

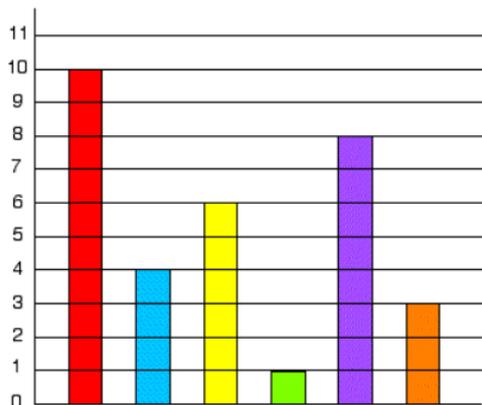
Weekly Maths Tasks

Weekly Reading tasks

• **The Pet Graph**

Tim's class collected information about all their pets. They have six different kinds of pets between them.

This is the block graph they are making to show how many of each pet the class has altogether.



The children have not yet put in the animal names under each column. Can you do this for them using the information below?

- There are two less cats than dogs.
- Only one child has a parrot at home.
- The number of fish added to the number of gerbils is equal to the number of dogs.
- There are twice as many fish as hamsters.
- There are half the number of gerbils as there are cats.

• **Work on [Times Table Rockstars](#)**

• **Chapter 7 The Last Goodbye**

The excitement at the port gave Floella a tingle inside. She could feel butterflies in her tummy. Her journey across the ocean was about to begin.

Can you describe an event that made you feel excited (it could be a party or meeting someone special)?

• **Chapter 8 Life at Sea**

Why do you think no one on board wanted the voyage (journey by ship) to end?

- Note down any unfamiliar words from a chapter you have read. Explore the meanings of these words by using a dictionary, reading around the sentence or using print conventions.
- Read to someone in your family. You can choose an audiobook to listen to at <https://stories.audible.com/start-listen>

Weekly writing tasks

- **Should we have zoos?** People's opinions of zoos are often divided. Some people believe we should have zoos; others are against them. There are many reasons why we have zoos. They allow people to learn about wild animals, connect with nature and learn about conservation. However, zoos can never provide the amount of space animals have in the wild. They may also suffer of boredom. Do the reasons why we have zoos outweigh the reasons why we shouldn't? Discuss both sides of the argument and write your opinion in the conclusion.
- **Mythical creature description:** Mythical creatures possess supernatural abilities that are beyond normal reality. From clumsy giants and mischievous gremlins to legendary unicorns and enchanted fairies. Could you write a detailed description about a mythical creature? Take your time; think carefully about the details to describe your mythical creature's appearance. Remember to use powerful adjectives that will really help to build a clear picture of your mythical creature in the reader's mind.



Learning project

The project this week aims to provide opportunities for you to gain a better understanding of animals and their habitats.

- **Endangered animals:** Many animals living on Earth today are endangered, which means they are at risk of becoming extinct. From elephants to polar bears, World Wildlife (WWF) fights to secure a future for animals on the planet we all share. WWF helped bring back Africa's black rhinos from the edge of extinction.

WWF has asked you to design an eye-catching poster about an endangered animal of your choice for raising awareness. (See this link to find the top 10 most endangered animals <https://onekindplanet.org/top-10/top-10-worlds-most-endangered-animals/>)

Example:



- **Making a birdhouse:** (Please ask an adult to help you, especially when using the scissors!)

With ongoing land development and subsequent loss of habitat and food sources for birds and other wildlife, some bird species have become extinct. We can support wild bird populations by offering them a retreat in our gardens at home.

Why not providing a safe place for the birds by making a birdhouse?

You will need: *milk or juice carton/ bottle, sticks, string, scissors, paint for decorating, bird seeds*

1. Draw the entrance with a pencil and cut this out (make one on the other side too)
2. Paint the carton and decorate
3. Make a hole at the top and thread the string through the hole (to tie the birdhouse on a tree branch)
4. Make a hole below the entrance on both sides and push a stick through both holes. There should be around 5 centimetres of stick left outside the bottle on each side for the perches (for the birds to rest on)
5. Remember to place some bird seeds in the birdhouse for the birds to enjoy



- **Who eats who?** Do you remember what a food chain is? A food chain shows how each living thing gets food and how energy is passed from creature to creature. They are displayed using arrows. To get the arrows the right way round you can think of the arrow as meaning 'is eaten by'.

e.g. POND WEED → POND SNAIL → FROG → HERON

The pond weed is eaten by the pond snail. The pond snail is eaten by the frog. The frog is eaten by the heron.

Can you spot the animals around on your daily walk or in your garden? Are they herbivores, omnivores or carnivores? Can you make a food chain of some of the animals you have seen?

- **Comparing life cycles of animals:** Do you remember learning about the life cycles of the different animals (birds, amphibians, insects and mammals)?

These BBC videos talk through the life cycles of different animals – watch them first and complete the quiz at the bottom of the page.

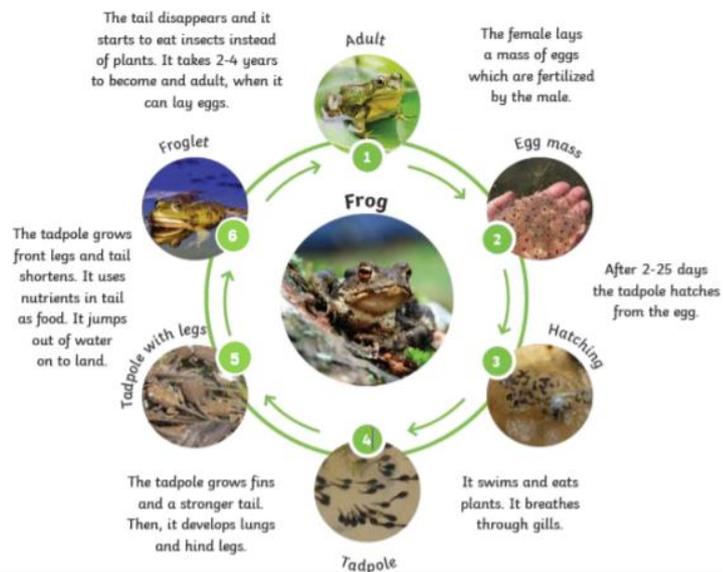
<https://www.bbc.co.uk/bitesize/topics/zgssgk7/articles/zwn6mnb>

Can you pick two different types of animals and draw the life cycle (for example a dog that is a mammal and a frog that is an amphibian? What are the differences and similarities between the two types of lifecycles? For example, do both animals start as an egg, does the young look like the adult?)

Amphibian Life Cycle

An amphibian is a **cold-blooded** or **ectothermic** organism – this means they cannot maintain their own temperature and rely on their environment to do so. They can breathe in and out of water. Amphibians often have moist, slimy skin.

Other examples of amphibians:



Other useful websites/resources

[Oak National Academy](#) – government provided lessons, including video presentations

[BBC daily lessons](#) – loads of great resources, games etc.

<https://scratch.mit.edu/projects/editor/?tutorial=getStarted>

Email

Remember you can discuss work with the class teacher via weekly phone calls. You can also email any photographs or work to be shared on twitter. Please include your child's name and class on emails so it can be forwarded to the correct teacher!

Email: enquiry@yarnfieldprimary.org.uk