Year 3 – 4

Inquiry / Critical and creative thinking
Ask your child to brainstorm products/objects that are problematic for him/her/your family and need to be improved. Inventions are often created to solve a problem and/or help make life easier and better. SCAMPER is a thinking tool that can be used to think differently or make changes to an existing object. It encourages students to:
- **S**ubstitute a part for something else
- **C**ombine two parts together
- **A**dapt a section of it to look different
- **M**odify a section to make it bigger or smaller
- **P**ut something new on it
- **E**liminate something from it
- **R**everse the location of something on it

Have your child use SCAMPER to come up with design solutions that will improve his/her/your family's life. See page 2 for an example of SCAMPER in action.

Writing: Haiku poems
A haiku has only three lines with a set number of syllables for each line. The lines do not rhyme. Lines 1 and 3 contain five syllables each, and line 2 has seven syllables. The subject is usually an element of nature. The last line may surprise the reader. For example:

> *Whitecaps on the bay*
> *A broken signboard banging*
> *In the April wind.*

Have your child write his/her own haiku poems, and then publish his/her favourite ones.

Spelling / Vocabulary
Discuss with your child how prefixes and suffixes can be used to change a base word. Encourage your child to find words that end in a particular prefix or suffix when reading. If necessary, draw attention to present, past and future tenses with your child. For example:

> *think: thinking, thought, thoughtful, thoughtless*

Ask your child to use each word correctly in a sentence.

Mathematics / Problem solving
- Guess houses for two: https://nrich.maths.org/9917
- En-counters for two: https://nrich.maths.org/9918
- Strike it out for two: https://nrich.maths.org/10091

SCAMPER example

Graphic Organiser

Thinking Processes – Generating Ideas

REASONING, PROCESSING AND INQUIRY	CREATIVITY	REFLECTION, EVALUATION AND METACOGNITION

S.C.A.M.P.E.R.

How Does It Work? This tool will help you to exercise your creativity when considering an existing item/system/job and generating ideas to improve it.

KEY ELEMENTS TO THINK ABOUT

- First, take one minute to brainstorm as many things as possible about the item/system/job that ANNOY you or could be improved!

- Let yourself go a bit wild with your imagination! Think outside the square!

- Then, work through the acronym trying to use all of the letters in an attempt to address those issues.

- Use this in a team to access the power of 'Group Think'

TASK
How could you improve a pumpkin?

S	UBSTITUTE	🎃	Make the flesh purple instead of yellow to give a better contrast when you cut them open. What vegetable could I cross a pumpkin with to achieve this?
C	OMBINE	🎃	Make the skin more tasty so you can blend the fruit and the peel together when you make soup. What has a tasty skin?
A	DAPT	🎃	Make the outside easier to peel by crossing it with a fruit you peel with your fingers or with a skin you eat.
M	ODIFY	🎃	Make miniature pumpkins like yellow squash.
P	UT	🎃	Add sugar to make the pumpkin flesh sweet. What fruit could be cross-bred with a pumpkin to produce a sweeter flesh?
E	LIMINATE	🎃	Get rid of the seeds – like a seedless watermelon.
R	EVERSE	🎃	Have a variety with the seeds on the outside of the vegetable so it's easier to harvest for those wanting the pumpkin primarily for the seeds. Are there any fruits that have their seeds on the outside?