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| **Learning Project WEEK 2 –All About Animals** | |
| Class 1P  We hope you are all well and we are missing you all lots! We hope you enjoy the learning tasks and activities. You can send us pictures and photos of what you have been doing to [headteacher@hassell.staffs.sch.uk](mailto:headteacher@hassell.staffs.sch.uk) or [mrspokorahassell@gmail.com](mailto:mrspokorahassell@gmail.com) We’d love to see them! | |
| **Weekly Maths Tasks (Aim to do 1 per day)** | **Weekly Reading Tasks (Aim to do 1 per day)** |
| White Rose Maths have daily lessons for each year group that include a short video and questions to answer to practise the skill taught.  You can do any working out in your exercise book and write the answers to the questions in there too- we understand that not everyone will have a printer so just do any questions you can.  Year 1 Summer Term Week 2: Half and Quarters    <https://whiterosemaths.com/homelearning/>  Find groups of objects around the house eg. pencils, Lego pieces, blocks, card, soft toys and see if you can divide each group in half. A good way to do this is to share them with one other person by giving one for you and one for me. Do you always get the same number each?  You can practise half of numbers with the following games  <http://www.snappymaths.com/multdiv/doubhalf12/interactive/halfto24imin/halfto24imin.htm>  you can have help on/off  <http://www.snappymaths.com/multdiv/doubhalf12/interactive/halfto20totc.htm>  <http://www.snappymaths.com/multdiv/doubhalf12/interactive/halfto20attack.htm>  <http://www.snappymaths.com/multdiv/doubhalf12/interactive/halfto20s/halfto20s.htm>  Make a set of cards with the tens numbers to 100 i.e. 10, 20, 30, 40, 50, 60, 70, 80, 90, 100. Shuffle the cards and place face down in a pile. Pick up the top card and write it down. Then write the rest of the numbers for that set.. Eg. if you pick up 40, write it down, then write all the 40s numbers 41, 42, 43, ….. 49. Pick up the next card and do the same.  For a challenge, prepare cards as before and take the top card. Write it down, then count backwards from that number. Eg. If you pick 70, write it down, then write all the numbers back to 60. Repeat with the other cards. | Read a variety of books, magazines or online texts at home. Your child could share a book every day. This can be reading a book aloud every day or sharing a book with an adult.   * You could discuss: * What might happen next? How do you think the story might end? * What sort of character is….? Is he/she friendly/ mean/nice…? * Ask children about events in the story: How would you feel if you had been that character? Has anything like that   happened to you? Would you like that to happen to you?   * If reading an information book: What facts have you read? Have you learnt anything new? What does this page tell you about? Is there anything that interests you on this page?   Read an online reading book:  The **Oxford Owl website** has reading books of different levels. You need to register and log in to access all the books.  <https://home.oxfordowl.co.uk/books/free-ebooks/>  **Collins Big Cat Reading Books**  [https://connect.collins.co.uk/school/portal.aspx#](https://connect.collins.co.uk/school/portal.aspx)  Click on Teacher Sign in. User name: parents@harpercollins.co,uk Password: Parents20! Click on Collins Big Cat.  On the side or back of your school child's reading book there should be a colour band; this will help to choose the level of reading book online too.   * Can you read fiction, non- fiction and poems about animals? * Can you find adjectives in the books used to describe the animal?   You could listen an animal story on:  <https://www.bbc.co.uk/teach/school-radio/english-ks1--ks2-aesops-fables-index/z73s6v4>  You could listen to The Dragon Machine or another story on:  <https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/>   * Read the common exception words in your purple book and time how long it takes for you to read them all. Can you beat your score by the end of the week? (You could try just half the words first) |
| **Weekly Phonics/Spellings**  **Tasks (Aim to do 1 per day)** | **Weekly Writing Tasks to choose from (Aim to do 1 per day)** |
| There are daily Read Write Inc phonics lessons live on the Ruth Miskin YouTube Channel: Set 1 Sounds 9:30AM; Set 2 Sounds 10:00AM and Set 3 Sounds 10:30AM.  Most children in Year 1 and 2 will be learning the set 2 or 3 sounds. The videos are available for 24 hours after the live sessions (please be aware that this is on YouTube and so we recommend adult supervision).  <https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ>  There is a parent guide to Read Write Inc. and online activities to practise writing and spelling at:  <https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>  Practise spelling common exception words (see your purple exercise book for the words)  Play a phonics or spelling game:  ● <https://new.phonicsplay.co.uk/>  • <https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>  • <https://www.topmarks.co.uk/english-games/5-7-years/words-and-spelling> | * A-Z Animal list: Write the alphabet out in your book- 1 letter on each line. Can you think of an animal for each letter of the alphabet? * Draw a picture of your favourite animal and label it like a diagram. What special things does it have? E.g. tail, teeth, fins. * You could research your favourite animal and make a fact file of amazing facts about the animal. Try and write 3 facts; they could be its size, speed, babies, homes etc. * You could use this link to help you find information about your favourite animal and other animals:   <https://www.bbc.co.uk/bitesize/topics/z6882hv/resources/1>   * Writing a story (may take a few days to plan and write):   Imagine you find a baby dragon (or a different animal including unicorns and dinosaurs!). Write a story about where you find the dragon and an adventure that you have with it.  