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| **Learning Project WEEK 6 - Food** | |
| **Mulberry and Chestnut Class**  Have you started our ‘Virtual Games?’ <https://www.activesussex.org/virtual/> | |
| **Weekly Maths Tasks (Aim to do 1 per day)** | **Weekly Reading Tasks (Aim to do 1 per day)** |
| **Do this FIRST:**   * Work through the Summer Term Week 4 unit on fractions on [White Rose Home Learning](https://whiterosemaths.com/homelearning/year-6/)   - multiplying and dividing fractions.  **THEN:**   * Try to beat your time on [Times Table Rockstars](https://play.ttrockstars.com/auth/school). * Show everything you know about angles on a piece of paper. This could be pictures, diagrams, explanations, methods etc. Be as creative as you want to be. * Play these games on [identifying angles](http://flash.topmarks.co.uk/4772) and [measuring angles](http://flash.topmarks.co.uk/651). * Play on [Hit the Button](https://www.topmarks.co.uk/maths-games/hit-the-button) - focus on times tables, division facts and squared numbers. * 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 might you need to think about to do this. * [Arithmetic practise](https://mathsframe.co.uk/en/resources/resource/486/Y6-Arithmetic-Practice) on Maths Frame. * Work on your [reasoning and problem solving](https://primarysite-prod-sorted.s3.amazonaws.com/springcroft-primary-school/UploadedDocument/915522a464444cfa96a70bc9bdaee45d/ultimate-ks2-maths-sats-organiser-y6-daily-mini-videos-puzzles-for-y5.pdf) by practising past SATs questions that are broken down into topic areas and have videos linked to them that can be watched if needed. As these are older papers these are suitable for both years 5 and 6. Click on one of the topic areas listed to gain access to the questions. * Work on the homework tasks on your MyMaths login | * Read a chapter from your home reading book or a book that you have borrowed from the library – or even online! * Following this, create a list of questions to interview the main character. You can test out the questions by answering in role as the character. Can you think about the traits of the character and how this will influence the answers. * Next note down any unfamiliar words from the chapter you have read. Explore the meanings of these words by using a dictionary, reading around the sentence or using print conventions. * Read to an adult at home. Can you find somewhere at home where you don’t usually read and read a chapter or two. Get the adult to ask you questions about what was read. |
| **Weekly Spelling Tasks (Aim to do 1 per day)** | **Weekly Writing Tasks (Aim to do 1 per day)** |
| Each day you could choose one of BBC Bitesize’s English lessons: <https://www.bbc.co.uk/bitesize> | |
| * Practise the Year 5/ 6 Common Exception Words (see list) * Choose 5 Common Exception words. You can then write a synonym, antonym, the meaning and an example of how to use the word in a sentence. * Practise spellings on [Spelling Frame](https://spellingframe.co.uk/). The Year 5/6 lists are on there ready for you to learn and be tested. * Most rap songs contain a rhyme scheme. Can you create a word bank of rhyming words associated with food and its taste? You can then use this to help with your rap writing task. * Proofread your writing from the day. You can use a dictionary to check the spelling of any words that you found challenging. This will also enable you to check that the meaning of the word is suitable for the sentence. | * Continue to write a diary entry/newspaper report summarising the events from the day/week. * You could write a recipe to make a healthier option for making a pizza. Think about which ingredients you could switch so that this delicious treat is better for you. Test the recipe out! * How does the human digestive system work? Write an explanation describing this and include diagrams to represent your explanations. * There are lots of different types of food available for people to eat in the UK. You can write a rap about food. This could be about a particular food group or your favourite meal. * ***Fast food establishments should not be within one mile of schools.*** Do you agree/disagree with the above statement? You should debate both sides of the argument. * **Story Task:** You may be coming towards the end of your story. Start to think about how to conclude your story. Will the problem be solved? How has the main character changed and how will you show this through your language choice? |
| **Learning Project - to be done throughout the week** | |
| **The project this week provides opportunities for you to learn more about food. You might want to 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. You should 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-** Cadburys are launching a new chocolate bar. Can you create a criteria for Cadbury chocolate packaging by researching current Cadbury products. Once you have a criteria, use this to design your own packaging (you might want to do this on a computer but you don’t have to). Finally, gather some feedback from the family about the design. You should use the feedback to adapt and refine the design. After creating the chocolate bar, 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](https://www.virtualmusicalinstruments.com).  **Come Dine with Me -** You are responsible for creating a three-course meal for four family members. You need to 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. Then 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? You could then test out a recipe by making it for dinner. Family members may even wish to score each course!  **A Balanced Diet –** Now 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?  [**BBC Bitesize**](https://www.bbc.co.uk/bitesize)Find a new topic to learn about - choose from any KS2 lesson to find something that really interests you.  **Homework Grid** – Choose a section from your homework grid to work on. | |
| **Additional learning resources parents may wish to engage with** | |
| [**Classroom Secrets Learning Packs**](https://classroomsecrets.co.uk/free-home-learning-packs/) **-** These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.  [**Twinkl**](https://www.twinkl.co.uk/offer/UKTWINKLHELPS?utm_source=promo&utm_medium=email&utm_campaign=England_coronavirus_schools_email&utm_content=offer_link) **-** to access these resources, click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS.  [**Headteacherchat**](https://www.headteacherchat.com/post/corona-virus-free-resources-for-teachers-and-schools) - This is a blog that has links to various learning platforms. Lots of these are free to access. | |
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