

HIAS REMOTE LEARNING CURRICULUM PACK

Creepy crawly animals

Remote learning curriculum pack Pack 1

Key stage 1 (Years 1 and 2)

HIAS Teaching and Learning Team
Autumn 2020
Final version

© Hampshire County Council

HIAS Remote Learning Curriculum Pack

Using the Remote Learning Materials

Dear Parents and carers,

Your school is sending you this pack of remote learning activities to help you to support your child at home during the first few days of this isolation period. Your school may also have given you initial English and mathematics resources for the next few days, and this pack of activities can supplement and work alongside these. The school is finalising its plans to deliver your child's current curriculum remotely to your child, with your support, during the remainder of the isolation period. These plans will be with you shortly and will maintain progress during this short interruption of education at school.

In the meantime, these activities are designed to help your child continue with learning across the wider curriculum, which is linked to the National Curriculum and will build on their existing skills and allow for suitable independence.

How to use the pack and support your child:

- Learning at home is distinctive and different to school but try to establish a routine with your child. These activities are practical and creative and can be used to work alongside the other remote learning activities.
- Encourage your child to choose the activities that most interest them. Some will build on knowledge that they already have, and some will be newer learning; but all are designed to be practical and fun.
- Activities may need reading with your child and explaining, and you may need to help them find resources. All the activities can be adapted where needed to make them work for you.
- The activities have been designed to enable a good amount of independence. Let your child work at their own pace, encourage them and celebrate their achievements frequently.
- These activities could take approximately 2 to 3 hours to complete (approximately half a day) but can be spread across a few days if necessary. There is no time limit to the activities, they may take more or less than the suggested time.

Creepy crawly animal story



Key theme:

The theme of 'Creepy crawly animal story' is all about the wonder of animals and will explore both familiar pets and creatures in the wild. This project is related, in part, to the science national curriculum:

Year 1

- Identify and name a variety of common animals, including fish, amphibians, reptiles, birds, and mammals
- Identify and name a variety of common animals that are carnivores, herbivores, and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals including pets)

Year 2

- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- Identify and name a variety of plants and animals in their habitats, including microhabitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food



There are also links to English, Art and Design and the Design and Technology (DT) curriculum.

Key Stage 1

The big idea



Design and make a home for a creepy crawly



Key learning

Science

Year 1

- How to identify and name a variety of common animals

Year 2

- How to identify that most living things live in a habitat to which they are suited
- How to identify and name a variety of animals in their habitat

DT

- To design purposeful, functional, appealing products for yourself and others based on the design
- To choose and use a range of tools and equipment to perform practical tasks

How to do it

Creepy crawlies are insects that creep (walk slowly) or crawl (walk on four or more legs) so there are lots of different animals that live in the wild that the home could be made for.

These include:

Flying insects, such as bees

Crawling insects, such as ants

Other creepy crawlies such as worms

Getting started:

- Use any books or on-line resources or use your own knowledge or home environment to decide on the creepy crawly to make a home for. Name and talk about the animals you could choose. Pick one.
- Look at the way the animal lives. Does it live underground? Does it go out in the day or at night? Think about how the animal is suited to the habitat that it lives in.
- Find materials to make the home (see below).

Useful materials:

- A small cardboard box (a large matchbox or something similar might be useful)
- Small leaves and twigs
- Straw or grass
- String - to hang the home if needed
- Paint to decorate the home
- Safe scissors

Making the home:

- First get the small box and cut out any windows. Then cut out the ways in (entrances) and ways out (exits). The creepy crawly must be able to get in and out easily.
- Decide how to make the home comfortable for the creepy crawly. Grass or straw may be helpful to do this.
- Decorate the outside of the home in colours that the creepy crawly will like and will be useful to them. Some animals need to be camouflaged (hidden) so that predators (animals that prey on others) cannot see them.
- If the home needs to be hung up, then use some string to tie it carefully.
- A model of the creepy crawly could also be made. Use a picture to draw the outline of the creepy crawly and colour this in carefully, making sure that the correct colours are used. Then cut out the animal and put it in the home.

Key questions:

- Can all the creepy crawlies be named?
- What types of homes do the creepy crawlies live in now?
- How is the home built to fit the needs of the animal?

Useful websites and resources:

www.rspb.org.uk

www.bbc.co.uk/cbbc/wild

www.animalfactguide.com

www.wildlifewatch.org.uk

www.naturedetectives.org.uk

Key Stage 1

The big idea

**Draw a poster to tell someone
all about a woodland animal**



Key learning

Science

Year 1

- To identify and name a variety of common animals and tell people all about them

Year 2

- To identify and name a variety of animals in their habitats

English

Year 1

- To sit correctly at a table and hold a pencil correctly and comfortably
- To form lower case letters in the correct direction

Year 2

- To write for different purposes
- To write down ideas and /or key words including new vocabulary

Art

- To use drawing skills to share ideas

How to do it

A woodland is an area of land with plenty of trees that grow close together. It is a little more open than a forest with the trees more spread out. There are many different types of animals that live in woodlands from small animals like hedgehogs to larger mammals like foxes.

