

## Year 2 Learning Project Week 4 - Animals

Weekly Maths Tasks (complete one a day)	Weekly Reading Tasks (complete one a day)
<ul style="list-style-type: none"> <li>Use <a href="#">times tables rockstars</a> - your child will have an individual login to access this.</li> <li>Working on <a href="#">Numbots</a> - your child will have an individual login to access this.</li> <li>Play on <a href="#">Number Fact Families</a> - find the addition and subtraction fact families for numbers up to 20, 50 and 100.</li> <li>Practise counting in 2s, 5s and 10s. This <a href="#">game</a> could support this.</li> <li>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.</li> <li>Practise learning about money by playing this <a href="#">game</a>. You could also use real coins and play a similar game with family members.</li> <li>Select a number between 2 and 20. Make a poster showing how many different ways to make this number using addition, subtraction, multiplication etc.</li> </ul>	<ul style="list-style-type: none"> <li>Children to read to parents daily. Visit Oxford Owl for free eBooks that link to your child's book band. You can create a <a href="#">free account</a>. Complete the linked play activities for each book.</li> <li>Listen to a story read, <a href="#">Storytime</a>.</li> <li>Watch <a href="#">Newsround</a> and find out what is happening in the world. What did you find out? Is there anything you need help understanding?</li> <li>Can you read fiction, non-fiction and poems about animals?</li> <li>Can you find adjectives in the books used to describe the animal?</li> <li>Create a bookmark with animal facts.</li> <li>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?</li> </ul>
Weekly Spelling Tasks (complete one a day)	Weekly Writing Tasks (complete one a day)
<ul style="list-style-type: none"> <li>Practise the Year 2 <a href="#">Common Exception</a> words.</li> <li>Practise your spelling on <a href="#">Spelling Frame</a>.</li> <li>Choose 5 Common Exception words. Write synonyms (words which have the same meaning), antonyms (words which have the opposite meaning), the meaning and an example of how to use the word in a sentence. Can the word be modified?</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>A-Z Animal list: Can you think of an animal for each letter of the alphabet. Can you add sound buttons?</li> <li>Draw a picture of your animal and label it. Can you write sentences using adjectives?</li> <li>Write a set of questions about animals you would like to find out about.</li> <li>Create a fact file about your favourite animal. Research an animal of your choice and explore the vocabulary required to describe them.</li> <li>Describe similarities and differences between animals.</li> </ul>



## Learning Project to be completed 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.**

- 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?



- 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](http://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.