



Learning at Home for Year F

Summer Term 2 - Week 4



Hello to all the children and adults in Year F. We have been able to see lots of the activities you have completed from last week and loved looking at all the different types of water creatures you have learnt about. Alongside all of that learning, it has been wonderful to see lots of learning taking place outside, including maths activities, pond dipping and weaving. I hope you are all continuing to stay safe at home and in the sun. This week, we are going to be looking out for animals that live on the land and comparing the places where they live. We will also be making our own strange/imaginary animals by mixing and matching the different animal parts.

Mr Young, Mr Saxton, Mrs Haddington, Miss Vince, Mr Browning,
Mrs Patterson, Miss Salt and Mrs Sadler

For our theme: Fantastic Beasts

Land Animals

This week we are focusing on land animals. We are going to explore where all the animals come from and how they look different to each other. We will also find out the different ways in which land animals move; swinging monkeys, jumping kangaroos, slithering snakes and running cheetahs. Alongside looking at the animals' movement, we need to spot the different parts of the animals and what they are used for - such as a monkey's tail, an armadillo's scales and a lizard's tongue.

Land animal hunt

We would like you to have a go at going on a land animal hunt around your garden and/or immediate area. We would like you to find certain animals based on what they might look or feel like.

Find an animal that:

- has four legs
- is fluffy
- has a short tail
- only eats plants/vegetables
- has two or more colours

Maybe you could make a tally (link to maths)

Land animals from other countries

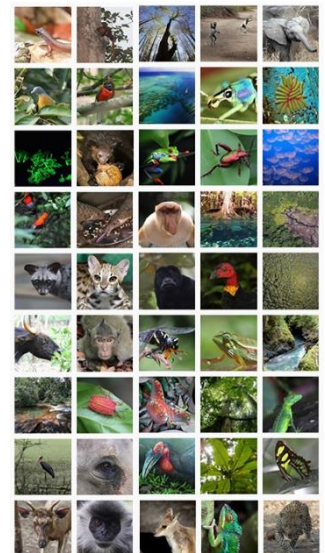
We are exploring animals that live on land in different environments and how they have adapted to each environment. Therefore, we would like you to look at animals that live on land in different places. Once you have found out which animals are from certain places, have a look at what makes each one special. For example, why are snow leopards living in snowy Russia?

Find out which land animals live in these countries:

- South Africa
- Australia
- South America
- China
- Madagascar

Parent Note: Here is a web link to the San Diego zoo:
<https://zoo.sandiegozoo.org/live-cams>

Parent Note: We have provided a selection of different creatures and habitats in the Year F Theme tab (two documents called 'Matching Animals to Habitats') that you can use if you wish. There is also a Habitats PowerPoint for you to share.



Be creative (linked to our Theme, Maths & English)

Construct a land creature

As we are looking at animals that live on the land and are a part of our natural environment, we thought it would be a good idea to have a go at making a land animal using different natural items. Using sticks, leaves and mud etc, have a go at making the different parts of animals. If you really want to, you could even stick it down on a piece of paper/card and then label the different parts.

Imaginary – Mix and Match - Animals

In the past, people told tales about incredible beasts with mixed up animal parts. There were griffins, manticores and hippogriffs, amongst others. Can you create your own mythical animal by mixing different parts of other animals? You could mix a lion's head, with a monkey's body and a kangaroo's legs. Please draw and label a picture of your new imaginary beast or your favourite imaginary creature e.g. a dragon, unicorn or thestral.



Create a clay land animal

If you have access to clay/playdough/papier-mâché or mud, we would like you to have a go at creating your own animal that lives on land. In order for you to do this, you will need to make sure that you have an animal in your head or a picture of an animal to copy. You could also create your own animal using your imagination.

When you are creating your animal, you will need to make sure that your animal has all the body parts it will need. If you are using clay, use a mixture of clay & water called 'slip' to join the pieces of clay together.

Parent Note: There are examples of clay animals in 'clay animal' document in the Year F THEME tab.

Get Expert in English

Parent Note: Below are some suggested activities you can use to encourage your child to write. As with all the activities we have put in the learning so far, if your child wants to write about a land animal they've seen, a new Pokémon card or a trip out, please go with their interests - however creative and imaginative they might be.

Helicopter stories continued!

We would like you to continue to create your own stories - about anything you like. Let an adult write down the story as you tell it, and once you have created your story you can either read it to somebody else or act it out with your family's help. You can choose who will play the different characters.

Parent Note: in school, children have the opportunity to create a story from their imagination whilst a teacher writes everything down without adjusting the story at all. The prompts that should be given to the children can include asking about the characters and an incident that could happen to them. The only rule is that the story cannot be longer than an A4 page.

Creative Writing: Rewriting a song

This week, we would like you to try rewriting a well-known song. We would like you to replace some of the words in the song so that you can practise using different adjectives (describing words) in your writing. For example, the first line is 'Five little speckled frogs.' So instead of having 'little speckled' in the lyrics, you could change it to say 'jumping green' (Five jumping green frogs). Have a go and see how many other adjectives (describing words) you can change.

Parent Note: Saved in the Year F English tab (in a document named Frogs), where you can find the lyrics to the song. In the same document is a sheet with pictures of different groups of frogs for your child to describe.

