



Week 16: Learning Project - Food

Age Range: Y5/6

Weekly Reading Tasks	Weekly Spelling Tasks
<p><b>Monday-</b> Read a chapter or two from your current reading book to a family member. Ask them some questions afterwards to see how well they have listened and followed the story.</p>	<p><b>Monday-</b> Practise spelling rule 48 on <a href="#">Spelling Frame</a>. What is a homophone? Create a list of homophones that you know.</p>
<p><b>Tuesday-</b> Create a list of questions to interview the main character from your current reading book. Test out the questions by answering in role as the character and considering the character's traits.</p>	<p><b>Tuesday-</b> List words you associate with food. Think of possible synonyms for each listed word.</p>
<p><b>Wednesday-</b> Listen to the poem '<a href="#">Blancmange</a>' by John Hegley. What features of a poem can you identify?</p>	<p><b>Wednesday-</b> Choose 5 homophones and use them correctly in a sentence/paragraph about a food or meal of your choice.</p>
<p><b>Thursday-</b> Author study. Create a short fact file on your favourite author. You could visit the author's website and perhaps even write a letter to the author too. Lots of them respond!</p>	<p><b>Thursday-</b> Unscramble these food related words: <b>daesoof, sliceroa, rustertana, tedi &amp; tibicus</b>. Create your own food related versions of this game to share with a family member.</p>
<p><b>Friday-</b> Read <a href="#">this Planet Friendly Ice Lollies recipe</a>. What features of instructions can you identify? Can you follow this recipe and make the lollies?</p>	<p><b>Friday-</b> Create your own food related crossword. You will need a hungry volunteer to test out your puzzle.</p>

Weekly Writing Tasks	Weekly Maths Tasks: Place Value
<p><b>Monday-</b> Try out a new healthy recipe on your family. Research which foods could be used as healthier alternatives. Once you have made your meal, think about what you would do differently if you made it again. Write a review of your meal.</p>	<p><b>Monday-</b> Write a 5, 6 or 7 digit number down in the middle of a piece of paper. How many ways can you partition the numbers?</p>
<p><b>Tuesday-</b> How does the <a href="#">human digestive system</a> work? Write an explanation describing this and include diagrams to represent your explanations.</p>	<p><b>Tuesday-</b> Record the ages of each member of the household. Using all of the digits from these numbers, what is the largest number you can make? What is the smallest? How do you know it is the biggest or smallest number?</p>
<p><b>Wednesday-</b> Write a persuasive text about healthy eating. Think about the reasons why people should make healthy food choices. Remember to give people suggestions about healthier food options that they could try.</p>	<p><b>Wednesday-</b> Using the digits 2, 4, 4, 3, 8, 6, 6 and these clues work out the number. <b>Clue 1</b> - The thousands and tens digits are the same. <b>Clue 2</b> - The ten thousand digit is half of the digit in the ones. <b>Clue 3</b> - It is a 6-digit number that is less than 400,000. Is there more than 1 possibility?</p>
<p><b>Thursday-</b> <i>Fast food establishments should be banned.</i> Do you agree/disagree with the above statement? Debate both sides of the argument and come to a final conclusion.</p>	<p><b>Thursday (theme)-</b> Look at a recipe. How much of each ingredient would be needed if the amount of people it was cooked for was halved, doubled, tripled etc. What maths do you need to think about to do this?</p>
<p><b>Friday-</b> Become a restaurant critic and review your favourite restaurant. Discuss: the atmosphere, setting, customer service and the food. You could also review your least favourite restaurant!</p>	<p><b>Friday-</b> On average, female adults should have around 2000 calories a day and males around 2500 calories. Looking at the calories on food items, can you design the meals for a day for either an adult female or male? Try and fit in with the daily calorie recommendations.</p>

## Learning Project - to be done throughout the week

The project this week aims to provide opportunities for you 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?**- Choose a selection of food items from the food cupboard, fridge and freezer. Identify the nutritional label and record the amount of sugar that each food contains. Once you have gathered the information, record the sugar contents on a pie chart and evaluate the data. How will your findings change what you eat?
- **Plough to Plate**- Choose a food from any of the [6 main food groups](#). Locate the country/countries of origin on a world map and work out how far the food item travels to get to your plate. Following this, 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**- Walkers are launching a new flavour of crisps. Create the criteria for the new packaging by researching current crisp products. Once you have your criteria, you will use this to design your own packaging (you may want to do this on a computer if you have access to one). Finally, gather some feedback from your family about the design. Use the feedback to adapt and refine the design. After creating the new crisp flavour, you 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** - Create a three-course meal for four family members. Create the recipes for a starter, main meal and dessert. Think about what ingredients you will need to make your recipe and write a shopping list of items. Research how much the ingredients will cost using a supermarket website of your choice. Where is the most cost-effective place to buy the ingredients? Test out a recipe by making it for dinner that evening. Family members may even wish to score each course!
- **A Balanced Diet** - Think about the food a toddler might eat compared to an adult athlete. 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, you must justify why you have chosen these foods. 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?

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