



Learning Project WEEK 4 - Animals

Age Range: Year 2

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
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- Can you multiply using a number line? Watch the home learning video on google drive as a guide to multiplying. Questions:
 $3 \times 6 =$
 $4 \times 3 =$
 $4 \times 4 =$
 $7 \times 2 =$

Keep practising this each day this week with a variation of questions. Can you do it each day with less help from an adult?

- Working on [Numbots](#) - your child will have an individual login to access this. Your child also has access [to ttockstars](#).
- 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.
 Example: $2 \times 10 = 20$
 $4 \times 5 = 20$

- 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.
- 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?
- Watch the story the The Tadpole's promise. <https://www.youtube.com/watch?v=AsXSVobnyY> Can you discuss the life cycle?
- How did this bear get to the moon? How might he feel? What will he do there? How will he get back to Earth? Write a story about it.



Using the text 'Animal Stories' in your pack:

Re-read through the story 'A Flea in Your Ear'.

Recap:
 Who are the main characters in the story?
 Where is the story set?

This week we are going to focus on **deduction**

$$10 + 10 = 20$$
$$25 - 5 = 20$$

and inference questions just like we do on Wednesdays in reading lessons. Deduction and inference questions are the trickiest ones to answer because the answers are hidden in the text.

When we answer a **deduction** question we have to look for **clues, evidence and proof**. In school we sometimes remember this by saying that deduction sounds like detective and **clues, evidence and proof** are what detectives look for.

When we answer an **inference** question we have to think about the text and what we know from the outside world. For example: thinking about how things might make people feel.

Questions:

1. Was the fox telling the truth on page 7 when he said *"I've been thinking things over and have decided to tell you the secret for nothing. I couldn't allow a fellow creature to suffer so much pain"* or was he telling lies? How do you know?
2. Is the dog kind or mean? Can you prove and explain your answer?
3. How do you think the fox felt when he got back to his den?

Creative reading task:

Can you put these four sentences in the correct order and draw a picture for each of them?

The fox went to find the ducks in the pond.

The dog saved the chickens.

The fox sauntered into the farmyard.

The dog went into the pond to try and get rid of his flees.

**Weekly Phonics/Spellings
Tasks (Aim to do 1 per day)**

**Weekly Writing Tasks (Aim to do 1 per
day)**

Daily phonics/spelling - your child can practice their sounds and blend words that contain new sounds. Interactive games found on the links below.

- [Phonics play](#)
- [Top Marks](#)
- [Spelling](#)
- Spell the days of the week
- Spell and read Year 2 common exception words - attached at the bottom of this document and also at the front of your white reading diaries.

- 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 a statement including an expanded noun phrase to describe the animal? e.g. The **ferocious tiger** strolled through the **wet, green grass** waiting patiently to pounce.
- Write a set of questions about animals you would like to find out about. Think carefully about what punctuation a question needs.
- Create a fact file about your favourite animal. Research an animal of your choice and explore the vocabulary required to describe them. Think back to when we wrote fact files about penguins, snakes or owls in school. Remember to use a title and subheadings. We'd love to read some of these!
- Describe similarities and differences between animals.

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? If you're struggling for materials don't worry, why not draw a mask using a piece of paper!



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. 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 animals were sorted in a particular way. 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? Find some pegs at home. Can you 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](#).

Additional learning resources parents may wish to engage with

Picture News – Each week, Picture News choose a news story, provide an image and a thought provoking question to encourage children to engage with current affairs and think deeply. Please see the attached document on our year group home learning page titled ‘Learning from Home Ideas’ which will be uploaded each week. A good opportunity to think about and include our school Christian Values in responses to the learning ideas and questions.

[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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