



# Harper Bell SDA Primary School

## Home Learning Projects

### Year 1 and 2

#### 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:

- **Family:** Look at a family in a traditional story - how are they different to your family? Can you write sentences comparing the two families?
- Take a look at a variety of poems with your child. Ask them to pick their favourite poem and write a poem <https://www.poetry4kids.com/topic/family/>
- Write a letter or postcard - find out about different postcards and why people write them. Can they design the front of the postcard and then plan what to write and who they could write it too. Ask your child to create a story about their family. Who will be the main characters? Where will the setting place?

#### Other Subjects:

- **Family:** This is time to find out about their family and traditions they follow. Ask them to think about: Who they live with? How many adults? How many children? Can they sort their family members into height order? Who is the tallest? Who is the shortest? Is the tallest family member the eldest family member? If they drew around all their family members' hands; could they count in 5s? What if they drew around their feet? Could they count in 2s? Ask think about one family member they would love to interview. They could be a family member that lives with them or a family member that lives somewhere else. Can they write down some questions they would like to ask them? Have they got a pet? Can they draw or paint a picture of their family? Can they talk about their picture to a family member?
- **Self portrait:** Ask your child to think about which materials they use to draw? Can they find different materials around the house to help? [Ideas](#)
- **Create a card:** Ask your child to design a card for someone in their family. It can be a birthday card, thank you card or a card to tell someone how much they love them!
- **Family tree:** Look at photographs of your family members and discuss where they would go on a family tree. Have you met everyone? Is there anyone you could interview and find out more about?
- **Design a personal coat of arms shield for the family:** Find out what a coat of arm shield means. Ask them to begin to think about their design. What could they draw? What does it mean to them? Ask them to think about the colours and shapes. Maybe if they have some cardboard around the house they could make a shield to give to a family member.
- **Create a booklet all about the family:** Can they name the people in their family and write sentences about them? Who are they? What do they call them? What do they like or dislike? Why are they special to them? Maybe they could get a photograph or draw a family member before they write about them.

- **News Reporter for half a day:** Their challenge is to interview family members and find things they like and dislike? Can they write down things they like and dislike? Can they compare these to someone else in their family? In your interview they could create flashcards with words such as: colour, clothes, food, drinks, books, places, music and then ask a family member to pick a flash card and talk about their likes and dislikes.
- **Data detective:** Ask your child to look at people in the house. What colour is their hair? Eye colour? Favourite colour? Favourite food? Ask them to collect this and place in a tally chart. <https://www.twinkl.com.qa/resource/t2-m-250-favourite-colour-tally-and-bar-chart-worksheets>
- **Interview a family member:** interview a family member that doesn't live at home with them. Allow your child to ask them about their childhood. Who did they live with? Who is in their family? Have they got any family traditions they follow and why.
- **Write an invitation to a family event:** Ask your child to invite a family member to one of the following: - (*talent show, music show, magic tricks, jokest*) In their invitation ask them to think about the time, date and place. How will they design the invitation? Who will deliver it?
- Share the <https://family.gonoodle.com/activities/milkshake> movement and mindfulness video with their family. Who was the best? Which part did they enjoy? Could you create a video of your own?



# Harper Bell SDA Primary School

## Home Learning Projects

### Year 1 and 2

#### 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:

- Ask your child to Imagine that they live in the opposite house. What would they see? Write sentences using a variety of suffixes - ing and adjectives.
- Write your address: Discuss with your child. Do they know who delivers the post? Share a letter with them and explore the envelope from the front and back. Can they see any numbers on the front or back of the envelope? What do they mean? Who is the letter addressed to? Ask your child to write their address on the envelope. Discuss the postcode and any capital letters?
- Well known addresses: Discuss with your child any well-known addresses of book characters/famous people/ historical figures they may know? e.g. 10 Downing Street, The Post Office, Isle of Struay Katie Morag. This [Powerpoint](#) may help.
- Write a letter to the Queen and post it.

