' with pictures and writing on each page.

- Create a character profile. This could be a 'good' or 'bad' character. Draw them, write their name and write about them. What do they look like? What are they like? How do they feel and why? What do they do? Can you use the power of three? Can you use sentences stretch? Can you use similies?

## 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. Below are some suggested activities:

### **Find out the answers:**

What are mammals?,

What are amphibians?

What are birds?

What are fish?

What are reptiles?

What are minibeasts?

Can you categorise some animals into these groups. You could draw pictures or write the animal names.

<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 their mask? Can you make one for everyone in the house?



**Where does your animal live?** Discuss, research and draw the habitat of your animal. Write about the type of animals and plants that live there. What adaptations does your animal have to help it live where it does?

**Animal grouping:** group animals into two columns. Identifying animals that can fly and cannot fly. What do these 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)*

**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](http://www.rspcaeducation.org.uk/teachers) - Design a leaflet explaining to potential pet owners what each animal will need. –

**Interview a pet owner** Use 'hot seating' like we use for 'Hilton News' at school to discuss the responsibilities involved with looking after an animal. How often do they need to feed/ exercise/ care for their pet. What does their pet eat? How long can it live for?

**Peg Pets** Find some pegs at home. Can you create your own mini animal or object, cut it in half and stick it to a peg?



**Nocturnal animals** - What do you think this word means? Watch clips on BBC Bitesize or Youtube.

Discuss the animals you see. How could you 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 animal art. This could be a puppet, a collage, a painting, a drawing.

### 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.

[White Rose Maths](#)

[Letters and Sounds](#)

[Science Sparks](#)