



Learning Project Week 4 - Animals



Year 2 Dragonflies & Frogs



Welcome Dragonflies and Frogs to your fourth week of our school's learning projects. We trust that you have continued to be superstar learners at home and look forward to speaking to you during the week when we call. Thank you to those who have already sent us messages via the 2email tool on Purple Mash. We hope you are enjoying this opportunity to message one another in the comfort of your own home. Remember to keep checking the school's website for newsletter updates and special photo compilations. Please do keep sending on your lovely photographs of home learning. Ask an adult at home to send them to our email community@oldbrookschool.co.uk by Friday to ensure that they are made into the weekly video or newsletter. Take care of yourselves and loved ones,
Mrs Dunkley and Miss Brown

This week's lessons are in the table below. Please click on the picture to be taken to the specific lesson page where you will find the specific videos and/or accompanying activities. You will need to sit with your child to support them throughout the lessons.

Mr Hopkins

Monday 11th May

Maths – Relate halves and quarters to division



English – To find meaning of words



PE – Yoga



Tuesday 12th May

Maths – To identify parts of a fraction



English – To make inferences.



Science – What materials are reflective?



Computing – Coding



Wednesday 13th May

Maths – To identify half of a shape



English – Identify and use different sentence types.



PSHE – Relaxation



Reading



Thursday 14th May

Maths – To identify halves, quarters and thirds of a shape



English - To identify key features of a recount.



Art – To make insects using natural materials.



Friday 15th May

Maths – To identify fractions of shapes.



English - To write a recount



Science – Basic parts of a plant



Weekly Maths Tasks (Aim to do 1 per day)

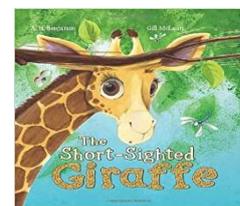
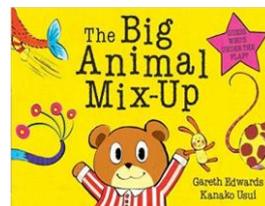
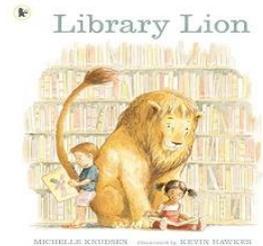
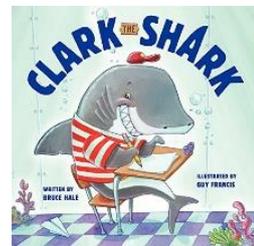
- Play on [Number Fact Families](#) - find the addition and subtraction fact families for numbers up to 20, 50 or 100.
- Practise counting in 2s, 5s and 10s. This [game](#) could support this.
- Go out in the garden and observe the different creatures/animals that can be seen. Create your own tally chart to show how many of each animal/creature you found. [Click Here](#) for a handy identification guide to help you on your search.
- Practise learning about money by playing this [game](#). You could also use real coins and play a similar game with family members.
- Select a number between 2 and 20. Make a poster showing how many different ways to make this number using the four different operations of addition, subtraction, multiplication and division.

Weekly Reading Tasks (Aim to do 1 per day)

- Can you read fiction, non-fiction and poems about animals?
Follow this link to access a [collection of Aesop's Fables](#).
Why not try listening to the stories too? [Click Here](#) to find 40 of Aesop's best-known stories read to you. Once you have listened to the stories, think about what the morals of the story are and what we can learn from them.

- Can you find adjectives in the books used to describe the animal?

- Click below to listen to the stories:



- Create a bookmark for you to treasure and decorate it with animal facts that you find interesting from your non-fiction reading.
- Read common exception words and time how long it takes for you to read them. Can you beat your score by the end of the week? [Click Here](#) to access a list of the words learnt in Year Two.

Weekly Phonics/Spellings Tasks (Aim to do 1 per day)

Daily phonics - your child to practice their sounds and blend words. Interactive games found on link below.

- [Phonics play](#)
- [Top Marks](#)
- [Spelling](#)
- Spell the days of the week
- Spell common exception words.
Why not also try practising with this interactive game: [Little Bird Spelling](#)
- Use the FREE [Spelling Frame](#) games to practise

Weekly Writing Tasks (Aim to do 1 per day)

- A-Z Animal list: Can you think of an animal for each letter of the alphabet. Can you add sound buttons?
- Draw a picture of your animal and label it. Can you write sentences using adjectives?
- Write a set of questions about animals you would like to find out about.
- Create a fact file about your favourite animal. Research an animal of your choice and explore the vocabulary required to describe them.

the spelling patterns and alternative phonemes and graphemes.

- [Spelling City](#)

- Describe similarities and differences between animals.

