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| **Learning Project WEEK 7 and 8 - Animals** | |
| **Age Range: Y4** | |
| **Weekly Maths Tasks (Aim to do 1 per day)** | **Weekly Reading Tasks (Aim to do 1 per day)** |
| * Play on [Hit the Button](https://www.topmarks.co.uk/maths-games/hit-the-button) - focus on number bonds, halves, doubles and times tables. * Focus on fractions: Maths Frame. * Practise counting forwards and backwards from any given number in **1000s.** * Log on and work through a session of **RMeasimaths.** * Log on and play Sumdog. * Use **Hit the Button, TTRS** and **Maths Frame Times Tables Test** to practise your 2x, 5x, 10x and 11x tables. * Complete **Purple Mash** activities. | * Select an animal. What do you already know about the animal and what would you like to find out? Use contents and index pages to locate relevant information and make notes. (see writing section). * When reading, think about how the paragraphs are used to order or build up ideas and how they are linked. * How has the information been presented in the books you have read? Check if the author has used text boxes, caption, photographs, diagrams, bullet points, glossary, index, contents etc. Why have they been used? What is their purpose? |
| **Weekly Spelling Tasks (Aim to do 1 per day)** | **Weekly Writing Tasks (Aim to do 1 per day)** |
| * Practise the following Year 4 common exception words: ordinary, particular, peculiar, position, possess, possession, possible, pressure, probably, recent, regular, remember. * Remember there are lots of different ways you can learn your spellings – find the ones that work for you! A few of our strategies are listed below:   Look, say, cover, write, check  Trace, copy and replicate (then check)  Segmentation strategy  Pyramid words  Drawing around the word to show the shape.   * Choose 5 of these 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. | * Design an information leaflet about an animal of their choice. Remember to use headings and subheadings and include an introduction and conclusion plus photographs or illustrations. * 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. * Complete **Purple Mash** activities. * Write a haiku poem about a bird of prey using information gathered.   ***(Think carefully about a haiku’s structure, remembering the number of syllables required in each line)*** |
| **Learning Project - to be done over the course of the two weeks** | |
| **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. 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](https://www.youtube.com/watch?v=MuKs9o1s8h8) to demonstrate why a predator is at the top of the chain.     * **Let’s Create:**   Explore the artist [Franz Marc](https://www.google.com/search?q=franz+marc&tbm=isch&ved=2ahUKEwijmf3w5pfoAhUYahoKHR7yBWMQ2-cCegQIABAA&oq=franz+marc&gs_l=img.3..0i67j0j0i67l2j0j0i67j0j0i67l2j0.236257.239749..240032...0.0..0.156.888.7j3......0....1..gws-wiz-img.c-N7IlEekKQ&ei=y6trXuOHFJjUaZ7kl5gG&bih=615&biw=1262&rlz=1C1RUCY_enGB687GB688&safe=strict&hl=en). 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?     * **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?       * **Understanding Others and Appreciating Differences:**   Which animals are considered to be sacred around the world and why? | |
| **Additional learning resources parents may wish to engage with** | |
| [**Twinkl**](https://www.twinkl.co.uk/offer/UKTWINKLHELPS?utm_source=promo&utm_medium=email&utm_campaign=England_coronavirus_schools_email&utm_content=offer_link) **-** 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.  [**Classroom Secrets Learning Packs**](https://classroomsecrets.co.uk/free-home-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. | |
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