



Harper Bell SDA Primary School

Home Learning Projects

Year 3 and 4

Week One

The project this week aims to provide opportunities for your child to gain a better understanding of their own family. Learning may focus on what different makeup of families, what traditions your family has, stories linked to your family etc.

Writing Tasks:

- Write a recount of your day. This could be used in history one day to show what happened during this period.
- Write a character description of a member of their family. What do they look like? How do they behave? etc...
- Write a story involving members of their family. Do they have to defeat a monster? or find something they have lost?
- Write a set of family rules, could they begin with 'We always.....' rather than 'We do not'
- Write a letter/email/ text message to a member of their family that they have not seen this week.

Other Subjects:

- **Let's Wonder:** Who is in your child's immediate family? What other relatives do they have? How does their family link together? How many people do they have in their family? Why not spend time looking through old photos and talking about the people in their families. What family stories can they tell? How is life different to their parents? grandparents?
- **Let's Create:** Create a piece of artwork entitled 'Family'. This could be a drawing, a self portrait, a sculpture or collage. Could they copy another artist's style? Which materials have they chosen to use and why? How do they feel about their piece of artwork? What would they change or not? [Family portraits.](#)
- **Be Active:** [Go Noodle](#) with the family or have a family workout. Fancy a dance? There are lots of dance videos they could try. [Dance.](#) Maybe try some [Yoga](#). **Recommendation at least 2 hours of exercise a week.**
- **Time to Talk:** Perhaps they could play a board game, facetime a member of their family they have not seen this week, enjoy a family indoor picnic or have a family dinner.
- **Understanding Others and Appreciating Differences:** Discuss how their family is different to other people's families. Discuss whether all families are the same? Does it matter? Do all families have the same faith? Do all families worship in the same way?
- **Reflect:** Find out what music their family members enjoy. Do they like the same music? What is their favourite song? They could listen to different pieces of music together with their family. Do they like/dislike any particular types of music and why? Can they identify the instruments they can hear and describe how the music makes them feel? Why not get them to listen to some of the [classics](#)?



Harper Bell SDA Primary School

Home Learning Projects

Year 3 and 4

Week Two

The project this week aims to provide opportunities for your child to learn more about the area in which they live. Learning may focus on your local area, famous people, key landmarks and links to your city.

Writing Tasks

- Write a diary entry summarising the events from the day/week.
- Write an information report about their local area. Remember to include headings and subheadings.
- Choose an interesting building they have found out about and write a list of questions they would like to ask.
- Write a story about a stranger coming to their local area. What happens? Is it a good thing? Or does something terrible happen?
- Write a setting description to describe their local area. What is in their local area? What do they like/dislike about it and why?

Other Subjects:

- **Let's Wonder:** Think about their street. What type of houses are on their street? What type of house do they live in? What other buildings are close by? Find out about their local area, what different buildings does it have? How old are some of those buildings? How have they changed over time? Use a map to locate different places. Look on [Google Earth](#). Draw their own map of their local area.
- **Let's Create:** Choose a building they most admire in their local area. Make a model of that building using materials of their choice. (Playdough, [junk modelling](#), lego etc.....) How well did they do? What would they do differently next time? What have they learnt?
- **Be Active:** Get out into the garden, pull up some weeds or mow the lawn? Does their garden need a tidy up? Maybe they could plant some seeds. ***Recommendation at least 2 hours of exercise a week.***
- **Time to Talk:** Were their family members all born in this local area? If not, how is their place of birth different to their own local area? If they were, how different is the local area since they were born? Talk about their memories of how it has changed.
- **Understanding Others and Appreciating Differences:** Research different places of worship that can be found in their local area. Can they find their nearest Church? Mosque? Synagogue? Temple? Gurdwara? What can they find out about them? Draw pictures and label them with any information they find out.
- **Reflect:** Think about what would improve their local area? What is their local area lacking? What spoils their local area? What could be done?



Harper Bell SDA Primary School

Home Learning Projects

Year 3 and 4

Week Three

The project this week aims to provide opportunities for your child to learn more about different viewpoints. Learning may focus on physical viewpoints in terms of what you can see outside of the window at home, what others can see looking into your home and then progress onto personal viewpoints and of others.

Writing Tasks:

- You could share a story together. This could be a chapter book where you read and discuss a chapter a day.
- Listen to your child read and let them discuss what they have read. Encourage them to read with expression and intonation.
- Watch [Newsround](#) and discuss what is happening in the wider world.
- Get your child to read a book on [Oxford Owl](#), discuss what your child enjoyed about the book.
- Get your child to read a book on [Active learn](#) and complete the activities. These focus on comprehension skills.
- Explore new vocabulary you find when reading. What are the origins of this word? Can it be modified? Can you find any synonyms or antonyms for your new word?
- With your child, look in magazines, newspapers and books for new vocabulary they are unfamiliar with. They could use a highlighter to highlight in magazines and newspapers.