#### Other Subjects:

- **To develop knowledge of the location of significant places:** Ask your child to look at where they live. What can they see outside the window in the front of their house? At the back of their house? What could they find near them? Find a map and see if they can find Birmingham. Do they know the name of their street? Can they create a street sign with their street name?
- **My address:** Support your child to find out your address. Can they find the number on your door? Can they write the number in digits and words?. Ask them to try writing the number using crayons and paint. Can they write a postcard or letter to a teacher at school? They could tell their teacher about where they live and things about their local area.
- **My house:** Discuss with your child what their house looks like inside and outside? How many bedrooms does it have? Who has the biggest bedroom? Who has the smallest? Ask them to look outside their window and see if they can spot a house different to their own. Can they draw their house? How many windows at the front? How many windows at the back? Do you have one door or two? In a special bag - could you (with adult support) place things that make it your home? Why would you pick those items? Draw a picture of your street. Support your child to take a look at the street and buildings around where they live. Encourage them to think about the shape of the buildings.
- **Shape hunt:** Take your child on a shape hunt around their house and garden. Look at the different shapes of the windows, doors, and houses. Can they name them? Are they 2D or 3D shapes? Ask them to create a picture of their house or street.
- **Name the shape:** Place some 2D or 3D shapes into a bag and play the game 'Can you name the shape?' You will need a partner to play this game. One partner has a shape

from the shape bag and they stand back to back. The partner with the shape describes it to their partner who has to try and draw it. How many do you know?

- **Find your house** on 'Google maps'. Search for your house on the street? Can you find Birmingham, Erdington, Hall Green, Solihull?
- **Compass:** Make a compass. Do you know what the different compass points mean? Can you label the points?
- **Create a passport:** create an individual passport to show your own information about where you live. Discuss the use of a Passport. What is a passport? What information does it contain? What does a passport allow you to do? Can you find a real life passport? Do you have one?
- **Flag:** Below is the Birmingham flag. What do you think the flag represents? Can you design your own flag for your local area? What could you add? What would they mean to you?
- **Design a cottage** - Compare how a cottage is different to your house. Can you make a model of your house and a cottage?
- **Create a song** about 'Where you live' - Can you add your address in your song? Can you find the UK on the map? Can you name the countries? Why do you think the Countries begin with a capital letter? This song may help.



# Harper Bell SDA Primary School

## Home Learning Projects

### Year 1 and 2

#### 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:

- Draw a picture of your house and label it.
- Write sentences using adjectives to describe a room in your house.
- Hide and seek: Write a set of instructions on how to find something in your bedroom. Think about the positional language to help find the object.
- Diary: Keep a diary of things that happen outside one of the windows in your house. Write down sentences using suffixes. Try to use exclamation marks.
- Draw a map of one of the rooms in your house. What symbols could you have? Where will you place items?

#### Other Subjects:

- **Using your senses:** Ask your child to pick a window in the house. Ask them to stand there for a few minutes and take a look at what they can see and write or draw them down. Now ask them to try this activity again but this time ask them what they can hear? Write or draw these down. Ask your child to help find a piece of material in the house and then blindfold them. What can they see? Which sense do they use now? Ask them to now cover their ears and look outside the window. What do they hear?
- **A 'feely bag'** - find six objects, such as a hairbrush, a tube of toothpaste, a packet of biscuits, an ice cream scoop, a packet of tissues and a wooden spoon. You will also need something to act as a blindfold. Imagine what it would be like if you could never see because you were blind and you had to learn to rely on your other senses instead. Play with a partner and see who guesses most of the objects.
- **Find a mirror in the house:** What can they see? Imagine if they were able to walk into the mirror. What do they think you would see? Listen to the story '[Through the Magic Mirror](#)' by Anthony Browne. Look at the illustrations in the book and discuss what is different. Can they create a story similar to 'Through the Mirror'? Draw a story map first and plan their story. Using their story map, create their story and remember to think about your illustrations.
- **Find a place in the house.** Look around what they can see. Sketch what they can see. What is on the left hand side of them? What is the right hand side of them? Does it change if they sit in another part of the house? Make a list of all the things and compare.

