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| Learning Project: Summer Term Week 3 (4.5.20) – **Animals**  |
| The project this week aims to provide opportunities for your child to learn more about key animals that they may be interested in. This week’s learning may focus on exploring the physical aspects of an animal, grouping and categorising animals and their habitat. The activities for this project are designed for the whole family. We **do not** expect you to complete all of the activities. Please choose the activities that interest your family and complete these throughout the week. If you would like to share this learning with your teacher then you can upload it onto Tapestry, Purple Mash or email it to school. Year 2 children may wish to send their work to their class teacher – ewoodhouse@rmischool.co.uk rjustice@rmischool.co.uk This symbol shows that the activity has been set and can be handed in on Purple Mash **(although you can use paper/card instead if you prefer**).*Please look at Tapestry, Purple Mash and the school website for English and Maths activities.* |
| Activities: |
| **What do animals eat?** There are 3 different types of animals depending on what they eat: **carnivore**, **herbivore** and **omnivore**. Use the link below to find out more about these different animal types. <https://www.bbc.co.uk/bitesize/clips/zwfd2p3> Herbivore, omnivore or carnivore? Can you sort the animals into their correct groups? You could do some more of your own research beforehand to help you. Carnivore quiz: Can you name the carnivores in this quiz?  |  |
| **Create a mask**Using different materials around the house, can you create your own mask of your favourite animal? You might want to think about the colours you use and how you manipulate the materials to add texture and shape. We can’t wait to see what you create!  |  |
| **Create a leaflet: Looking after a pet**Can you choose an animal commonly kept as a pet and Design a leaflet explaining to potential pet owners what each animal will need.You might want to Interview a pet owner to discuss the responsibilities involved with looking after an animal. How often do they need to feed their pet? Does the pet need cleaning? What does their pet eat?You can also use the link below to find out more about animals commonly kept as pets. <https://education.rspca.org.uk/education/teachers/primary/lessonplans/pets> |  |
| **Research activity: Animal types**Use the video clips below to find out some more about the 5 different animal types. You might want to find some animal toys you have at home and have a go at sorting them into the different types suggested in the video clips. <https://www.bbc.co.uk/bitesize/topics/z6882hv>  |  |
| **Cosmic Kids Yoga**Can you take part in this ‘Squish the Fish’ yoga adventure? <https://www.youtube.com/watch?v=LhYtcadR9nw> |  |
| **Animal homes**Work through the activities on the website below to find out where different animals live. Can you create your own animal home? <http://resources.hwb.wales.gov.uk/VTC/animal_homes/eng/Introduction/default.htm> Can you write some sentences using what you have learnt about different animal homes? You might want to create your own poster or fact page to share with your teacher.  |  |
| **Nocturnal animals: Bat hunt** A **nocturnal** animal is an animal that comes out at night and spends the daytime asleep. Can you think of any nocturnal animals? C:\Users\2692emwo\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\532EE603.tmpIf you have a garden or outdoor space stand outside with a grown up when it is dark and watch the sky for bats flying overhead – You may want to have a torch with you but be careful not to scare them away. If you live close to a farm or fields you might even spot an owl!  |  |
| **Animal and wildlife walk** Before going for a walk think about what animals/wildlife you are likely to see. Write these down and then tick them off if you find them on your walk. Did you see any unexpectetd animals? Why not create a tally of the different animals you spotted? E.g. Birds =  |  |
| **Design an ‘animal’ rock** Find a rock/stone or similar item. Can you decorate (paint, colour, collage) it as an animal of your choice? Next time you go out for a walk, leave your rock somewhere where someone else can find it. Take a photograph of where you leave you rock to share with your teacher. Perhaps you might even find someone else’s animal rock on your walk!  |  |
| **Animals and their habitats: Poster**A **habitat** is where an animal lives. For example fish live in an ‘ocean habitat’ and Camels live a ‘desert habitat’. Think of at least 2 different animals – Where do they live? Can you find out more by using the internet, reading a non-fiction book or interviewing a family member? Do your two animals live in different habitats? <https://www.bbc.co.uk/bitesize/topics/zx882hv> Once you have found out where your animals live, choose one of them to create a poster – You might include why your animal lives in this habitat? How is it suited? What does it do in order to survive here?  |  |
| **Woodland Trust activities** I couldn’t choose just one! Use the link below to find some exciting and fun animal and wildlife activities for you to complete at home. You might choose to make your own bird feeder from a toilet roll tube or go on your own mini-beast hunt in your garden or local park. <https://www.woodlandtrust.org.uk/blog/2020/03/kids-nature-activities-self-isolation/>  |  |
| **Share a story**Have a look through your books at home – do you have any stories about an animal? Read one of these stories to a grown up and perhaps they can read one to you in return. Discuss what type of animal it is, what it might eat, where it might live. You might want to listen to the story ‘Clark the Shark’ or ‘The Library Lion’<https://www.storylineonline.net/books/clark-the-shark/><https://www.storylineonline.net/books/library-lion/> |  |
| **Construction** Can you create your own animal using Lego, Duplo or something similar? It could be an animal that already exists or you could make up your own mythical creature. What colour will it be? How big will it be? You could add some labels to your creature telling your teacher what it is and a little bit about it.  |  |
| **Minibeasts** Can you design and create your own minibeast? You may want to use different colours and textures to make it more exciting. Write some sentences about your minbeast – How many legs does it have? Can it fly? What does it eat?  |  |
| **Lifecycles: Observing caterpillars** Mrs Jacques has been busy observing caterpillars! Use the link below to get to your school youtube page where you can observe how the caterpillars are changing. <https://www.youtube.com/channel/UCC07jy-pOOMt1w8YkMh5ynA?view_as=subscriber>  |  |
| **Move like an animal**Let’s get moving! Find an open space and see how well you can move like these animals…Can you…Jump like a frogBounce like a rabbit Wriggle like a wormCrawl like a bear Dart like a dragonflyRoll like a hedgehogMove slowly like a sloth Move quickly like a cheetah Can you think of your own animal movements? Share any pictures or videos with your teacher.  |  |