Other Subjects:

- **Let's Wonder:** Draw a picture of themselves and label their drawing with the qualities they have. How do others see them differently? Ask people at home to add to their qualities. How are they different to other children in different parts of the world? What makes them similar to other children around the world?
- **Let's Create:** Complete an observational drawing of what they see outside a window in their house. Then get out into the garden and find natural forms such as stones, leaves, flowers and animals. Complete sketches, showing an awareness of different viewpoints of the same object. Remember to concentrate on tone and shading.
- **Be Active:** Move around their home and garden taking photographs from different viewpoints. Which photos do they like? Do the people they live with like the same photos as them? Why? Why not? **Recommendation at least 2 hours of exercise a week.**
- **Time to Talk:** Talk about keeping safe, discuss different ways to keep safe. Basic hygiene rules, road safety, internet safety, water safety, being safe around the home, stranger danger. How do different people view this?
- **Understanding Others and Appreciating Differences:** Listen to different pieces of music from around the world, which styles of music do they prefer and why? Music Maybe they could learn a song by heart and perform it.
- **Reflect:** Design their own ideal world. Would their world contain the same things as other people? Which things are most important to them? What are they going to include?



Harper Bell SDA Primary School

Home Learning Projects

Year 3 and 4

Week Four

The project this week aims to provide opportunities for your child to learn more about key animals they are interested in. Learning may focus on exploring the physical aspects of an animal, their habitat, categorising animals etc.

Writing Tasks:

- Write an email to a family member telling them all about how their week has been.
- Design an information leaflet about an animal of their choice. Remember to use headings and subheadings.
- Write a description of a fictional animal that has just been discovered. Think about what it looks like, where it lives and what it eats. Draw a picture to show what this new creature is like.
- Write a set of instructions for how to look after a pet. Remember to include what you need and what you do.
- Write a haiku poem about a bird of prey using information gathered. (***Think carefully about a haiku's structure, remembering the number of syllables required in each line***)

Other Subjects:

- **Let's Wonder:** Create fact files about deadly predators. Draw pictures of the predators and label them with information they find out. Where does the predator live? Why does it live there? What does it eat? How does it capture its prey? What special qualities do these predators have? Make a food chain to demonstrate why a predator is at the top of the chain. They could make a set of top trump cards using the information they found out.
- **Let's Create:** Explore the artist Franz Marc. Find out who he was and what type of artist he was. What did he like to create pictures? Look at some of his paintings online. Then choose an animal to draw and add colour to, in a similar style to his. What do they think of his paintings? Did they like their finished piece of artwork? Why?/Why not?
- **Be Active:** Get out into the garden and make a bug hotel. Go on a mini beast hunt and record what they find. If they find any minibeasts they haven't seen before they could always look it up online. What can they find out about these amazing creatures?
Recommendation at least 2 hours of exercise a week.
- **Time to Talk:** Find out which animals are their family members' favourites and why. Have a family debate about whether zoos should exist? Discuss whether they agree/disagree and why? Do their family members have a different opinion to them? Why not debate whether animals should be kept as pets?
- **Understanding Others and Appreciating Differences:** Which animals are considered to be sacred around the world and why? Sacred Animals Who admires cows? Lions? Wolves? Which animals were important to the Egyptians and why?



Harper Bell SDA Primary School

Home Learning Projects

Year 3 and 4

Week Five

The project this week aims to provide opportunities for your child to learn more about the environment. Learning may focus on changes to different environments, the impact of humans on environments, climate change etc.

Writing Tasks:

- Write a diary entry to a family member telling them all about how their day or week has been.
- Write a book review for one of the books they have read. Remember to say what they have enjoyed or not and who they would recommend the book to?
- Draw a scientific diagram of the water cycle then add labels and captions to explain how it works.
- Write a letter to be sent to local schools explaining why children should support local charities if they can and help those who are in need.
- Design a poster that either expresses the importance of recycling, not dropping litter or another UK environmental issue. Can they think of a catchy slogan to accompany their design?

Other Subjects:

- **Let's Wonder:** What is the weather like around the world? Which countries are most likely to have a snowstorm, torrential rain, heatwaves etc..... Find out about natural disasters such as forest fires, earthquakes, tsunamis, floods, tornados etc..... How is climate change having an effect on the weather and natural disasters?
- **Let's Create:** Using recycled materials design and make a recycling mascot to spread the word about the importance and need to recycle. Think about what it is going to look like? Which materials are they going to use? How are they going to join the materials together? Once completed, remember to evaluate their mascot. What would they do differently next time? Which parts did they find the most challenging and why?
- **Be Active:** Get into the garden and practise throwing and catching skills and keeping control of ball-based equipment like bats and balls. Recommendation at least 2 hours of exercise a week.
- **Time to Talk:** Discuss environmental issues in the UK. Air pollution, climate change, litter, waste, and soil contamination are all examples of human activity that have an impact in the UK. What are the global environmental issues? Various processes that can be said to contribute to the global environmental problems include pollution, global warming, ozone depletion, acid rain, depletion of natural resources, overpopulation, waste disposal and deforestation ... These processes have a highly negative impact on our environment. Decide as a family how they could 'do their bit' to look after their environment e.g. you could set up a recycling station in their home; Paper, plastics and glass.
- **Understanding Others and Appreciating Differences:** Throughout our lives, culture and experience shapes worldviews, children growing up in the Netherlands, for example, have a much different understanding of the role of water in their lives than their peers in the Sahara Desert. The difference between the abundance and scarcity of water in each of these physical environments affects every aspect of their respective cultures, including the global perceptions they will carry with them throughout their lives. Think about food. How do they think people view food in the UK compared to those living in Ethiopia for example? Research a country where food and water are scarce. Find out about charities that help people in need, Red cross, Christain Aid, Islamic Relief or other charities that are significant to them.



