

Learning Project WEEK 3 - Animals

Age Range: Y5

Weekly Maths Tasks (Aim to do 1 per day)

- Get your child to play on [Times Table Rockstars](#). If your child works on [Numbots](#) in school they can access this with the same login.
- Ask your child to show everything they know about decimal numbers, fractions and percentages on a piece of paper. This could be pictures, diagrams, explanations, methods etc. Get them to be as creative as they want to be.
- Direct your child to play on [Hit the Button](#) - focus on times tables, division facts and squared numbers.
- Encourage your children to [compare decimal numbers](#) on this game.
- [Arithmetic practice](#) on Maths Frame.
- 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. As these are older papers these are suitable for year 5. Click on one of the topic areas listed to gain access to the questions.

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.
- On YouTube, watch the Michael Rosen poem 'Chocolate Cake'. Can they learn it by heart? Can they draw a sketch to represent the poem?
- Perform the poem for your family using all of your dramatic ability. Speak confidently and include actions. You could even share this with your friends via video calling.
- Download 'A Pinch of Magic' from [authorfy](#). Your child can then complete the questions on page 4.
- Attached at the end is a visual comprehension. The children are familiar with these and they are used to enhance inference skills. Please remind them that there are no right or wrong answers but that the aim is to fully justify their answers and try to convince the reader. This can be completed as a discussion.

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)

- Your child can write a formal letter to London Zoo persuading them to close it. They must justify their opinions with factual information relating to animals that are kept in captivity.
- Choose a wild 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. This could be a shape poem, Haiku poem or acrostic poem. Remember that poetry includes lots of figurative language (similes, personification, metaphors, alliteration).
- Your child now has a setting and character description. Talk to them about how these could be developed into a story. Ask them to identify the genre. Allow them to create a plan in 5 points ready to draft a story (beginning, build up, problem, resolution, ending).
- ***Animal's hearts should be cut up for science experiments.*** Do you agree/disagree? Ask your child to write a discussion about this statement.

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.
- **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 of 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.



We have been working on our inference skills and writing answers that are open to interpretation. Answer the following comprehension questions as clearly as you can, explaining your thinking.

1. Who could these two girls be?
2. Why do you think they are on their own?
3. Where do you think they were going and why?
4. What could have happened that they ended up there?
5. What do you think the streetlight is doing or possibly saying?
6. How do you think the girls are feeling right now?
7. What makes you think that they could be related?
8. How would you react if a streetlight suddenly spoke to you?