

## Learning Project WEEK 3 - Animals

Age Range: Year 2

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

- Continue working on MyMaths with your child's individual log in.

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 balloon pop [game](#) could support this.
- Go out in the garden or look out of your window and observe the different creatures/animals that can be seen. Count how many of each animal/creature you can find.

**\*Challenge\***

*Can you count them in multiples of 2?*

*Can you think of a way to show your data of how many creatures you saw?*

- 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.

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

- In your house can you find any fiction or non-fiction texts or poems about animals?
- Listen to a story read by someone at home on a CD or online,  
<https://www.bbc.co.uk/teach/school-radio/audio-stories/zh3t2sg>
- Can you find adjectives in the books used to describe the animal?  
*Remember an adjective is a word that describes something e.g. fluffy, bright, round.*
- Listen to the story **Giraffes Can't Dance**  
<https://youtu.be/vZjsLK5vwNU>
- Can you spot any noun phrases (*cold day, yellow train, fluffy lion*) in the **Giraffes Can't Dance** story?
- Create a bookmark with interesting 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?

Weekly Phonics/Spellings Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> <li>• Daily phonics - your child to practise their sounds and blend words. Interactive games found on link below.</li> <li>• <a href="#">Phonics play</a></li> <li>• <a href="#">Top Marks</a></li> <li>• <a href="#">Spelling</a></li> <li>• Spell the days of the week</li> <li>• Spell common exception words.</li> <li>• <a href="#">Spelling City</a></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.</li> <li>• Can you list all of the animals that you saw in the <b>Giraffes Can't Dance</b> story?</li> <li>• Have a go at writing a retell of <b>Giraffes Can't Dance</b> using the video to help you. <i>Don't forget capital letters, full stops, finger spaces and beautiful handwriting too! How about any adjectives and noun phrases too?</i></li> <li>• Draw a picture of an animal and label it. Can you write sentences using adjectives and noun phrases?</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> </ul>

### 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 mini-beasts? |

<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?



**Animal grouping:** See if your child can draw as many different animals as they can to use as cards for a sorting game. (Twinkl has sorting cards to print if you have access to a printer at home [Sorting Cards](#) ) Now you can start sorting the animals - those that can fly or cannot fly, those that have fur or do not have fur, those that live in the U.K. or are only found abroad etc....

**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)

**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 as a pet and not suitable as a pet. Explain why animals were sorted in a particular way. <https://education.rspca.org.uk/education/teachers/primary/lessonplans/pets> - Design a leaflet or poster explaining to new pet owners what each animal will need. - If you can interview a pet owner, this can be over Zoom, Skype or FaceTime if possible, to discuss the responsibilities involved with looking after an animal. How often do they need to feed their pet? Who helps keep it clean? What does their pet eat?



**Art activity** - Find some paint, coloured pencils or pens at home and create a handprint on the paper (you can draw around your hand if paint is not available). Can you make your hand look like an animal? Look at the picture for some ideas, good luck!

**Nocturnal animals** - What do they think this word means? [Watch](#) and discuss the animals they saw. 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 bigeyed nocturnal [animal art](#).

**Class Dojo** - We are so glad that lots of you have now connected to Class Dojo. We are really looking forward to seeing your work on animals and would love to see any photos of pets that you have too! If you are not connected yet and wish to be, please check your emails to retrieve the link.

### 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.

**Additional Year 2 phonics support about Letters and Sounds can be found here:** <https://home.oxfordowl.co.uk/reading/what-is-letters-and-sounds/>

**Further advice about reading with your child and developing good comprehension skills can be found here:** <https://home.oxfordowl.co.uk/reading/reading-comprehension/>

**Lots of ideas for active learning in all curriculum areas can be found here:** <https://www.bbc.co.uk/teach/supermovers>

**Although the children won't be sitting SATs this year additional year 2 work can be found here:** <https://www.theschoolrun.com/key-stage-1-sats-learning-journey> It provides you with an idea of what we have been working towards.

**This website is good for a variety of different educational games:** <https://www.ictgames.com/>

**Splat square/100 Square resource:** <https://www.primarygames.co.uk/pg2/splat/splatsq100.html>