This activity is all about finding out some facts about one of these animals and drawing and writing about the findings. This can then be made into a poster. A poster is a good way to tell someone all about the animal as it makes it easy for people to see the information.

Types of woodland animals:

There are many different types of animals that live in our woods and these are some of them: hedgehogs, squirrels, birds, foxes, and bears.

Completing the activity:

- Find out all about one of the woodland animals using books or the internet (with adult support) or talk to someone in your family who knows about this animal.
- Choose a woodland animal to write and draw about. This might be an animal that really interests you already or something new.
- Read some of the main facts about the animal. Find out lots of true and interesting things about the animal (adult support may need to be given for reading). Learn whether the animal is an omnivore, carnivore, or herbivore and find out what these categories mean.
- Write down some of the key words that describe the animal to help with the poster.
- Use a picture and the words to copy them carefully.
- Get a piece of white paper and write the name of the animal at the top of the paper. Ensure that it is spelt correctly and large enough to be read. Look at other posters around you to see how they are laid out and where larger writing is used.
- Draw the outline of the animal in the middle. Make sure that it is large enough to fill most of the paper but leave space around it for some writing.
- Colour in the animal, making sure that the colours are similar so others can recognise it from your poster.
- Write down the key facts around the edge of the poster, telling everyone about the animal.

Key questions:

- What makes woodland animals different to other wild animals in other countries?
- Can all the different woodland animals be named?
- What do the woodland animals look like?
- Can key words be used to describe the woodland animal?

Useful websites and resources:

www.bbc.co.uk/bitesize

www.woodlandtrust.org.uk

Key Stage 1

The big idea



Make an animal card game



Key learning

Science

Year 1

- Identify and name a variety of common animals, including fish, amphibians, reptiles, birds, and mammals
- Identify and name a variety of common animals and know whether they are carnivores, herbivores, or omnivores

Year 2

- Identify and name a variety of animals in their habitats

English:

Year 1

- Say out loud what they are going to write about
- Sit correctly at a table and hold the pencil correctly
- Form lower case letters in the correct direction

Year 2

- Use sentences with different forms e.g. statements
- Write for different purposes

How to do it

This activity is all about inventing and making a game to help children remember different facts about animals.

Getting started:

- First think about the types of animals to have in the game. It could be based on wild animals, pets, or woodland animals or whether an animal is a carnivore, herbivore, or omnivore.
- Find some information about the animals chosen and write or draw the facts using available books or the internet to help.
- Decide what type of card game to make (see below).

Creating the game:

- Find some paper or card to use for the cards. A chopped up cereal box works well
- Carefully cut out the cards (with adult help)
- Write a fact in a sentence about the animal on one card and then a picture on the other

Think about the design needed. For example:

Snap/matching game – you need at least 2 of each card type. Draw a picture of the animal on one card and a fact about the animal on the other. When the card is turned over, the fact must match to the animal.

Charades game – think of 5 or 6 animals. For each one, write a set of clues that someone could act out to show this animal or something about them. Remember in this game you are not allowed to talk, so the actions are important and need to be clear.

Any other type of card game can be created to complete this activity.

Key questions:

- What facts can the child find out about the animal?
- Can they tell someone what carnivore, herbivore or omnivore means?

Useful websites and resources:

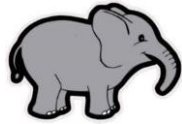
www.kidsnationalgeographic.com

www.wildlifewatch.org.uk

www.animalfactguide.com

Key Stage 1

The big idea



Guess the animal - make an animal jigsaw puzzle
Tell someone all about the animal!



Key learning

Science

Year 1

- Identify and name a variety of common animals

Year 2

- Identify and name a variety of animals in their habitats

Art:

- Use a range of materials creatively to design and make products

How to do it

A jigsaw puzzle is a game where a picture or photograph is on a piece of cardboard or wood and is cut up into various shapes which must be fitted together.

This activity is all about creating a puzzle and seeing if someone can guess the animal. After the game is made, a challenge could be to tell someone everything that they know about the animal.

Completing the activity:

- First decide on the animal that is going to be on the puzzle. This could be an animal that they are interested in knowing more about or their favourite animal.
- Make sure that they know some facts about the animal.
- Find some thin card that can form the base of the puzzle.
- Then either draw the animal or find a photograph that will fit on the card.
- Cut out the completed picture and stick it or the photograph on the card.
- Draw some shapes over the picture that fit together. Look at some pictures of jigsaw puzzles to make sure the shapes are correct.

- Give adult help to cut out the shapes because the card may be too thick.
- Once the puzzle is complete put the pieces back together again, seeing if the child can guess the animal and tell friends or a family member everything that they know about the animal.

Key questions:

- What facts do they know about the animal?
- Can they tell their friend or family member all about the animal?

