



Home Learning Project: Animals

Week 4

Age Range: Year 3/4

Weekly Maths Tasks

- Work on [TTRockstars](#)
- Play on [Hit the Button](#) - focus on number bonds, halves, doubles and times tables.
- Adding totals of the weekly shopping list or some work around money. This [game](#) could support work on adding money.
- Practise telling the time. Read to the quarter hour and the nearest 5 minutes. This [game](#) should help!
- Get a piece of paper and ask your child to show everything they know about **Division**. This could be pictures, diagrams, explanations, methods etc. They can be as creative as they want to be.
- Practise counting forwards and backwards from any given number in **2s**.

Weekly Reading Tasks

- You could share a story together. This could be a chapter book where you read and discuss a chapter a day.
- Listen to your child read and let them discuss what they have read. Encourage them to read with expression and intonation.
- Watch [Newsround](#) and discuss what is happening in the wider world.
- Get your child to read a book on [Oxford Owl](#), discuss what your child enjoyed about the book.
- Explore new vocabulary you find when reading. What are the origins of this word? Can it be modified? Can you find any synonyms or antonyms for your new word?
- With your child, look in magazines, newspapers and books for new vocabulary they are unfamiliar with. They could use a highlighter to highlight in magazines and newspapers.

Weekly Spelling Tasks

- Practise the [Year 3/4 Common Exception words](#).
- Practice your spelling on [Spelling Frame](#).
- Choose 5 Common Exception words. Write a synonym, antonyms, the meaning and an example of how to use the word in a sentence. Can the word be modified?
- Choose 5 Common Exception words and practise spelling them using telephone words. Use a mobile phone keypad to find which number each letter is on, e.g spelling = 77355464.



Weekly Writing Tasks

- Write an email to a family member telling them all about how their week has been.
- Design an information leaflet about an animal of their choice. Remember to use headings and subheadings.
- Write a description of a fictional animal that has just been discovered. Think about what it looks like, where it lives and what it eats. Draw a picture to show what this new creature is like.
- Write a set of instructions for how to look after a pet. Remember to include what you need and what you do.
- Write a haiku poem about a bird of prey using information gathered. (*Think carefully about a haiku's structure, remembering the number of syllables required in each line 575*)
- Take part in a writing [master class](#).

Learning project

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 -

Consequence Prayers

- You will need shopping list type strips of paper, pens/felt tips
- At the top of each list write the focus e.g. Lord, give me courage when...
- Each person in the groups takes it in turn to add to the prayer without seeing what else has been written.
- The first person writes their response. When they have finished, they fold the paper down over their writing and then they pass it on to the next person. The next one now writes their response, folds the paper over and passes it on to the next person.
- Once everyone has taken a turn the prayer can be unfolded and read aloud or pinned up in the prayer area.

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.

Let's Wonder - Create fact files about deadly predators. Draw pictures of the predators and label them with information they find out. Where does the predator live? Why does it live there? What does it eat? How does it capture its prey? What special qualities do these predators have? Make a [food chain](#) to demonstrate why a predator is at the top of the chain. They could make a set of top trump cards using the information they found out.

Let's Create - Explore the artist Franz Marc. Find out who he was and what type of artist he was. What did he like to create pictures? Look at some of his paintings online. Then choose an animal to draw and add colour to, in a similar style to his. What do they think of his paintings? Did they like their finished piece of artwork? Why?/ Why not?

Be Active - Get out into the garden and make a [bug hotel](#). Go on a mini beast hunt and record what they find. If they find any minibeasts they haven't seen before they could always look it up online. What can they find out about these amazing creatures? Recommendation at least 2 hours of exercise a week.

Time to Talk - Find out which animals are their family members' favourites and why. Have a family debate about whether zoos should exist? Discuss whether they agree/disagree and why? Do their family members have a different opinion to them? Why not debate whether animals should be kept as pets?

Understanding Others and Appreciating Differences - Which animals are considered to be sacred around the world and why? [Sacred Animals](#) Who admires cows? Lions? Wolves? Which animals were important to the Egyptians and why?