Learning Project - to be done throughout the week: Animals

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 and categorising animals.

We encourage the children to safely research for information to help them with their home learning by using the [kiddle search engine](#) that is intended for children.

Access the videos on [BBC Bitesize](#) to watch animations that will help you answer the questions below:

What are mammals?

What are amphibians?

What are birds?

What are fish?

What are reptiles?

What are minibeasts?

Now collect this information and create a non-fiction information text that explains the different animal classes with examples. **Remember:** include a front cover, contents page, labelled pictures and a glossary to help the reader learn the meaning for the specific vocabulary you have used.

Click here to access a [classification game](#) that will test your knowledge on some of the different animal classes.

Create a mask: Using different materials around the house, create a mask of their favourite animal. Think about the colours and shape. **Click on the masks below** to watch helpful step-by-step videos for inspiration and tips on how you can create simple paper masks. Why not try experimenting with different textures to create realistic features on the mask...



Where do animals live?

Learn about the different types of habitats through these informative videos:

[Polar](#), [Ocean](#), [Woodland](#), [Rainforest](#), [Urban](#), [Desert](#), [Coastal](#) and [Pond](#).

- Click on this link to learn and play games about [animals' homes](#).

Animal grouping: Get your child to group animals into two columns. Identifying animals that can fly and cannot fly. 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)*

[Click here](#) to learn about what a food chain is and then [play this interactive game](#) to build a food chain and take a quiz.

[Click here](#) to learn about how animals protect themselves against predators by using their ability to camouflage into their surroundings. See if you can spot animals in these [examples](#) of how animals camouflage – isn't nature clever!

Needs of an animal. Can all animals be kept as a pet? Think about a particular animal and find out if that animal could be a pet. Draw pictures of different animals. Sort the animals into two groups; suitable for a pet and not suitable for a pet. Explain why animals were sorted in a particular way.

- Design a leaflet explaining to potential pet owners what each animal will need. Follow the link to [Wood Green Animal Charity](#) for educational resources and click the pictures below to watch information videos to support your writing.



- Interview a pet owner to discuss the responsibilities involved with looking after an animal.

How often do they need to find their pet? Who helps clean? What does their pet eat? Find some pegs at home.

Nocturnal animals - What do they think this word means? [Watch](#) and discuss the animals they saw. Have they seen these animals? How could they describe them? [Play](#) Nocturnal animals are more active at night than during the day. These animals sleep during the day, often in a burrow or den. They have special adaptations that help them survive in the dark. Over millions of years, these animals have developed traits that help them survive in the darkness. Nocturnal animals may have larger ears to hear better, bigger eyes to see better, and body parts that glow in the night. Create your own big-eyed nocturnal [animal art](#).

Keep Active This Week!

Click on the images below to access free fun and practical physical activities and exercises...

Animal Yoga Poses



Change4Life Activities Indoors



Animal Moves



Feed Your Soul with Music!

Click on the images below to be directed to free online music resources and games.



Useful Learning Websites

[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.

Additional year 2 work to support SATs can be found here:

<https://www.theschoolrun.com/key-stage-1-sats-learning-journey>

#TheLearningProjects

Don't Forget:

Now is a great time to learn plenty of life skills. Read through the list below and see if you can help out at home or complete any jobs independently.

- Make your bed EVERY day!
- Fold up some of your clothes
- Help prepare food such as cutting up fruit and vegetables with the help of an adult
- Wash up your dishes
- Learn to tie your shoe laces.

How many did you manage to do last week?

Oldbrook Year Two Challenges

Well done to those of you who tackled the **Maths Challenges** last week!
We will continue to add these on to your learning packs each week and include some **English Challenges** too to get your brains working hard. Below are some more questions that have more than one step to complete in order to find the answer.

Remember you can either print them or record your working out and answers on paper.

Keep sending in photographs of your work and we can add it to the school's website.

community@oldbrookschool.co.uk

Mathematics Challenges

This sequence has an AB pattern



Complete the pattern for this sequence using an AAB pattern



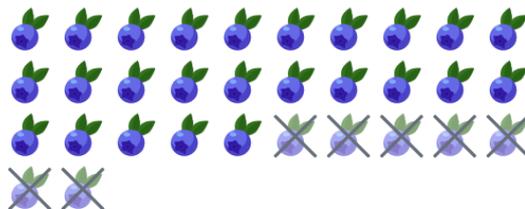
Can you now create your own repeating pattern? You could even try using an animal theme...

What are the next 4 shapes in the sequence?



What will the 20th shape be?

Which subtraction number sentence does this picture show?



