**Paws, claws and whiskers**

Topic Activities for home learning; ***Choose an activity a day and have fun! You could spend a few days on each task. Get creative!***

* Make a scrapbook, poster or leaflet all about your pet, or a pet belonging to someone you know. What is the pet’s name? What type and breed of animal is it? Add photos and information about interesting things they do or things they need to stay healthy. **See the Pet-Poster documents included. You could label these and colour them in.**
* Find out about your family’s and friends different pets. Record the results as a block graph or pictogram and highlight which type of pet is most popular. **See My-Pet-Pictogram document.**
* Find out about unusual pets or endangered animals using non-fiction books and the internet. Download a photo of the most interesting pet and write their name. What does it eat? How should it be cared for? **I have included an Endangered-Animals booklet that you can read and refer to.**
* Have a look through any books you have at home. **Can you find any poems, stories or non-fiction books all about animals**? Choose your favourite and draw a picture to show what it’s about. Can you write some sentences about why you like this book?
* **Can you make a bird feeder for your garden or window?** Then watch out every day for bird visitors and mark them off of a check list of British birds. Check out the BBC website for instructions; <https://www.bbc.co.uk/cbeebies/makes/bird-feeder>
* Choose an endangered animal from the booklet to draw or paint. Find out where it lives and why it is endangered. Create your own poster to educate others about this endangered animal. **Watch Miss Aitken’s video of her painting an endangered tiger with water colours. Click the link below online** <https://wetransfer.com/downloads/1c105fa4c847494a132f7a161091c19720210114112532/35fc0d2f1c3e8ecbb19bb6c07e758aa920210114112532/b47057>
* **Make an animal mask or hat using junk/recycled materials.** You can paint or decoupage it. Decoupage means using pieces of colourful or patterned paper (craft paper, from magazines or whatever you have) and watered down glue (PVA is best) to stick on and decorate what you have made.
* **Write out your favourite animal nursery rhyme or poem in your best handwriting.** See the nursery rhymes posters. You could try to write your own poem about your favourite animal. Illustrate it your work to make it look really beautiful, then practise reading it aloud with lots of expression. Perform it for your family and friends at home or via zoom/FaceTime etc. You could make and use puppets (some are included for the poem Hey Diddle Diddle).
* **Review the Animal Groups; Mammals, Fish, Amphibians, Birds and Reptiles. Use the sorting cards to put all the animals in the correct groups.** Do not glue these, you can reuse them for the next activity.
* **See the resource about Carnivore-Herbivore-Omnivore, read or ask your adult to help you read what each word means**. Then think of animals that you know of who fit into those categories. Next, to show your understanding explain to your family what it means if an animal is a **carnivore, herbivore or omnivore.** Find pictures of animals that belong in each group. Use the Venn-Diagram to sort the animals in to the correct groups. **Use the same Animal-Groups-Sorting Cards to sort the animals in to groups according to what they eat; Meat (Carnivore), Plants (Herbivore) or a bit of everything (Omnivore)!**
* **Watch documentary footage of animals in the wild.** Try making a mini ‘wildlife’ documentary about your own pet, a family pet or animals you see in your garden if you have one, the park or when you are out and about. Make sure you add a hushed voiceover like David Attenborough. <https://www.youtube.com/watch?v=mSB71jNq-yQ> Watch the Lire Bird on YouTube, a short video documentary by David Attenborough.
* Draw or paint the camouflage markings of a range of animals such as leopards, giraffes or tigers. Why does each animal have those particular markings. Could it be to do with their habitat and staying safe from predators or catching prey? A Predator is an animal that hunts and eats other animals. Prey is the animal that gets hunted and eaten! Habitat is the play/environment in which the animal lives (hot tropical, dry, wet, cold, in trees, underground, under water etc). **Take a look at the Camouflaged Animals sheets. Discuss why you think each animal needs to be camouflaged.**
* **Take a look at the Animal Groups document.** Can you collect some ‘Amazing Animal Facts’ about fish, amphibians, reptiles, birds and mammals! You might find a feather (bird) when you are outside… what else can you find that fits with the other groups?
* **Create a table showing which animals are the fastest, heaviest, strongest, largest, smallest etc.** Use the internet, fact sheets, or encyclopaedias to find out this information. **There is a blank table included for you to complete however you want.**
* Locate on a **world map** or globe where all your favourite animals come from in the world. What type of weather would you get in each country? Match the **Animals** with which part of the world you think they live in.
* **Find out the names of animals in another language, or the language you speak at home (if it is not English) and label pictures.** Make a mini book, showing the animals and their names. Can you pronounce their names correctly? See **Les Animaux** (The Animals in French).