- **Read the stories:** Goldilocks and the Three Bears, Jack and the Beanstalk and Cinderella. The characters will be going to see Judge Jenny. Can they persuade Judge Jenny to see the story from their point of view. Watch these [links](#) to help Judge Jenny to decide. Now it's their turn... read the stories Little Red Riding Hood, Three Little Pigs and Gingerbread Man. Imagine they are going to be one of the characters from the story and an adult is going to be Judge Jenny. What would they say to Judge Jenny? How could they persuade her?
- **School Uniform:** Tell your child that they will be presenting to the School Council about the school uniform. Do they think it is a good idea to wear a uniform or are they against wearing a uniform? Can they write down why they think they should have a uniform and then write down why they shouldn't? Design a new uniform. What would they wear? Would it be the same for girls and boys? What would they say to the school council? How would they campaign? Would they have badges, posters, events and banners to help their debate.
- **Could you design a new school logo?** Ask your child to think about their current logo now. What does it represent ? What could they add or change? Is there something that represents their school or area recently that people would recognise? Look at the shape of the logo. Would they keep it the same or change it?



# Harper Bell SDA Primary School

## Home Learning Projects

### Year 1 and 2

#### 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:

- A-Z Animal list: Can you think of an animal for each letter of the alphabet. Can you add sound buttons?
- Draw a picture of your animal and label it. Can you write sentences using adjectives?
- Write a set of questions about animals you would like to find out about.
- Create a fact file about your favourite animal. Research an animal of your choice and explore the vocabulary required to describe them.
- Describe similarities and differences between animals.

Other Subjects:

#### **Find out about:**

What are mammals?,

What are amphibians?

What are birds?

What are fish?

What are reptiles?

What are minibeasts?

<https://www.bbc.co.uk/bitesize/topics/z6882hv>

**Create a mask :** Using different materials around the house, create a mask of their favourite animal. Think about the colours and shape. Can they add different textures to their mask?

**Where does your animal live?** Play [this](#) sorting activity to develop their understanding of where different animals live.

**Animal grouping:** Get your child to group animals into two columns. Identifying animals that can fly and cannot fly. What do animals eat? Scientists group animals into three different groups according to what animals eat. These groups are carnivores, herbivores and omnivores. Carnivores eat other animals, herbivores eat plant material including fruit, leaves, vegetables, omnivores eat a mixture of meat and plant material. (*Animals that eat other animals are called carnivores. Animals that eat plants are called herbivores. Animals that eat both plants and other animals are called omnivores*)

#### **Sorting Cards**

**Needs of an animal.** Can all animals be kept as a pet? Think about a particular animal and find out if that animal could be a pet. Draw pictures of different animals. Sort the animals into two groups; suitable for a pet and not suitable for a pet. Explain why animals were sorted in a particular way. [www.rspcaeducation.org.uk/teachers](http://www.rspcaeducation.org.uk/teachers) - Design a leaflet explaining to potential pet owners what each animal will need. - Interview a pet owner to discuss the responsibilities involved with looking after an animal. How often do they need to find their pet? Who helps clean? What does their pet eat? Find some pegs at home. Can you create your own mini animal or object, cut it in half and stick it to a peg.

**Nocturnal animals** - What do they think this word means? [Watch](#) and discuss the animals they saw. Have they seen these animals? How could they describe them? [Play](#) Nocturnal animals are more active at night than during the day. These animals sleep during the day, often in a burrow or den. They have special adaptations that help them survive in the dark. Over millions of years, these animals have developed traits that help them survive in the darkness. Nocturnal animals may have larger ears to hear better, bigger eyes to see better, and body parts that glow in the night. Create your own big-eyed nocturnal [animal art](#).



# Harper Bell SDA Primary School

## Home Learning Projects

### Year 1 and 2

#### 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 'thank you' letter to the people who collect your rubbish and recycling. What could you include in your letter? Can you think of any questions you could ask about recycling or where the rubbish goes?
- Can you label the plants in your garden or in the house?
- Write a weather report. Can you use any adjectives?
- Write a set of clear instructions on how a rainbow is made.