Listen to a story: The Hoppameleon

Listen to the story by following this link. <https://www.youtube.com/watch?v=Xh67WZST6No>

When the world was still young, there was a swamp filled with animals of every kind. One of them was a very odd-looking fellow with a very odd problem: he doesn't know who he is. As he makes his way in the swamp, this odd-looking creature discovers that he can hunt with a long, sticky tongue - just like a chameleon. But he also hops, and chameleons don't hop. He decides that he must not be a chameleon. Instead, he calls himself a Hoppameleon, but he still isn't sure who or what he really is. All the other swamp creatures are puzzled by him too. The only thing he does know is that he wants to find a friend who is just like he is.

Get Expert in English (continued)

Creative Writing: Describing a Mix and Match Animal

Hopefully, you have designed a mix and match animal in your Creative learning and labelled the body parts you have chosen. As a challenge, you could have a go at writing a sentence about why you have chosen the different parts of the animals and what they will use them for. For example, 'It has cat legs to help it run fast.'

Walter's Words – Please continue to learn the words you have been given.

Parent Note: Remember that on Tapestry there is a video to show you and your child how to put the boxes around the words to help your child to learn them. Afterwards, you could think of sentences that include these words and then your child can try to find them in the sentence.

Phonics: NEW BLENDS TO LEARN (Mr Young and Mr Saxton's phonics groups) (*Mrs Haddington and Mr Browning's groups)

st

str

sw

thr

Parent Note: Mr Saxton has added a video to Tapestry to demonstrate how to pronounce these blends. There is a sheet with the Phase 4 Sounds, pictures and words in the Year F English tab on the website to help with practising the blends.

* **Mrs Haddington and Mr Browning's groups** - we would like you to start to learn the Phase 4 blends above. There is also a Phase 3 sheet that helps you match a digraph to a picture e.g. oo with a picture that has that sound in it.

Sausages and Beans: Lots of you have been practicing this skill at home - drawing the dots and dashes under the phonemes in the words. Don't forget to draw boxes around the Walter's Words.

Parent Note: We have added a new 'Sausages and Beans' sheet to the Year F English tab on the school website. It is 'land animal' themed this week.

Maths Workouts!

Maths word problems

We have been solving maths word problems and encouraging you to choose your own method to find the answers. Alongside this, you have to be able to recognise what the question is asking you to figure out and what method could be used. Please try to show your calculations (jottings of numbers, part-part-whole circles, lines, dots, sticks, pictures etc). This will help you to know how you got the answer right or where you went wrong.

Parent Note: There are some word problems saved in the Maths Workout Resources document in the Year F Maths tab. If the maths word problems are proving to be tricky or too easy, feel free to adapt them or write some of your own (that might be more appropriate for your child).

Counting in 2s

We are getting better at counting in 5s and 10s, so we thought we would recap our counting in 2s, both verbally and practically. We would like you to have a go at counting in 2s as often as you can and use physical items to count in twos e.g. pairs of socks or shoes, or counting how many eyes there are in your family. Alongside this, have a go at counting in 2s through physical movements. For example, counting in 2s every time you hop forward with both feet whilst walking.

Parent Note: There is another activity involving counting in 2s in the Maths Workout Resources document in the Year F Maths tab.

Data handling of favourite land animal

As we are looking at different animals, we thought it would be a good chance to find out about people's favourite land animals. We would like you to use a simple tally and/or 'five' tally (HHH) to fill a tally table. You will need to ask as many different family members and friends as you can what their favourite animal is. Then you can find out which of the animals is the most popular.

Parent Note: There is a data handling table in the Maths Workout Resources document saved in the year F Maths tab. There is also a blank table if you would like to create your own.

Other Opportunities

Fine Motor – Here are some more activities to increase finger strength for writing and cutting:

- Have a go at making cheerio bracelets/necklaces for you to snack on. (Thread cheerios onto a piece of string).
- Try folding a piece of paper/card as many times as you can. See how many times you can fold it - have a try with different sizes of paper and different types of paper too.
- Continue to practise trying to tie shoes laces, zipping up coats and taking off jumpers.
- Use a hole punch (or a stapler) with pieces of paper. This is a tricky task but something that will help you when you are in Year 1. If you cover a piece of paper with holes, try threading wool or string through the holes.

ICT

Here is a game that will improve your mouse control.

Sorting animals by body parts:

<http://www.crickweb.co.uk/ks1science.html>

This is a game that helps with counting and learning about different animals:

<https://www.sheppardsoftware.com/preschool/animals/farm/animalfarmgame.htm>

This is the national geographic website with games about different animals and some quizzes you can try too:

<https://www.natgeokids.com/uk/play-and-win/games/cats-memory-game/>

R.E. Special Things: this activity needs the help of your adults ☺

Last week we talked about how certain objects were important to different roles and jobs. This week, we would like to discuss the objects/books/places and symbols that are special to Christians. For example, Christian crosses which can be made out of different materials (wood, gold or palm). Discuss why the cross might be special to Christians and the story with the cross at its centre.

This link might give you an idea <https://www.youtube.com/watch?v=DhA092yf1w0>

As a follow up activity, you can have a go at making your own cross or drawing your own cross.

Parent Note: There is a PowerPoint that highlights the key symbols that are special to the Christian faith in the Year F Theme tab.

Physical Education

You could carry on with sports day activities. We would like you to practise running races, making sure to only begin the race after – ‘Ready, Steady, Go’ (or ‘3,2,1, Go’).

SUGGESTED TIMETABLE

Up to 20 minutes	Reading / Word reading
25 to 30 minutes	Maths (Practical, Written and Online)
10/15 minutes	Morning Play break
20 - 30 minutes	Spelling / Phonics
25 to 30 minutes	English –Writing and letter formation/fine motor
	Lunch break
1 hour	½ hour-Theme and creative tasks ½ hour- Sport and exercise