

Learning Project WEEK 6 – Food-Online

Age Range: Y5/6

Weekly Maths Tasks (Aim to do 1 per day)

- Get your child to play on [Times Table Rockstars](#). Remember those 7,8,9's. Can you make loop cards for the family to play or even bingo too?
- [Arithmetic Focus](#)
Levels 5 and 6 addition and subtraction (whole numbers and tenths)
Levels 5 Rounding – whole numbers and decimals.
Remember the rhyme “5 or more give it 1 more 4 or less leave it to rest.”
- Play on [Hit the Button](#) - focus on times tables, division facts and squared numbers.
- For practise of all of your arithmetic skills try these [activities](#)
- Get your child to play these games on [identifying angles](#) and [measuring angles](#).
- [Angles Reasoning and Estimation](#)
- Practise your estimation and reasoning of angles by playing this [game](#). You can play it with a partner or on your own.
- A Daily Lesson:
<https://whiterosemaths.com/homelearning/summer-term/> Really great for a lesson a day. Remember you can write the answers in your book and do not need to print out the worksheets.
- These are available for Y5 and for Y6.

Weekly Reading Tasks (Aim to do 1 per day)

- 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 the answers. Can they make any connections to characters from other books with similar traits?
- 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. You could even record different synonyms in your love reading book to help extend that beautifully learnt vocabulary.
- 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. Look out for authors reading parts of chapters online. Maybe they could video themselves to share with a younger friend?
- Your child can log on to [Bug Club/Oxford Owl](#) and read a book that matches their book band. 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)

- Practise spellings on [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.
- Play word muddle where you muddle up the letters and your child needs to find the correct spelling? Can you create your own word search using them and share them with a friend to solve?
- If you have scrabble what would the value of each word be? Why are some letters worth more in scrabble?

Weekly Writing Tasks (Aim to do 1 per day)

- 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 and sweet shops 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.

terrible	• 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?
terribly	
considerable	
considerably	
adorable	
adorably	
visible	
visibly	
incredible	
incredibly	
sensible	
sensibly	

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- Imagine you are launching a new cereal for breakfast. Your child will create a criteria for the packaging by researching other cereal 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 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 your 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?

French Learning – Food – La Nourriture

This week's challenge: to learn new food vocabulary and practice café dialogue

This week's outcome: Make a French Gateau au Yaourt

Practise being a waiter and revisit the French names for café food and drink we have learned in school by **playing battleships**. You can create your own grid with food and drink items you have chosen and found the French names of using the [Collins Bilingual Dictionary](#) or you can use the grid in the **Battleships Au Café document** which is on C4 home learning area of the school's website.

Learn the names of breakfast, lunch and dinner in French by listening to these songs:

Au petit déjeuner [At Breakfast](#) by Alain Le Lait

[J'ai Faim J'ai Soif](#) by Alain le Lait – great for learning the verbs to say I'm hungry, I'm thirsty

[I'm Hungry - J'ai Faim](#) by Basho & friends, has different meals, foods and simple expressions

What do you eat for your petit déjeuner ? Draw a cartoon of your breakfast time with speech bubbles to say what you eat.

For your Come Dine with Me project could you **make a French Gâteau au Yaourt ?**

What do you think Yaourt is in English? Use the [Collins Bilingual Dictionary](#) to check if you are not sure.

Watch the videos to see how the [Gateau au Yaourt by French Children](#) is made using an empty yoghurt pot to measure the ingredients. This version has the recipe written out in French and a video showing you how to make the [Gateau au Yaourt](#)

Note: 0.5 sachet de levure is approx. 2 tsp of Baking Powder

I hope your cake is délicieux !

Merci, Amuse-toi et À Bientôt

Mme Smith

Additional learning resources parents may wish to engage with

[Classroom Secrets 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](#) - 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](#) - This is a blog that has links to various learning platforms. Lots of these are free to access.

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