|  |  |
| --- | --- |
| **Learning Project WEEK 3**  **20th – 24th April 2020**  **Animals** | |
| **Year 1**  **Hello Barn Owls, I have enjoyed seeing some of your work on Seesaw. Keep working hard. Mrs Scott**  Each Task 20-30 minutes then have a break | |
| **Maths Tasks**  **(Aim to do 1 per day)**  Tasks can be repeated if enjoyed, so as long as at least 3 different tasks are completed each week. | **Reading and Writing tasks**  **(Aim to do 1 per day)**  Tasks can be repeated if enjoyed, so as long as at least 3 different tasks are completed each week. |
| * Working on [Numbots](https://numbots.com) - your child will have an individual login to access this. * Play on [Number Fact Families](https://www.topmarks.co.uk/maths-games/5-7-years/addition-and-subtraction) - find the addition and subtraction fact families for numbers up to 20, 50 or 100. * Practise counting in 2s, 5s and 10s. This [game](http://www.sheppardsoftware.com/mathgames/earlymath/BalloonPopSkip.htm) 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.](https://www.doorwayonline.org.uk/activities/cashing-in/cashing-in.html) 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. | * Can you read fiction, non- fiction and poems about animals? * Can you find adjectives in the books used to describe the animal? * Create a bookmark with animal facts * 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? * 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. |
| **Phonics Tasks (Aim to do 1 per day)**  **Repeat, repeat, repeat!** | **This week’s spellings** |
| * Daily phonics - your child to practice their sounds and blend words. Interactive games found on link below.   Year One – Phase 5 and 6 please.   * [Phonics play](https://www.phonicsplay.co.uk/) * [Top Marks](https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds) | Words ending with the sound /ee/ spelt with a ‘y’  **very, happy, funny, party, family, dizzy, smelly, silly, jolly, sunny**    Practise for 4 days and test on a Friday – send me the results on See saw. |

|  |
| --- |
| **Learning Project - to be done throughout the week (maximum 1 task per day):** |
| **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**](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?  https://lh3.googleusercontent.com/xNjoiCmQ5YT6IHI04_c6hNK0_pHWR-mjosZ-nlbTHHTFJLLV8eMUNA2H65J6PlakTrY3pJKhOG7Rj7pL-a_kNd_w9h4kZR-6VWK2bQHRu5W0aHVLjChXj1OkyV6EEbLl6urpWzFh  **Where does your animal live?** Play [this](http://resources.hwb.wales.gov.uk/VTC/animal_homes/eng/Introduction/default.htm) 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. 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**](https://www.twinkl.co.uk/resource/t-t-19730-animal-groups-sorting-cards-photos)  **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.  **Nocturnal animals** - What do they think this word means? [Watch](https://www.bbc.co.uk/bitesize/clips/zsshfg8) and discuss the animals they saw. Have they seen these animals? How could they describe them? [Play](https://ictgames.com/mobilePage/nocturnal/index.html)  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](https://www.greenkidcrafts.com/6-nocturnal-animal-crafts/). |