



Learning Project WEEK 6 - Food

Age Range: Y5/6

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> • Working on Times Table Rock Stars (at least 10 GARAGE SESSIONS) - they can access this with the same login. • Get a piece of paper and ask your child to show everything you know about angles. This could be pictures, diagrams, explanations, methods etc. They can be as creative as they want to be. • Complete a maths task from Study Ladder (you have an individual log in for this) • Look at a recipe with your child. Ask them how much of each ingredient would be needed if the amount of people it was cooked for was halved, doubled, tripled etc. Talk to them about what maths they might need to think about to do this. • Get your child to work on their reasoning and problem solving by practising past SATs questions – Use Corbett Maths, Complete Mathematics, Twinkl or White Rose as a starting place to find such questions. 	<ul style="list-style-type: none"> • Ask your child to read a book from their Myon account for their ZPD level. • Following this, ask your child to summarise the events from the book. They could bullet point what happened, create a comic strip or present the information in their own creative way. • Encourage your child to note down any unfamiliar words from the chapter they have read. Explore the meanings of these words by using a dictionary, reading around the sentence or using print conventions. • Challenge your child to read something around the house that isn't a book. They can then complete their reading diary following this. • Your child can log on to Oxford Owl and read a book. After this, direct your child to review the text and justify their opinion with examples from the text.
Weekly Spelling Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> • Encourage your child to practise the Year 5/6 Common Exception Words (see list) • Then ask your child to choose 5 Common Exception words. They can then write a synonym, antonym, the meaning and an example of how to use the word in a sentence. • Practise spellings on Study Ladder • Your child can create a vocabulary bank about their family. They may want to use this for some of their writing tasks this week. • Get your child to proofread their writing from the day. They can use a dictionary to check the spelling of any words that they found challenging. This will also enable them to check that the meaning of the word is suitable for the sentence 	<ul style="list-style-type: none"> • Ask your child to continue to write a diary entry/newspaper report summarising the events from the day/week. • Your child can write a recipe to make a healthier option for making a pizza. Think about which ingredients they could switch so that this delicious treat is better for them. Test the recipe out! • How does the human digestive system work? Get your child to write an explanation describing this and include diagrams to represent their explanations. • There are lots of different types of food available for people to eat in the UK. Ask your child to write a rap about food. This could be about a particular food group or their favourite meal. • Fast food establishments should not be within one mile of schools. Do you agree/disagree with the above statement? Your child will debate both sides of the argument. • Story Task: Your child may be coming towards the end of their story. Ask them to start to think about how to conclude their story. Will the problem be solved? How has their main character changed and how will they show this through their language choice?



Learning Project - to be done throughout the week

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.

- **Which Foods Contain the Most Sugar?** Your child must choose a selection of food items from the food cupboard, fridge and freezer. They will then identify the nutritional label and record the amount of sugar that each food contains. Once they have gathered the information, ask them to record the sugar contents on a pie chart and evaluate the data. How will their findings change what they eat?
- **Plough to Plate-** Ask your child to choose a food from any of the 6 main food groups. They will then locate the country/countries of origin on a world map and work out how far the food item travels to get to their plate. Following this, ask them to sketch a diagram detailing the journey the food has taken and add captions and timeframes. What could we do to reduce how many miles our food travels?
- **Creative Creations-** Cadburys are launching a new chocolate bar. Your child will create some criteria for Cadbury chocolate packaging by researching current Cadbury products. Once they have some criteria, they will use this to design their own packaging (they may want to do this on a computer if they have access to one). Finally, ask them to gather some feedback from the family about the design. They will use the feedback to adapt and refine the design. After creating the chocolate bar, your child can then compose a jingle that could be used in an advert. This could be created by using household items such as pots and pans or by using these virtual instruments.
- **Come Dine with Me** - Your child is responsible for creating a three course meal for four family members. They need to create the recipes for a starter, main meal and dessert. Ask them to think about what ingredients they will need to make your recipe and write a shopping list of items. They will then research how much the ingredients will cost using a supermarket website of their choice. Where is the most cost effective place to buy the ingredients? They could then test out a recipe by making it for dinner that evening. Family members may even wish to score each course!
- **A Balanced Diet** - Ask your child to think about the food a toddler might eat compared to an adult athlete. They will then choose five different types of people (e.g. a child, teenager, athlete, teacher etc.) and draw a plate of food that will ensure they are eating a healthy, balanced diet. Underneath each plate, they must justify why they have chosen these foods. Get them to think about the calorie intake each of these individuals might need. Can some people have more of one type of food group? If yes, why can they

There are many other learning opportunities in the *Supporting Learning at Home* section of our school website!