

Learning Project WEEK 6 - Food

Age Range: Year 5

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> <li>• Get your child to play on <a href="#">Times Table Rockstars</a>, <a href="#">Numbots</a> or <a href="#">Sumdog</a>.</li> <li>• 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 possible.</li> <li>• Go to <a href="#">MathsWatch</a> and watch the videos about angles (you will need to use the search box). We have not yet covered this in class, so try to remember back to year 4 and don't worry if some of it is quite tricky. There will be a test online with year 4 and year 5 questions to answer this week.</li> <li>• 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.</li> <li>• <a href="#">Arithmetic practise</a> on Maths Frame.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to explore <a href="#">Read Theory</a>. You should be able to work through at least one text per session.</li> <li>• Ask your child to read a chapter from their home reading book or a book that they have borrowed from the library.</li> <li>• 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 the answers.</li> <li>• 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.</li> <li>• 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.</li> <li>• Your child can log on to <a href="#">Oxford Owl</a> or explore the eLibrary online (see directions on Google Classroom) and read a book that matches their book band or reading level. After this, direct your child to review the text and justify their opinion with examples from the text.</li> </ul>
Weekly Spelling Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> <li>• Encourage your child to practise the Year 5/6 Common Exception Words (see list)</li> <li>• 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.</li> <li>• Practise spellings on <a href="#">Spelling Frame</a> and <a href="#">Sumdog</a>.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask your child to continue to write a diary entry/newspaper report summarising the events from the week.</li> <li>• 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!</li> <li>• Get your child to write an explanation describing how the human digestive system works and include diagrams to represent their explanations.</li> <li>• 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.</li> <li>• <b>Fast food establishments should not be within one mile of schools.</b> Do you agree/disagree with the above statement? Your child will debate both sides of the argument.</li> <li>• <b>Story Task:</b> Your child may be coming towards the end of their story. Ask them to start to think about how to conclude their story and whether the problem will be solved. They must consider how their main character has changed and show this through their language choice.</li> </ul>

## 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.

**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.

**Creative Creations** - Cadburys are launching a new chocolate bar. Your child will create a criteria for Cadbury chocolate packaging by researching current Cadbury products. Once they have a 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 the people in your home. 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. They must consider 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.

## Additional learning resources parents may wish to engage with

### [Tate Kids](#)

Explore art and artists, games, quizzes, inspiration and tutorials.

### [BBC Ten Pieces](#)

Explore some different types of music.

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