

## Learning Project WEEK 3- Animals

Age Range: Y6

### Weekly Maths Tasks (Aim to do 1 per day)

- Working on [Times Table Rockstars](#). If your child has Times Table Rockstars they can access [Numbots](#) with the same login (Miss Smith's Maths group).
- Work that has been set on [MyMaths](#)
- Play on [Hit the Button](#) - focus on times tables, division facts and squared numbers.
- Daily [arithmetic](#) for different areas of maths. Your child should aim to work on level 4, 5 and 6 activities. (Write answers on paper and check at the end)
- Get your child to work on their [reasoning and problem solving](#) by practising past SATs questions that are broken down into topic areas and have videos linked to them that can be watched if needed. Click on one of the topic areas listed to gain access to the questions.
- There is a series of 5 maths lessons with teaching and activities to complete on <https://www.thenational.academy/online-classroom/year-6/#schedule>

### Weekly Reading Tasks (Aim to do 1 per day)

- Remind your child to continue to read a chapter from their home reading book or a book that they have borrowed from the library.
- When they have completed the chapter, ask them to re-write this from the viewpoint of another character.
- Explore the [Highwayman Poem](#). Can they learn it by heart? Can they draw an alternative sketch to represent the Highwayman?
- Take part in one of the master classes on [authorfy](#).
- Your child can log on to [Oxford Owl](#) (registration is free) and read a book. After this, direct your child to review the text and justify their opinion with examples from the text.
- Complete the reading comprehension on William Blake's poem "Tyger Tyger" (See below) Choose the appropriate level for your child ( \* easiest \*\*\*hardest)

### Weekly Spelling Tasks (Aim to do 1 per day)

- Encourage your child to practise the Year 5/ 6 Common Exception Words (see list)
- Then ask your child to choose 5 Common Exception words. They can then write a synonym, antonym, the meaning and an example of how to use the word in a sentence.
- Practise spellings on [Spelling Frame](#).
- Your child may wish to create a word bank about an animal of their choice which includes verbs, adverbs and expanded noun phrases. They can use this for their poetry writing.
- Get your child to proofread their writing from the day. They can use a dictionary to check the spelling of any words that they found challenging. This will also enable them to check that the meaning of the word is suitable for the sentence.

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

- Write a diary entry/newspaper report summarising the events from the day/week.
- Your child can write a formal letter to Colchester Zoo persuading them to close the park. They must justify their opinions with factual information.
- Choose an animal of their choice and think about how it moves, what sounds it makes and the environment that it lives in. Your child can then write a poem based around these ideas. They can repeat this activity for different animals.
- Your child has the character and setting to their story planned from the previous two weeks. They should now add the plot to their plan with a beginning, middle and ending. They can then begin to write their story. How will the dialogue convey their character and advance the action?
- ***Animal's hearts should be cut up for***

**science experiments.** Do you agree/disagree? Ask your child to write a discussion about this statement.

- There is a series of 5 lessons with teaching and activities to complete on <https://www.thenational.academy/online-classroom/year-6/#schedule>

### 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.

- **Animals and their Environment-** Your child can describe how animals such as Emperor Penguins, chimpanzees and orcas have adapted to suit their environment. They can do this by writing a short summary after carrying out some research. After this, ask them to design a new wondrous animal that has evolved to suit its environment considering the environmental changes it has had to face over recent years.
- **Where Animals Originate From -** Ask your child to locate on a world map where different animals originate from and research why they live in these environments. Things for them to consider when researching why they originally lived in these countries are:
  - Food sources
  - Climate
  - Weather
  - TerrainAfter doing this, ask them to think about how the animals they have selected have adapted so that they are able to live in the UK. Present your findings as a poster or in a PowerPoint presentation if they have access to a PC.
- **Life Cycles -** Ask your child to research a mammal, an insect, an amphibian, a reptile and a bird. They can then choose one and draw the life cycle of an animal and label the diagram accordingly. How does the life cycle of the chosen animal differ to a human life cycle?
- **Animal Prints-** Using a variety of media (this could be materials from around the house such as cloth, newspapers or magazines, felt, etc.), ask your child to create animal prints for a mammal, an insect, an amphibian, a reptile and a bird of their choice. After, they can create a collage of the animal prints they have made. They could always use a pencil or pen to sketch the animal prints!