You could draw a picture plan of your story in your book first to get your ideas together.  Think about:  1. Where did you find your dragon/animal? What were you doing? Was it in the garden, park, bedroom, school etc.?  2. Where did you go with your dragon?  3. What happened? What was the problem? What Did the dragon blow smoke or fire at something? Did you have a ride on its back? Did it scare people but really it was friendly?  4. What happens at the end? Does the problem get solved? Does the dragon stay with you? Does it go back to a magical land?  You could start you story with: One sunny day I was playing in the garden when I heard a funny squeaking sound. I followed the sound to a small bush and behind it I saw something moving. I carefully moved the leaves and could not believe what I saw. There in front of my eyes was a baby ……..   * You could draw your dragon then label it with adjectives e.g. long spiky tail, sharp claws, green skin * Then you could describe what your dragon likes to do every day e.g. In the morning my dragon likes to have toast for her breakfast that she makes with her own fire! In the afternoon my dragon goes… |
| **Learning Project – choose different activities throughout the week** | |
| The project this week aims to provide opportunities for your child to learn more about different animals.  **Think about these questions:**  What are mammals?,  What are amphibians?  What are birds?  What are fish?  What are reptiles?  What are minibeasts?  Can you write any animals that are in each group in your purple book?  Use the link below to find out the answers:  [**https://www.bbc.co.uk/bitesize/topics/z6882hv**](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 colours textures to their mask? You could use a page out of your purple book, card from a cereal box, paper plates etc. to make your mask with.    **Animal Finger Puppets:**  You could create an animal finger puppet like we did in class. Cut out 2 large finger shapes from any colour paper. Decorate the front and back then glue/tape them together. You could tell a story or do a puppet show using your puppets.    **Animal Habitats: What is a Habitat?**  Find out about different kinds of animal habitats and what is found in each one. You could play the games too!  <https://www.bbc.co.uk/bitesize/topics/zx882hv>  **Animal grouping:**  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)*  Divide a page in your book into 3 choose some animals to sort into these groups.  **Animal Riddles**: Try and solve these riddles ☺  I have got 4 legs.  You might keep me as a pet.  My fur can be different colours.  I am very good at jumping up on things!  I like to play with toys especially wool and pretend mice!  You will hear me purr if I’m happy!  Who am I?  I have got 4 legs.  I can swim but I can walk too.  You might find me in a river but not in a river here!  I am a type of reptile.  I have a very strong jaw!  I am green and my body is covered in scales.  Who am I?  I don’t have any legs but I can move very fast!  Lots of people are scared of me!  I have VERY sharp teeth and can grow new teeth when I need them!  I am a super swimmer and I can swim very fast.  My belly is a whitish colour!  Who am I?  You could write your own animal riddles for your family to solve or you could send them to [headteacher@hassell.staffs.sch.uk](mailto:headteacher@hassell.staffs.sch.uk) so we can solve them too!  Remember: pretend to be that animal ‘I have…’ Start a new line for each clue. Try to start with a hard clue then make the clues easier. Can you ‘trick’ the person reading?  You could include:   * Number of legs * How it moves * Its body- tail, neck, small, large, short, tall * About its skin/fur- colour, fluffy * What it eats * Where it lives   I look forward to hearing your riddles ☺ | |
| **Additional learning resources parents may wish to engage with** | |
| **Music and Singing: Choose from different KS1 songs**  <https://www.bbc.co.uk/teach/school-radio/music-songs-ks1--ks2-page/znrj8xs>  **Getting Active!: BBC Supermovers active learning**  <https://www.bbc.co.uk/teach/supermovers>  **PE with Joe Wicks and Other Children’s Workouts**  <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ>  **BBC Bitesize: daily lessons and activities in all different subjects**  <https://www.bbc.co.uk/bitesize/dailylessons>  [**Twinkl**](https://www.twinkl.co.uk/offer/UKTWINKLHELPS?utm_source=promo&utm_medium=email&utm_campaign=England_coronavirus_schools_email&utm_content=offer_link) **– Lots of different resources for every subject**  Click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS.  <https://www.twinkl.co.uk/home-learning-hub>  **CEOP: Home Learning Packs about Internet Safety- new lessons each week**  <https://www.thinkuknow.co.uk/parents/support-tools/home-activity-worksheets?utm_source=Thinkuknow&utm_campaign=03cb8440df-TUK_ONLINE_SAFETY_AT_HOME_24_03_20&utm_medium=email&utm_term=0_0b54505554-03cb8440df-55195669>  **CEOP: Parent Helpsheet for Online Safety**  <https://www.thinkuknow.co.uk/professionals/our-views/parents-helpsheets/> | |
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