Harper Bell SDA Primary School

Home Learning Projects

Year 3 and 4

Week Six

The project this week aims to provide opportunities for your child to learn more food. Learning may focus on where different foods originate from, what makes a healthy meal, opportunities to cook etc.

Writing Tasks:

- Write a recount to a family member telling them all about how your day or week has been.
- Write a shopping list that ensures their family will eat a balanced diet. Remembering to include exciting adjectives.
- Write a recipe. How to makeRemembering to include a list of ingredients and things they need. Also not forgetting to include headings and subheadings. Then write their set of instructions, remembering to include imperative verbs. (Verbs that command you to do something).
- Write a review about a meal they've eaten. Describe what they had to eat. What did they enjoy and why?
- Choose a particular food and write an acrostic poem. Think about where it comes from? What does it look like? What does it taste like? Etc....

Other Subjects:

- **Let's Wonder:** What is a balanced diet? Find out about the 5 food groups. Make slides or posters about what they find out about. Carbohydrates Protein Dairy Fruits and Vegetables Fats. Where does their food come from? Which foods come from the UK? What is Fairtrade?
- **Let's Create:** Make repeated pattern prints for decorative purposes using various natural materials, e.g potato printing or create some still life observational sketches of fruit. Look at the artwork of Giuseppe Arcimboldo Maybe recreate some of his paintings with fruit.
- **Be Active:** Food provides us with energy and we need energy to exercise and this keeps us fit. Why not choose a dance from Supermove? Recommendation at least 2 hours of exercise a week.
- **Time to Talk:** As a family, design a healthy meal plan for the week. Discuss their favourite foods and why they enjoy them? Talk about healthy and unhealthy foods and explain the importance of eating a balanced diet.
- **Understanding Others and Appreciating Differences:** Lunch around the world. Look at lunch around the world and investigate how differently people eat in other parts of the world. Find out what a vegetarian is? Vegan? Kosher food? Halal food?
- **Reflect:** Make a meal by combining a variety of ingredients using a range of cooking techniques. Measure and weigh ingredients appropriately to prepare and cook a range of savoury dishes.



Harper Bell SDA Primary School

Home Learning Projects

Year 3 and 4

Week Seven

This project this week aims to provide opportunities for your child to learn more about celebrations. Learning may focus on different types of celebrations that take place and who may celebrate them. It could look at how people celebrate different events differently in other parts of the world.

Writing Tasks:

- Write a postcard to a family member recounting a celebration that has just taken place.
- Write a set of instructions for 'How to play the new game?' Remember to include a list of things they will need. Also not forgetting to include headings and subheadings. Then write their set of instructions, remembering to include imperative verbs. (Verbs that command you to do something). Think about the key rules!
- Write a non-chronological report about a particular religious festival they have found out about.
- Write a scary story that would be great to read aloud on Halloween. Use the images on [Spooky](#) to give them some inspiration.
- Design a card celebrating a religious celebration, remember to include a poem/verse for inside. You could make either an Eid, Easter, Diwali card etc....

Other Subjects:

- **Let's Wonder:** How are birthdays celebrated around the world? [India](#) [China](#) [America](#) [Africa](#) etc.. maybe there's a particular country they would like to find out about. Create fact files to show the similarities and differences between them.
- **Let's Create:** Create a board game that focuses on celebrations. Think about what they can learn from it? Think about how to play the game. Is it going to be a game like Monopoly or Snakes and ladders? Are they going to need a dice? Cards? Characters? etc....
- **Be Active:** Why not play a game of [hopscotch](#)? Can't find any chalk? Use a stone from the garden. Raining? Build an indoor den and have an imaginary celebration with their toys. **Recommendation at least 2 hours of exercise a week.**
- **Time to Talk:** Look through old photos of previous celebrations them and their family have taken part in. What can they remember happened? Why do they and their families celebrate the way they do?
- **Understanding Others and Appreciating differences:** How many different types of celebrations are there? Who celebrates Christmas? St Patrick's? St George? St David? Easter? Eid? Diwali? Chinese new year? And how? Which celebrations have they taken part in? What usually happens?