#### **Other Subjects:**

**Create a chart to record the weather.** Label the chart with days of the week and record the weather at different points in the day. Can you write down key words and take a photograph of the sky. Does it change in the week? This [link](#) may help. Watch the weather report on T.V. How do they describe the weather? What do you notice about the map? Can you find Birmingham on the map? Have they got symbols when they are talking about the weather?

**Weather reporter:** Pick a day that you would like to present as a weather reporter. Can you create some symbols to use when you are talking about the weather? Can you talk about the weather in your local area and maybe compare to another place in the UK?

**Create a weather wreath.** Using different materials can your child design a weather wreath? Encourage them to think about the symbols used in your weather report.

**What a load of rubbish!** With your child look at the rubbish as a family you throw out. Do you help to recycle? How do you sort these into junk and into recycling? Look at the range of items and group them into different material groups. Talk to a family member about how certain groups are plastics and can also look and feel different to each other. Could you design a new way to help recycle more items? [Ideas](#)

**Beat the clock-** Can you sort items into the correct recycling and waste bins? [Play](#)

**Switch it off:** Ask your child to take a look at all the electrical devices in their house. Are they all plugged in? Do they need to be plugged in? How could they create a poster to place around the house to help remind people to switch it off once they have finished.

**Save Electricity.** Recycle Paper, Conserve water. What could you include on these? Where could you place these in the house? Can you talk to your family about the posters and how you could help the planet? Listen to a [song](#) about things we can do to help to save the planet.

**Write and draw!** Ask your child to choose one thing they could do to help the environment in school. Get them to make a poster to encourage people to do it! Think about the classroom and also the school.

**World Environment day-** This year it will be on Friday June 5th. On this day people from all over the world will do something positive to help our planet. Ask your child what could they do? Lots of little things can make a big difference. What could they do to celebrate World Environment Day at school? Can they create a poster to display at school?





# Harper Bell SDA Primary School

## Home Learning Projects

### Year 1 and 2

#### 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:

- Create a shopping list for the week. Can your child group the items into food groups on their list e.g. fruit and vegetables, meat, dairy.
- Write a recipe for a healthy meal of their choice. Can they use subheadings for the ingredients and instructions.
- Write a set of instructions for making toast. Can they use imperative verbs?
- Design a new label for a cereal box. What eye catching information will you add? Can you use an exclamation mark?
- Write a poem about your favourite food. Will it rhyme?
- Design a new milkshake. Which ingredients will you include. Can you label the milkshake. Will you have a mascot that is linked to your new creation? Can you make the milkshake?

#### Other Subjects:

**Balanced diet:** Show your child this [video](#) about how to have a balanced diet. Play these [games](#) about healthy eating. What do we have today? Look in the kitchen to see if you can create an A-Z list of foods.

**Fruit and vegetables** - Draw pictures of fruit and vegetables in your house. Label the fruit and vegetables and place in alphabetical order.

**Sorting activity:** Collect food from the kitchen and sort into healthy and unhealthy foods.

**Design a poster** - think about the foods you like to eat and food that you need to eat to keep you healthy. Create a poster that you can put in the kitchen or in the school hall. Will you be able to use any food wrappers or make your poster interactive?

**Healthy lunchbox:** can you play this [game](#) and make a healthy lunchbox?

**Traditional food:** Many cultures have various dishes of food to celebrate their festivals. Find out about a festival and compare it to a different festival. What are the similarities? What are the differences? How is the food prepared? Do you have any traditional food you enjoy with your family?

**Restaurant:** Can you plan a menu? Think about what you would like to have on your menu. Can you design a menu for a vegetarian? Can you design a menu for a vegan? Will you have options on your menu for people who have allergies?

Look around the house for any leaflets or take away menus. What price is the food? Can you do any meal deals?

