Summer Home Learning
Ideas & Inspiration
Week 4

Can you build a bug hotel? Click the image for a step-by-step guide or visit RSPB.

Collective nouns are used to describe groups of objects. For example, a swarm of bees. Find out the collective nouns for the insects below. Get creative and think up your own words to describe groups of invertebrate. Instead of a 'bed of worms' you might have a 'wiggle of worms'. See how many you can think of!

- Act out the invertebrate. How do they move? Can your family guess which animal you are acting out?
- Think of adjectives for each of the creatures you find. If you can't find any, describe the ones in the box below. Can you make them alliterative?
- Make sure you continue to read. Can you find any information books about invertebrate and their habitats on the Oxford Owl website?

An invertebrate is an animal with no backbone. Which of these invertebrate will you see when you are out and about this week?

- Ant
- Earwig
- Woodlouse
- Millipede
- Centipede

Shaded and damp areas are good habitats for invertebrate. Places like Hampstead Heath and Highgate Woods have large woodland areas, which are great places to find these creatures.

If you are going to observe these invertebrate, remember that they are living creatures. Using a leaf, you could gently place or sweep them into a plastic container or magnifying cup to get a closer look but you must return them to their habitat afterwards.

- When you are out in the woods, represent your number bonds to 5, 10, 20 and beyond using different natural materials. For older children, what other known facts can you deduce from these? Perhaps you could think about tenths or hundredths and how you could relate your knowledge of number bonds to this area?
- Measure the temperature while you are out. Can you count back through zero into negative numbers? Calculate the difference in temperature between Islington and other areas of the world.
- Record the number of invertebrate you find. You might want to organize it by colour or number of legs. Perhaps you could do this in a tally chart or create a bar chart using natural materials. For older children try multiplying the number you find by 10, 100 or 1000 and create a scale for your chart.

- Think about how many legs they have altogether. For example, if there were 5 spiders, how many legs would there be? If there were 6 ant, how many legs would there be? This is a great way to apply your times tables knowledge!

What’s for lunch this week?

Maths Ideas

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