



Learning Project WEEK 6 - Food

Age Range: Y5/6

Additional activities will be set by teachers on: spag.com & Purple Mash.

Please also see the [school website](#) for a whole host of other ideas.

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> Get your child to play on Times Tables Rockstars. Is there a Battle of the Bands challenge? Ask your child to show everything they know about angles on a piece of paper. This could be pictures, diagrams, explanations, methods etc. Get them to be as creative as they can be. Get your child to play these games measuring angles, setting angles and creating angles. Play on Hit the Button - focus on times tables, division facts and squared numbers. 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. Why not try the recipe now too! Arithmetic practise on Maths Frame. You will need to subscribe to the website. Try some of these fun maths activities as a family. 	<ul style="list-style-type: none"> Ask your child to read a chapter from their home reading book or a book that they have borrowed from the library. Following this, ask your child to create a list of questions to interview the main character. They can test out the questions by answering in role as the character. Encourage your child to think about the traits of the character and how this will influence their answers. Why not ask your child to read to you. Get them to identify somewhere in the home that they don't usually read and listen to them read a chapter or two. Your child may wish to ask you questions about what was read. Read a range of articles in First News. Discuss some of the topics with your children and encourage them to research them further. Subscribe in order to receive free online access during school closures. Watch Newsround and discuss what is happening in the wider world.

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 the meaning and an example of how to use the word in a sentence. Practise spellings on Top Marks, BBC Bitesize or Spelling Frame. Most rap songs contain a rhyme scheme. Your child can create a word bank of rhyming words associated with food and its taste. They will then use this to help them with their rap writing task. 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. Try different ways to practise your spellings: write them backwards; turn them into a piece of art; draw them in sand; create a wordsearch with them in or see how many times you can spell them correctly in a minute. Check Purple Mash for spelling tasks to complete. 	<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 process and include diagrams to represent their explanations. This might require some additional research either using books or the internet. 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 this 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?

Year 5/6 Common Exception Words for Spelling

accommodate accompany according aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience conscious controversy convenience correspond	criticise curiosity definite desperate develop dictionary disastrous embarrass environment equipment equipped especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity	immediate individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical privilege profession programme pronunciation queue recognise	recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere sincerely soldier stomach suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht
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The project this week aims to provide opportunities for your child to learn more about 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 should choose a selection of food items from the 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 bar 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?



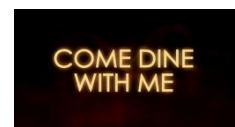
Creative Creations:

Cadburys are launching a new chocolate bar. Your child will research current Cadbury products and the packaging used. Once they have researched carefully, they will use their findings 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 design, your child could 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 their 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?



Additional learning resources parents may wish to engage with:

If you want to access teaching material daily, we suggest the following resources:

Please look at the [White Rose Maths](#) resources. This is the Maths Scheme of work we follow in school so is the perfect choice. There is a daily lesson from Early Years to Year 6 with a short video showing you clearly and simply how to help your child to complete the activity successfully.

[The Oak Academy](#) is a virtual school providing 180 free lessons a week for children from Reception to Year 6. It is supported by various education organisations including the Sutton Trust, the Teaching Schools Council and is being backed by the DfE.

[BBC Bitesize](#) have daily lessons which have been created with teachers and other educational experts and feature a mix of videos, animations, practice activities, quizzes and games.

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