

Learning Project WEEK 3 - Animals

Ms Ely & Ms Laird-Boothe - Year 4 - Lime & Whitebeam Classes

If your child has lost their Times Table Rockstars Password or does not know their My Maths password please email admin@whitebridge.essex.sch.uk

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> ● Working on Times Table Rockstars - your child will have an individual login to access this (20 mins on SOUND CHECK). We have challenged your child can they beat us? ● If your child works on 'Numbots' in school they can access this with the same login. There are a number of online lessons on My Maths your child was given their own personal login before the school closed. ● 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. This could be done through this game (scroll down to access the game). Read to the quarter hour and the nearest 5 minutes. ● 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. ● Make a colourful poster showing everything you know about division – use pictures, diagrams and explanations. They can be as creative as they like. ● Practise counting forwards and backwards from any given number in 2s, 4s, 8s or 1000s. 	<ul style="list-style-type: none"> ● 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. ● Read the comprehension at the end of this plan – The Old Railway Yard. Then answer the questions in full sentences (don't start an answer with 'because'). Use the spellings from the text and the questions and use full stops and capital letters. Answers are at the end of the questions.
Weekly Spelling Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> ● Complete the word search attached to the end of this plan. ● Spellings A, B & C attached to plan. Write them out and get someone to test you at the end of the week. ● How many silly sentences can you make from the word search spellings? ● Practise the Year 3/4 for Common Exception words. ● 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? 	<ul style="list-style-type: none"> ● Write an email to a family member telling them all about how their week has been. There is an email template at the end of these plans to use. ● Design an information leaflet about an animal of their choice. Remember to use headings and subheadings. The information template can be used at the end of these plans. ● 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.

- 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.



- Write a set of instructions for how to look after a pet. Remember to include what you need and what you do. Use the success criteria grid attached to these plans and highlight the features, like you do in class so well! Also, there are imperative (bossy) verbs and adverbs too to help you.
- Write a cinquain poem about your favourite animal. Remember the poem is diamond shape and each line of the poem means something different. You can use your notes from your information leaflet. Use the cinquain help sheet & template at the end of these plans.
- Take part in a writing [master class](#).

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 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?

Looking for some inspiration?

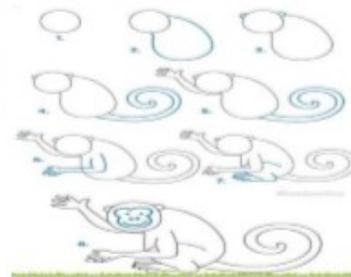
Do you find drawing animals tricky? Here are some other ways!



Use a hand print.



Trace around a shadow.



Follow a step by step guide.

If Franz Marc doesn't inspire you, here are lots of other animal art ideas ...



- **Be Active:**

- **Have you got a garden or are you going on your daily walk?**

- 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?



- **Downtime**

- Remember there are lots of great animal shows and documentaries you can enjoy for free on the [bbc iplayer](#) via your TV or tablet. Shows include **Deadly 60**, **The Zoo**, **Animal Babies**, **Animals at play**, **Blue Planet**, **Frozen Planet**, **Seven Worlds One Planet**.

- **Virtual Zoo!** You can't go to the zoo, so let these zoos come to you! Search for these sites:

- **Chester Zoo**

- **Sandiego Zoo Live Cameras**

- **Cincinnati Zoo Home Safari Resources**

Additional learning resources parents may wish to engage with

[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. _

<https://www.hamilton-trust.org.uk/blog/learning-home-packs/> - Free English and Maths Learning at Home Packs.

#TheLearningProjects

The Old Railway Yard

Jack was scared. He was walking through an abandoned railway station on his way home. He came this way because it was a lot quicker but he was regretting his decision. His hairs on his neck were stood up like soldiers in a parade. His heart was racing and his stomach churned. As he paced through the creepy yard he tried to stay under the colossal shadows of the huge, ancient steam trains. Then something strange happened. A light appeared in one of the driver carriages of the train. Hesitantly, Jack stopped and looked back. He could not see anyone in the driver's carriage! Jack had a decision to make. His head told him to go back home and get out of there as quickly as possible. His heart told him to go and explore the strange light!

Jack made his decision. He sprinted over to the carriage and heaved the door open. It creaked loudly and some dust dropped onto the floor. Jack started to walk through the old carriage which had rotten floorboards. As he got to the old fashioned handle that led into the driver's compartment, he paused for a moment. He took a deep breath and opened the door.

The air was still. The smell was dusty. The light flickered. Flick. Flick. Flick. But nobody was there. All of a sudden a deafening clank sounded. Jack looked out of the window and saw a tree move sideways. Then Jack had a realisation! It wasn't the tree moving, it was Jack. It was the train! The train was slowly winding down the track. Steam started to chug. Faster the train went. Faster and faster! "How can this be?" whispered Jack to himself in amazement! He was sure he was the only person on the train.

Questions

- 1.) What signs are there that show us Jack was scared?
- 2.) Look at paragraph One. It tells us Jack tried to stay under the shadows of the train. Why do you think he tried to do this?
- 3.) What two words in the first paragraph tell us the trains are big?
- 4.) What word in paragraph 1 tells us Jack was uncomfortable?
- 5.) Draw and fill in a thought bubble about how Jack might have been feeling at the end of Paragraph 2. Use as much detail as you can.
- 6.) There are clues in the text that tell us the steam trains were old. Can you spot them all?
- 7.) Why do you think Jack paused before opening the door to the driver's compartment?
- 8.) What emotions would Jack be feeling in the final paragraph? Explain fully how you know or think this.
- 9.) What features are there that make this text a mystery story?

