

## Learning Project WEEK 4 - Animals

### Age Range: Y3/4

Staying active is really important when you are at home. There are lots of resources, here are just a few to use!

[Joe Wicks PE sessions](#)

[Go Noodle](#)

[Super movers!](#)

[iMoves](#)

[Cosmic Kids Yoga!](#)

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> <li>• <a href="#">White Rose</a> has a daily Maths lesson which can be accessed online. They are available for individual year groups.</li> <li>• In your home learning book, stick in the work from the lesson. If you haven't got a printer, don't panic! Ask your child to show everything that they have learned in their online Maths lesson from White Rose. This could be through pictures, diagrams, explanations, methods etc. They can be as creative as they want to be!</li> <li>• Working on <a href="#">Times Table Rockstars</a> - your child will have an individual login to access this.</li> <li>• Play on <a href="#">Hit the Button</a> - focus on number bonds, halves, doubles and times tables.</li> <li>• Daily <a href="#">arithmetic</a> session – focusing on digits values, partitioning and ordering – levels 3 and / or 4</li> <li>• Continue to develop your <a href="#">reasoning and problem-solving skills</a> by practising these puzzles. There are lots to choose from and some are more challenging than others!</li> <li>• Practise their maths skills in the challenges set for them on sumdog!</li> </ul>	<ul style="list-style-type: none"> <li>• You could share a story together. This could be a chapter book where you read and discuss a chapter a day.</li> <li>• Listen to your child read and let them discuss what they have read. Encourage them to read with expression and intonation.</li> <li>• Listen to different David Walliams books <a href="#">here!</a></li> <li>• Listen to a range of free books on <a href="#">audible</a>.</li> <li>• Watch <a href="#">Newsround</a> and discuss what is happening in the wider world. Is there anything you need help understanding? See if you can find the country the news is talking about <a href="#">here!</a></li> <li>• Get your child to read a book on <a href="#">Oxford Owl</a>, discuss what your child enjoyed about the book.</li> <li>• Complete the reading challenges set up on <a href="#">sumdog</a></li> <li>• Explore new vocabulary you find when reading. What is the root word? Does it have any <b>prefixes</b> or <b>suffixes</b> used with it to change its meaning? (i.e. cover – <b>discover</b>, <b>uncover</b> covered) Can you find any <a href="#">synonyms or antonyms</a> for your new word?</li> <li>• With your child, look in magazines, newspapers and books for new vocabulary they are unfamiliar with. They could use a highlighter, pen or pencil to highlight in magazines and newspapers</li> </ul>

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

- Complete the spelling challenges set up for you on [Sumdog](#)
- 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?
- 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.



Year 3 Spellings	Year 4 Spellings
famous	curious
dangerous	tremendous
poisonous	precious
mountainous	furious
nervous	cautious
ridiculous	fabulous
jealous	spacious
marvellous	adventurous
enormous	infectious
generous	tedious

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

- Write an email to a family member telling them all about how their week has been.
- Design an information leaflet about an animal of their choice. Remember to use headings and subheadings. You could use a [template](#) to help support your writing.
- 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.
- Write a set of instructions for how to look after a pet. Remember to include what you need and what you do.
- Write a [haiku poem](#) about a bird of prey using information gathered. [Here](#) is a template to help support your writing.  
(Think carefully about a haiku's structure, remembering the number of syllables required in each line)
- 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](#). If you're not sure where to begin, have a look at the [Deadly 60](#) website! 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?



- **Be Active:**

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? **(remember to show respect to the creatures you find, they are alive)**

- **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?](#)



### **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.

[Headteacherchat](#) - This is a blog that has links to various learning platforms. Lots of these are free to access.

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