- **The Life of Darwin**- Who was Charles Darwin? Ask your child to research the scientist's theory on evolution. Where are the Galapagos Islands? What species did and do still live there? What makes these animals unique and extraordinary? Write a biography about the life of Charles Darwin.

#### 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.thenational.academy/online-classroom/year-6/#schedule> - On line lessons are available on this site.

#TheLearningProjects

## Tyger Tyger by William Blake

Tyger Tyger, burning bright,  
In the forests of the night;  
What immortal hand or eye,  
Could frame thy fearful symmetry?  
In what distant deeps or skies.  
Burnt the fire of thine eyes?  
On what wings dare he aspire?  
What the hand, dare seize the fire?  
And what shoulder, & what art,  
Could twist the sinews of thy heart?  
And when thy heart began to beat,  
What dread hand? & what dread feet?  
What the hammer? what the chain,  
In what furnace was thy brain?  
What the anvil? what dread grasp,  
Dare its deadly terrors clasp!  
When the stars threw down their spears

And water'd heaven with their tears:  
Did he smile his work to see?  
Did he who made the Lamb make thee?  
Tyger Tyger burning bright,  
In the forests of the night:  
What immortal hand or eye,  
Dare frame thy fearful symmetry?

## \* Tyger Tyger By William Blake

Answer in full sentences.

1. What do you think the poem is about?
  - (a) Different animals which live in forests.
  - (b) An artist painting a picture of a tiger.
  - (c) The poet asking who has created an animal as beautiful and fearsome as a tiger.
2. Explain what you think the poet meant when he described the animal as 'burning bright'.
3. When and where might this animal be found?
4. Write down two examples of alliteration from the poem.
5. In verse 4, Blake is suggesting that such a powerful animal must have been created by...
  - (a) a sculptor
  - (b) a painter
  - (c) a blacksmith

(d) a carpenter

Tick one option.

6. Is this a modern poem? Explain your answer.

# Tyger Tyger By William Blake

## \*Answers

1. What do you think the poem is about?

**Option c – The poet is asking who has created an animal as beautiful and fearsome as a tiger.**

2.Explain what you think the poet meant when he described the animal as ‘burning bright’.

**Pupil’s own answers. This could be a reference to the colour of the animal’s fur or its ferocity.**

3.When and where might this animal be found?

**The poet writes that the animal can be located ‘in the forests of the night’.**

4.Write down two examples of alliteration from the poem.

**Examples given may include: ‘Tyger, Tyger’, ‘burning bright’, ‘...frame thy fearful...’, ‘distant deeps’, ‘On what wings...’, ‘...began to beat’, ‘...what dread grasp/Dare its deadly terrors clasp!’**

5.In verse 4, Blake is suggesting that such a powerful animal must have been created by...

**Option C - a blacksmith**

6.Is this a modern poem? Explain your answer.

**Pupil’s own answers that should suggest that this poem isn’t a modern poem as there are words within the poem that aren’t used today, such as thee, thy and thine.**

# **\*\*Tyger Tyger By William Blake**

Answer in full sentences.

1. What do you think the poem is about?
2. Explain what you think the poet meant when he described the animal as 'burning bright'.
3. When and where might this animal be found?
4. Write down four examples of alliteration from the poem.
5. What might 'sinews' be? Explain your reasoning.
6. In verse 4, Blake is suggesting that such a powerful animal must have been created by...
  - (a) a sculptor
  - (b) a painter
  - (c) a blacksmith
  - (d) a carpenterTick one and explain your reasoning.
7. Who is 'he' in verse 5?
8. Is this a modern poem? Explain your answer.