Extension:

Did you spot a simile in the story? If so write it out.

Can you think of a simile to describe how big the steam trains were?

Answers

Some answers will vary but below gives a general indication what should be included.

- 1) His hair on his neck stood up on end, his heart was racing, his stomach churned.
- 2) So that he wouldn't be seen or that he was out of sight from danger.
- 3) Colossal and huge.
- 4) Hesitantly.
- 5) Any words or feelings that show he is worried, frightened, anxious etc
- 6) Ancient, door creaked loudly and some dust fell, old carriage, rotten floor boards, old fashioned handle.
- 7) 7) Answers such as he was building up his courage or he may have been having second thoughts.
- 8) Emotions which show shock, disbelief, amazement, fear, horror for example.
- 9) The light appearing at the driver's carriage. Jack could not see anyone. The light was flickering but no one was there. The train moving as if by itself, Jack was sure he was the only person on the train.

Extension

Simile in the story: His hairs on his neck were stood up like soldiers in a parade.

Examples of similes for the size of the steam trains: The ancient steam train was as huge as a dinosaur.

The ancient steam train stood like a rusty, silent giant.

Y3/4 Spellings Words Search



complete

experience

notice

remember

strange

straight

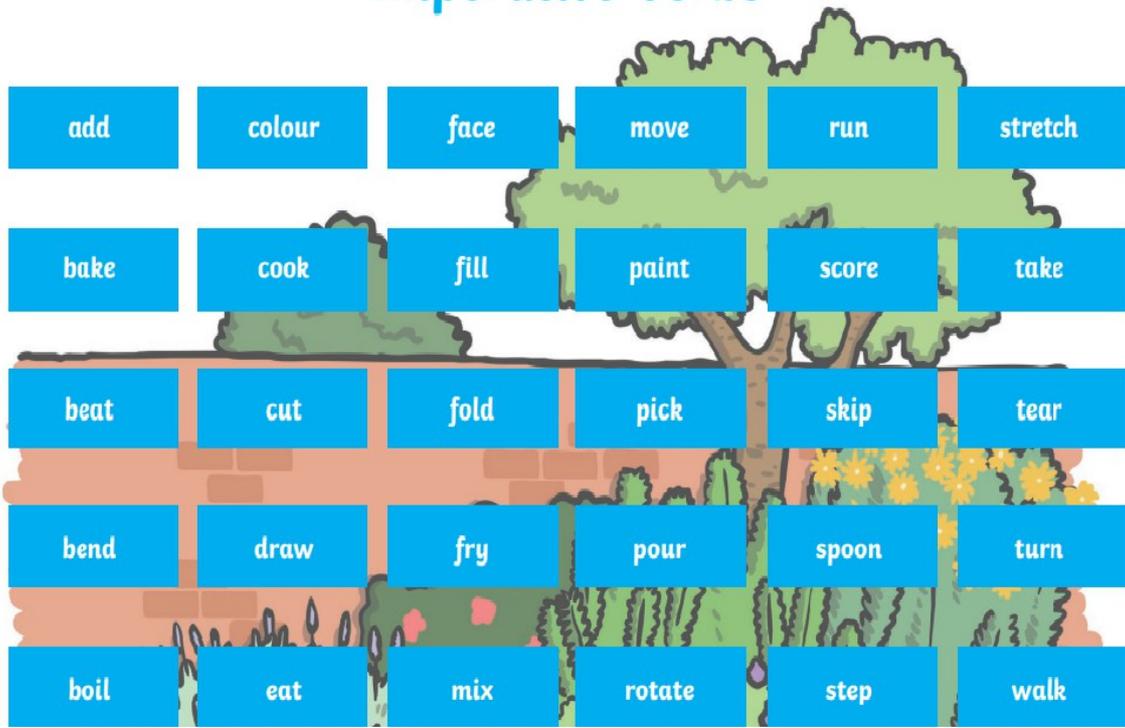
address

often

height

increase

Imperative Verbs



Adverbs

How?	When?	How often?	Where?	How much?
angrily	afterwards	always	above	almost
anxiously	again	annually	around	completely
cautiously	before	constantly	away	entirely
cheerfully	beforehand	daily	below	little
courageously	early	hourly	down	much
crossly	lately	monthly	downstairs	rather
cruelly	never	never	everywhere	totally
defiantly	now	occasionally	here	very
doubtfully	often	often	inside	
elegantly	punctually	once	outside	
enthusiastically	recently	regularly	there	
foolishly	soon	repeatedly	up	
frantically	then	sometimes	upstairs	
gently	today	usually	wherever	
gladly	tomorrow	yearly		
gracefully	yesterday			
happily				

More useful adverbs
 additionally
 fittingly
 insufficiently
 appropriately
 hence
 suitably
 consequently
 however
 therefore

Email Template

To
Subject
From
Send
Attach 

Features of instructions

Feature	I have included this:
Title	
Subheading: You will need / method	
Numbered steps	
Imperative (bossy) verbs telling the reader what to do	
Adverbs telling the reader how to do something	
Simple/clear instructions	
Diagram	

Cinquain Poem

The **first** line has one word. It is the topic of the poem and is also the title.

The **second** line has two words which describe the subject.

Elephant

Grey, enormous

Walking, stomping, trumpeting

Trunks are splashing, spraying

Majestic

The **third** line is three words which tell the reader more about the subject. They are usually words ending in 'ing'.

The **fourth** line is four words which further describe the subject. It's usually about actions or emotions. It does not have to be a complete sentence.

The **fifth** line has one word which describes the subject.

Cinquain Poem Template

(title)

(descriptive words)

(descriptive or action words)

(feelings or action words)

(descriptive word)

