



Home Learning Project: Animals

Week 4

Age Range: Year 1/2

Weekly Maths Tasks

- Year 2 only – Work on [TTRockStars](#)
- 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.

Weekly Reading Tasks

- Reading a variety of books at home. Your child could share a book everyday. This can be reading a book aloud everyday or sharing a book with an adult.
 - 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:
<https://www.storylineonline.net/books/clark-the-shark/>
<https://www.storylineonline.net/books/library-lion/>
 - Create a bookmark with animal facts
 - Read the words from [the common exception words list](#) and time how long it takes you to read them all. Can you beat your score by the end of the week?

Weekly Spelling Tasks

- Daily phonics - Ask your child to practice their sounds and blend words. Interactive games found on link below.
 - [Phonics play](#)
 - [Top Marks](#)
 - [Spelling](#)
- Spell the days of the week
- [Spell common exception words](#)

Weekly Writing Tasks

- A-Z Animal list: Can you think of an animal for each letter of the alphabet. Can you add sound buttons?
- Draw a picture of your animal and label it. Can you write sentences using adjectives and adverbs?
- 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.

Learning project – to be done throughout the week.

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.

Let's pray –

Holding Cross

This idea gives the children an understanding of turn taking in prayer.



- You will need a holding cross.
- This works best if the children can be seated in a circle.
- Having set the focus for prayer (e.g. thank you, praise etc.) pass the holding cross to the first child. They may either pray aloud or say a silent prayer before passing the cross on: 'As I hold this cross...'
- You can use other religious objects or ordinary objects e.g. a palm cross (especially if you are focusing on sorry), or a smooth pebble, a beautiful autumn leaf.

Home Liturgy - Dan and Emily from One Life music have recorded a [weekly liturgy](#) for families to share at home. Find some time in the day to pray together during this difficult time. It is such a wonderful way to bring us together as a community of prayer.

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> will help you investigate.

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.

Create a sorting diagram to show what different 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*) Use these [Sorting Cards](#) to create your sorting diagram if you want to.

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 the animals were sorted in a particular way. 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? Design a leaflet explaining to potential pet owners what each animal will need.

Illustrate a food chain - A food chain is a relationship between a number of animals and plants which depend on one another as food sources. Make a food chain here are some ideas:



[More ideas here.](#)

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? [Read and play](#) to find out more about nocturnal animals. 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](#).