

Learning Project WEEK 4 - Animals

Age Range: Class 1

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 • 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. • Practise learning about money by playing this game. You could also use real coins and play a similar game with family members. • Daily Maths Lesson <i>This site has daily Maths lessons which can be accessed online.</i> • Get a piece of paper and ask your child to share what they have learned in their online Maths lesson. This could be pictures, diagrams, explanations, methods etc. They can be as creative as they want to be. 	<ul style="list-style-type: none"> • Can you read fiction, non-fiction and poems about animals? There are lots of books that you can read for free here! • Can you find adjectives in the books used to describe the animal? • Listen to the stories: https://www.storylineonline.net/books/clark-the-shark/ https://www.storylineonline.net/books/library-lion/ • Create a bookmark with animal facts on. Can you illustrate the bookmark with pictures of animals on them as well? • 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. • Reading comprehension. Find a Non-fiction book and read an article or a few pages and try to answer the following comprehension questions. <p>Why has the book/article been laid out in this way?</p> <p>What do you think this book is about? What gives you that clue?</p> <p>How does the organisation of the text help us to understand the information?</p> <p>Have pictures and diagrams been used? If so why do you think that is?</p>

Weekly Phonics/Spellings Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<p>There are a number of ways for your child to access and practice phonics at home.</p> <p>I would strongly advise accessing Oxford Owl, this has some fantastic free resources for students, including phonics cards, writing and reading practice books. It will all be in the font and with diagrams that the children are used to. https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/</p> <p>As last week, your child will be learning Speed Sounds related to their reading ability. To ensure they are working at their level please consider the following guidance. 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. <i>I would anticipate that most children in Class 1 can recognise all of the set 1 sounds. If they feel confident to move on to set 2 or 3 then please practise recognising the sounds, writing them and reading them.</i> <i>Examples might be</i></p> <ul style="list-style-type: none"> • <i>Crate (a-e) Special friends that have been separated because they are too chatty!</i> • <i>Flew (ew) Special friends that sit together.</i> • <i>It's always fun to ask the children if they can think of any or if they can spot the sounds when scanning in a book.</i> <p><u>Speed Sounds 1 sounds:</u> m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk (<i>Remind children that 2 letters which make one sound are called special friends</i>) <u>Speed Sounds 2 sounds and phrase:</u> 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 <u>Speed Sounds 3 sounds and phrase:</u> 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?</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 animal and label it. Can you write sentences about the animal you have drawn using adjectives? We have done quite a bit of this as part of our last enquiry so it would be great to see some really detailed descriptions. • Write a set of questions about animals you would like to find out about. • Create a fact file about your favourite animal. Research an animal of your choice and explore the vocabulary required to describe them. • 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?

sound and have a go at saying and then spelling them with the correct letter graphemes.

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.

<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 KS1.

Animal grouping: Ask your child to group animals into 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. 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)*

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 find their pet? Who helps clean? 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 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](#). If it is safe to do so, could you go out after dark and see if you can spy any nocturnal animals?

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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