# Tyger Tyger By William Blake

## \*\*Answers

1. What do you think the poem is about?

**The poem is about a tiger. The poet is questioning who could have created such a beautiful but fearsome creature.**

2. Explain what you think the poet meant when he described the animal as 'burning bright'.

**Pupil's own answers. This could be a reference to the colour of the animal's fur or its ferocity.**

3. When and where might this animal be found?

**The poet writes that the animal can be located 'in the forests of the night'.**

4. Write down four examples of alliteration from the poem.

**Examples given may include: 'Tyger, Tyger', 'burning bright', '...frame thy fearful...', 'distant deeps', 'On what wings...', '...began to beat', '...what dread grasp/Dare its deadly terrors clasp!'**

5. What might 'sinews' be? Explain your reasoning.

**Pupil's own answers that may include words such as tendons, veins or arteries in relation to the heart.**

6. In verse 4, Blake is suggesting that such a powerful animal must have been created by...

**Option C - a blacksmith**

**Explain your reasoning.**

**An example of reasoning could be - 'I think this because the poet uses words such as hammer, furnace and anvil within verse 4, which are all tools used by a blacksmith.'**

7. Who is 'he' in verse 5?

**Pupil's own answers. This could be a reference to God. Blake may be questioning whether 'he' who created the lamb, could have also created the 'tyger'.**

8. Is this a modern poem? Explain your answer.

**Pupil's own answers that should suggest that this poem isn't a modern poem as there are words within the poem that aren't used today, such as thee, thy and thine.**

# \*\*\*Tyger Tyger By William Blake

Answer in full sentences.

1. What do you think the poem is about?
2. Explain what you think the poet meant when he described the animal as 'burning bright'.
3. When and where might this animal be found?
4. Write down five examples of alliteration from the poem.
5. Write down your favourite rhyming couplet from the poem and explain your reason for this choice.
6. What might 'sinews' be? Explain your reasoning.
7. In verse 4, Blake is suggesting that such a powerful animal must have been created by...
  - (a) a sculptor
  - (b) a painter
  - (c) a blacksmith
  - (d) a carpenterTick one and explain your reasoning.
8. Who is 'he' in verse 5?
9. Why do you think the word 'tyger' is spelt with a 'y' instead of an 'i'?
10. Is this a modern poem? Explain your answer.

# Tyger Tyger By William Blake

## \*\*\* Answers

1. What do you think the poem is about?

**The poem is about a tiger. The poet is questioning who could have created such a beautiful but fearsome creature.**

2. Explain what you think the poet meant when he described the animal as 'burning bright'.

**Pupil's own answers. This could be a reference to the colour of the animal's fur or its ferocity.**

3. When and where might this animal be found?

**The poet writes that the animal can be located 'in the forests of the night'.**

4. Write down five examples of alliteration from the poem.

**Examples given may include: 'Tyger, Tyger', 'burning bright', '...frame thy fearful...', 'distant deeps', 'On what wings...', '...began to beat', '...what dread grasp/Dare its deadly terrors clasp!'**

5. Write down your favourite rhyming couplet from the poem and explain your reason for this choice.

**Pupil's own answers.**

6. What might 'sinews' be? Explain your reasoning.

**Pupil's own answers that may include words such as tendons, veins or arteries in relation to the heart.**

7. In verse 4, Blake is suggesting that such a powerful animal must have been created by...

**Option C - a blacksmith**

**Explain your reasoning.**

**An example of reasoning could be- 'I think this because the poet uses words such as hammer, furnace and anvil within verse 4, which are all tools used by a blacksmith.'**

8. Who is 'he' in verse 5?

**Pupil's own answers. This could be a reference to God. Blake may be questioning whether 'he' who created the lamb, could have also created the 'tyger'.**

9. Why do you think the word 'tyger' is spelt with a 'y' instead of an 'i'?

**Pupil's own answers, which could relate to it being an old spelling of the word.**

10. Is this a modern poem? Explain your answer.

**Pupil's own answers that should suggest that this poem isn't a modern poem as there are words within the poem that aren't used today, such as thee, thy and thine.**

