



## Learning Project WEEK 4 - Animals

**Year group: 6**

Children may still have pages left in their reading, SPaG and maths CGP workbooks given to them before they left school.

Please continue to work through these if you would like to 😊

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>Working on <a href="#">Times Table Rockstars</a>. Your child can also access <a href="#">Numbots</a> with the same login.</li> <li>Visit <a href="#">Corbett maths primary</a> and complete a booklet focusing on an area of KS2 maths of their choice.</li> <li>Play on <a href="#">Hit the Button</a> - focus on times tables, division facts and squared numbers.</li> <li>Encourage your children to <a href="#">compare decimal numbers</a> on this game.</li> <li>Daily <a href="#">arithmetic</a> for different areas of maths. Your child should aim to work on level 4, 5 and 6 activities.</li> <li>Get your child to work on their <a href="#">reasoning and problem solving</a> 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 both years 5 and 6. Click on one of the topic areas listed to gain access to the questions.</li> </ul>	<ul style="list-style-type: none"> <li>Remind your child to continue to read a chapter from their home reading book or a book that they have borrowed from the library.</li> <li>Encourage your child to write a list of questions they would like to ask the author of their book, or a character in their book.</li> <li>On Amazon, help your child find a book that they have recently read (or a book they enjoyed reading when they were a child) and write a review for it, posting it onto the Amazon site. Or alternatively, write one down on paper if they don't wish to make it public.</li> <li>Read some poems from this website with your child. Which is their favourite? They might choose to write it out on some paper in their neatest handwriting. <a href="https://clpe.org.uk/poetryline/s?f%5B0%5D=bundle_name%253APoem&amp;f%5B1%5D=bundle%3Aclpe_poem">https://clpe.org.uk/poetryline/s?f%5B0%5D=bundle_name%253APoem&amp;f%5B1%5D=bundle%3Aclpe_poem</a></li> <li>Sit back and listen to authors reading aloud the first few chapters of their books <a href="https://www.penguin.co.uk/articles/children/2020/apr/puffin-storytime-series.html">https://www.penguin.co.uk/articles/children/2020/apr/puffin-storytime-series.html</a></li> </ul>
Weekly Spelling Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> <li>Encourage your child to practise the Year 3 / 4 or 5 / 6 spellings.</li> <li>Prefixes – how many can you think of? Write a list of how many you can think of, giving an example of a word next to each. Then research to find others. <i>Eg. mis- misunderstand, dis- disadvantage.</i></li> <li>Practise spellings on <a href="#">Spelling Frame</a>.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Choose an 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.</li> <li>Choose an animal of their choice and create a leaflet or poster (using paper or on Purple Mash) or a power point presentation giving information about the animal.</li> <li>Create a simple 'I am', 'Haiku' or 'Cinquain' poem about an animal of their choice. <a href="https://clpe.org.uk/poetryline/poeticforms/i-am">https://clpe.org.uk/poetryline/poeticforms/i-am</a></li> <li>Watch an online writing workshop! <a href="https://www.worldbookday.com/online-masterclasses/">https://www.worldbookday.com/online-masterclasses/</a></li> <li><b>Animals should not live in zoos.</b> Do you agree/disagree? Ask your child to write a discussion about this statement.</li> </ul>

<p align="center"><b>Learning Project - to be done throughout the week</b></p>	
<p><b>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. Below are some suggested activities:</b></p> <ul style="list-style-type: none"> <li> <p><b><u>Animals and their Environment-</u></b> 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. What does it look like? What is it called? Where does it live?</p> </li> <li> <p><b><u>Where Animals Originate From</u></b> - 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:</p> <ul style="list-style-type: none"> <li>o Food sources</li> <li>o Climate</li> <li>o Weather</li> <li>o Terrain</li> </ul> <p>After 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.</p> </li> <li> <p><b><u>Life Cycles</u></b> - 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. How does the life cycle of the chosen animal differ to a human life cycle?</p> </li> <li> <p><b><u>Animal Prints-</u></b> 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!</p> </li> <li> <p><b><u>Animals in French-</u></b> Visit <a href="https://www.zoobeauval.com/les-animaux">https://www.zoobeauval.com/les-animaux</a> and spot the different animals at France's largest zoo. Write the names (in English) of the animals you would find there, and next to it write the name of the animal in French. Before you know it, you will have your very own word bank of names of animals in French! Feel free to draw the animal too if you wish!</p> </li> <li> <p><b><u>Animal symmetry sketching</u></b> – Print off a picture of the face of an animal from the internet, or a photograph of a pet. Cut the photograph in half and stick it on the left-hand side of a piece of plain A4 paper. Can you draw the right-hand side? Pay close attention to detail to things like whiskers, fur and ears!</p> </li> </ul>	
<p align="center"><b>Additional learning resources parents may wish to engage with</b></p>	
<p><b><u>Classroom Secrets Learning Packs</u></b> - 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.</p>	

[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.

[Virtual tour!](#) – Explore incredible museums around the world from the comfort of your sofa!

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