$32 - 7 = 25$

$33 - 7 = 26$

$32 - 8 = 24$

$31 - 6 = 25$

Natalie is doing a maths quiz.
 She starts the quiz at half past nine and finishes at 10 o'clock.
 It takes her 2 minutes to answer each question.
 How many questions does she answer?

Complete the number sentence to balance the equation

$$4 \times 5 = 2 \times ?$$

REMEMBER: $=$ means the same as / equal to

$75 = 7$ groups of ten plus 5 ones.

What is another way to make 75?

5 groups of ten plus 5 ones

6 groups of ten add 15 ones

6 groups of ten plus 17 ones

5 groups of ten plus 7 ones

This Pictogram shows the number of birds in the school garden on Wednesday.



Represents 2 birds

1. How many birds were in the school garden on Wednesday?
2. How many more sparrows than robins were in the garden?
3. Which is the most common bird in the garden?
4. Which is the least common bird in the garden?
5. How many fewer blue tits were in the garden than blackbirds?

Daisy is thinking of a 2D shape. It has 4 sides. It has 4 corners.

What is her shape? Can you be sure?

What else does Daisy need to tell us about her shape so we can be certain what it is?

The strawberry weighs **24** grams.



The strawberry and tomato together weigh **69** grams.



What does the tomato weigh?

There are **76** cars in the car park.

18 more cars go into the car park.

Then **35** cars go out.

How many cars are in the car park **now**?



Complete these sums.

One is done for you.

$$\boxed{3} + \boxed{7} = \boxed{10}$$

$$\boxed{33} + \boxed{} = \boxed{40}$$

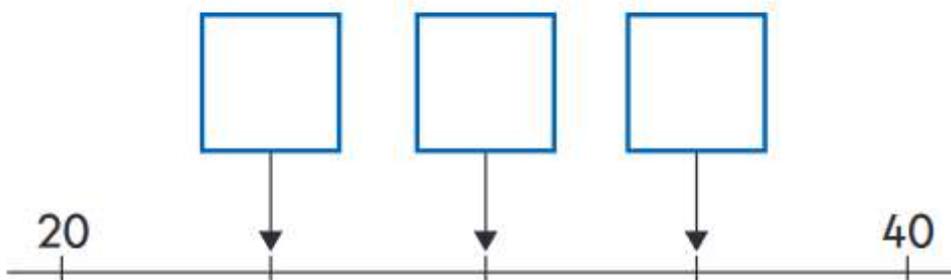
$$\boxed{} + \boxed{7} = \boxed{80}$$

Write the missing number to make this number sentence correct.

$$9 + 7 - \boxed{} = 12$$

The numbers on this number line go up by the **same amount** each time.

Write the missing numbers in the boxes.



English Challenges

Read the animal themed poem below and then answer the questions.

The Animal Show

by Leroy F. Jackson

Father and mother and Bobbie will **go**
 To see all the sights at the animal **show**.
 Where lions and **bears**
 Sit on dining room **chairs**,
 Where a camel is **able**
 To stand on a **table**,
 Where monkeys and **seals**
 All travel on **wheels**,
 And a hairy **baboon**
 Rides a baby **balloon**.
 The sooner you're ready, the sooner we'll **go**.
 Aboard, all aboard, for the animal **show**!

1. What adjective is used to describe the baboon?
2. What trick is the camel able to do?
3. What else might the family want to see at the animal show?
4. Can you add your own poetry lines to this poem? Look at the rhyming scheme used.

Using the suffix -ed

We add 'ed' to action words (verbs) to say that something has happened – we show it's in the past.
 If the root word has a short vowel followed by 1 consonant we double the final consonant and add ed

h u g h u g g e d

If the root word ends in y we change the y to an i and add ed.

c r y c r i e d

Can you fill out the table below by writing the word in the correct column?

Root Word	+ ed	Drop (e) + ed	Double final consonant + ed	Change y to an i + ed	irregular
jump	jumped				
stop					
skate					
hug					
wipe					
tug					
cry					
teach					
try					
write					
copy					
like					
lie					
skid					
wink					
go					
chat					
trip					

What word completes the sentence?

play	playing	plays	played
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The children were _____ in the garden.

What word could be used to complete the sentence below in the past tense.

The birds _____ through the sky.

Where would you place commas in this sentence for it to be punctuated correctly?

Harry Thomas Max and Zainab were waiting for the bus.

What type of word is underlined in the sentence below?

Adul had to shout loudly because everyone was making so much noise.

an adjective	a noun	a verb	an adverb
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Proof read the sentence below and rewrite it with the correct commas and apostrophes.

Esme Jake Will and, Wills dog travelled on the train on Thursday for Jak'es birthday.

Find the adjectives in the sentence.

Joseph thought the crunchy, orange carrots looked delicious and he was ready to eat them all.