Useful websites and resources:

www.kidsnationalgeographic.com
www.wildlifewatch.org.uk
www.animalfactguide.com

Key Stage 1

The big idea



Make a presentation for a wildlife show



Key learning

Science

Year 1

- Identify and name a variety of common animals

Year 2

- Identify and name a variety of animals in their habitats

English

Year 1

- Say out loud what they are going to write about
- Read their writing aloud so that it can be heard clearly

Year 2

- Write for different purposes
- Write down ideas including new vocabulary
- Listen to and express views about a wide range of non-fiction texts

Art

- Use drawing skills to share ideas

How to do it

There are many wildlife shows on television and online. These shows give lots of information about different animals and how they live and need to be protected.

This activity is about finding out some information about some animals that the child is interested in and writing a presentation about them.

The presentation can be in many forms such as:

- A written script performed verbally
- A PowerPoint presentation using the computer

Getting started:

- Decide on the animal or animals of interest. These could be wild animals, local animals, or pets.
- Decide how the presentation will be completed and who you are going to present it to. Think about what will make it interesting for them.
- Find some information about them in books, magazines or on the internet.
- Use 'skimming' and 'scanning' techniques to help make some notes about the animals. 'Skimming' means reading quickly to get a general overview and 'scanning' means reading rapidly to find specific facts.

Completing the activity – spoken

To make sure that the presentation is of the best quality, facts and ideas need to be planned first before speaking.

Think about:

- Organising the facts into sections e.g. what the animal looks like, where it lives, its habitat etc.
- Writing down the key facts into these sections. Bullet points can be used to do this, so that it is clearer for reading out loud.
- What people will find interesting about the animal. (Rhetorical) Questions could be used (a question for dramatic effect rather than to get an answer) such as, "Did you know that...?"
- Drawing some pictures or diagrams to make the presentation more interesting.
- Reading the presentation out loud before it is read in public.
- Making sure that the child is prepared before the presentation and is ready to answer questions about the animal.
- Reading the presentation slowly and clearly and ensuring the child looks at the audience!

Completing the activity- PowerPoint

To complete the presentation by PowerPoint, help may need to be given to access the computer.

Think about:

- organising the facts into sections e.g. what the animal looks like, where it lives, its habitat etc.
- using books and the internet to find out some facts.
- what people will find interesting about the animal. Rhetorical questions could be used (a question for dramatic effect rather than to get an answer) such as, "Did you know that..."
- inserting some pictures to make the presentation more interesting.
- making sure that the child is prepared before the presentation and can answer questions about the animal.

Key questions:

- What facts will be the most interesting to the audience?
- What questions might the child be asked about the animal?

Useful websites and resources:

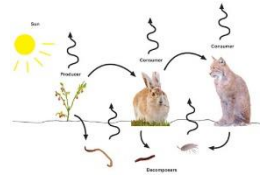
www.bbc.co.uk/bitesize

www.woodlandtrust.org.uk

Key Stage 1 (more suitable for Year 2)

The big idea

Make a food chain card game



Key learning

Science

Year 2

- To describe how animals obtain their food from other plants and animals
- Use the idea of a simple food chain and identify and name the different sources of food

How to do it

This activity is all about inventing and making a game to help understand how the food chain works.

A food chain describes the order in which living things depend on each other for food. Every community of living things has one or more food chains. Most food chains start with organisms that make their own food, such as plants.

Getting started:

- Research how food chains work and decide on the food chain to have in the game. Make sure that everything is understood about food chains.
- Write down some key facts about the food chain.
- Make sure there are some questions ready so that the game can compose of questions and answers.

Creating your game:

- Find some paper or card that can be used for the cards. A chopped up cereal box or thin white card would work well.
- Carefully cut out the cards (with adult support).

Think about the design needed. For example:

Snap/matching game – at least 2 of each card type. Draw a picture on one card and a fact about the animal or food chain on the other. When the card is turned over, the facts must match together.

Any other type of card game can be made to complete this activity.

Key questions:

- What is a food chain and how does it work?
- Can different food chains be named?

Useful websites and resources:

www.kidsnationalgeographic.com

www.wildlifewatch.org.uk

www.animalfactguide.com

HIAS Teaching and Learning Team

The HIAS Teaching and Learning Team give practical and supportive advice through coaching and mentoring teachers to improve outcomes for all pupils. They use a 'plan, do, review' approach to teaching and learning which broadly includes observation of teaching, personal target setting with areas given to improve, planning, demonstration of lessons and team teaching. The team focus their work on impact within the classroom.

They also work with Senior and Middle Leaders to develop the coaching model in their schools.

For further details referring to Primary Teaching and Learning support, please contact **Sarah Sedgwick**, Teaching and Learning Adviser: sarah.sedgwick@hants.gov.uk

For further details on the full range of services available please contact us using the following details:

Tel: 01962 874820 or email: hias.enquiries@hants.gov.uk.