

Learning Project WEEK 4 - Animals

Age Range: YEAR 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"> • Working on Numbots - your child will have an individual login to access this. • Sumdog challenges - your child's individual login is on the online access sheet. • Play on 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 game. 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. 	<ul style="list-style-type: none"> • Read fiction, non-fiction and poems about animals. Use Oxford Owl. • Find adjectives in the books used to describe the animal. • Listen to the stories: Clark the Shark Lion Peter Rabbit Please Please Bees • 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?
Weekly Phonics/Spellings Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> • Daily phonics - your child to practice their sounds and blend words. Interactive games found on link below. • Phonics practice Phonics Practise Cards Pages 1-10 • Top Marks • Spelling • Spell these words: for, short, crawl, saw, wore, August, shore, score, next, we • Spell common exception words: like, all, want, call, are. 	<ul style="list-style-type: none"> • A-Z Animal list: Think of an animal for each letter of the alphabet. • Draw a picture of your favourite animal and label it. Write sentences using adjectives. Explain why it is your favourite animal. • Write a set of questions about animals you would like to find out about. Don't forget your question marks. • 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. (habitat, what they eat, camouflage, what eats them, what they look like, etc).

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:

What are mammals?
What are amphibians?
What are birds?
What are fish?
What are reptiles?
What are minibeasts?

[BBC Bitesize Animals](#)

Create a mask : Using different materials around the house, create a mask of their favourite animal. Think about the colours and shape. 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. 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.busythings.co.uk/play/> (Go to - key stage 1, year 1 setup, science, animals). Play games - herbivores, omnivores and carnivores, vertebrate or invertebrate? And classes of vertebrates.

Needs of an animal. Animals can 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. [Pets Information](#)



- Design a leaflet explaining to Miss Scanlan what Tilly will need when looking after her. Take a photo of your leaflet and put it up on the google classroom for Miss Scanlan to read.

- 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? Find some pegs at home. Create your own mini animal or object, cut it in half and stick it to a peg.



Nocturnal animals [Watch](#) and discuss the animals they saw. [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](#).

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.

[Headteacherchat](#) - This is a blog that has links to various learning platforms. Lots of these are free to access.

[Cosmic Yoga](https://www.cosmickids.com/) <https://www.cosmickids.com/> has lots of sessions for all ages and you can get a two-week free trial or find some of the sessions on YouTube for free.

Draw Every Day with JKK on youtube

Daily drawing lessons with children's author and illustrator Jarrett J. Krosoczka.

#TheLearningProjects

Red Words

Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly.



all	my	like*	I've
the	are	said	go
you	your	are	be
to	me	of	he