**Designing a school menu.** Can you design a new school menu? What could you add? What would you keep the same? Will it be a healthy school menu? Can you find pictures or draw pictures to add to your menu? Plan out your menu and remember to include prices.

Will you have a different menu everyday?

**Cooking:** find a few recipes and check if you have the ingredients at home and cook a meal for your family. Think about a starter, main and dessert. Can you cook as a family? Who will do the measuring?

**Fruit survey:** ask in your family the different fruits they like to eat. Collect the information and add it to your tally chart. Can you represent this information in a particular way?

**Fruit and vegetables printing:** Look at the [work](#) of the artist: Lynn Flavell. How does she represent fruit and vegetables? Can you create a piece of artwork in the style of Lynn Flavell.



# Harper Bell SDA Primary School

## Home Learning Projects

### Year 1 and 2

#### 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 an invitation for a celebration. This could be a birthday party, Easter celebration etc.
- Create a list of all of the celebration days they can recall and write a sentence about what they remember about each.
- Invent a story involving a celebration. They could write it out or make a story map. Encourage your child to use story language.
- Create a birthday card for the next family member's birthday. Try and add a rhyming poem in the middle.
- Write a menu for a special celebration. It could be Christmas dinner or a Diwali feast.

#### **Other Subjects:**

#### **What does celebration mean to you ?**

**Watch** with your child. Make an A-Z list of celebrations around the world. How many can they find? What have they celebrated this year with their friends and family? Can they remember celebrating their birthday? How did they celebrate their birthday? Could they draw a picture of their special celebration? Can they interview a family member about their favourite celebration? What did they do? Who can they remember?

**Create a celebration card for a family member.** - What will they put on the front? Will it be pictures or will they write a birthday poem? Can they use different materials to design their celebration card?

**Bake a cake:** Weigh out the ingredients and bake a cake for a celebration. Can they write the instructions and send them to a friend? Can they tweet their school with a photo of their cake and instructions?

**Design a celebration party:** Ask your child to choose a celebration. Who would they invite? Get them to make a list of things they will need? (banners, balloons etc...) Would they have to have a dress code? Can they design a celebration invite? On a piece of paper can they think about the colours and pictures they may have.

#### **Months:**

Can your child name the months in order? What do they notice about them? (Look at the letters at the beginning of the month.) Can they think of a celebration for each month they may have

with their family? Find out when it's people's birthdays or anniversaries. Which month has the most celebrations?

**Seasons:** Ask your child how many seasons we have? Can they name them?

[Watch 1](#) [Watch 2](#) Ask them to look outside their window and see if they can name the season we are in at the moment. What can they see? Can they see any flowers? Or new buds? Can they draw a picture of what they can see using different materials?

**Calendar:** Collect some materials to create a Seasons Calendar. Think about the design and what they will need.

**Spring is in the air:** Spring is around us: Can they look around the house to see what they can use to make a crafty spring project.

**Celebrations across the four season:**

Think about all of the celebrations we have around the world. Can they name them and place them into the correct seasons?

**Autumn:** Diwali, Bonfire Night, Harvest Festival , Hanukkah

**Winter:** Christmas, New Year

**Spring:** Holi, Easter, Mother's day

**Summer:** Father's day, EID, Vesak

**Create a card for each of these celebrations.** How will their designs be different? Are there particular colours they can use? Could they make a pop up card? Could they make a card using no pen and only fabric?

**Think about Easter celebrations:** What do we do at Easter time? Could they make an Easter card for a friend at school?

Have they ever taken part in an 'Egg and Spoon Race?'

Find four friends or family members to take part. (The rule is to balance an egg or similarly shaped item upon a spoon and race with it to the finishing line) You can decide on the prize: it could be an Easter Egg or a day of wearing PJs all day!

**Traditional celebration:** Talk to an adult and ask about any traditional celebrations you may have as a family. Why do you celebrate them? How do you celebrate them and when? Do you have to wear different clothes and eat different food?

**Gather the family and sing the song 'Celebration':** Can you add actions to the dance? Could you have a concert and perform to your family and friends?