# Learning Project WEEK 6 - Food

**Age Range: Y5/6**

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<tr>
<th>Weekly Maths Tasks (Aim to do 1 per day)</th>
<th>Weekly Reading Tasks (Aim to do 1 per day)</th>
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| • Working on [Times Table Rockstars](https://www.ttrockstars.com)  
• Get a piece of paper and show everything you know about addition and subtraction. This could be pictures, diagrams, explanations, methods etc. Be as creative as you want to be.  
• Play on [Hit the Button](https://www.hit-the-button.com) - focus on times tables, division facts and squared numbers.  
• Daily arithmetic for different areas of maths. Aim to work on level 4, 5 and 6 activities.  
• Get your child to work on their reasoning and problem solving using [https://nrich.maths.org/9084](https://nrich.maths.org/9084) | • Read a chapter from your home reading book or a book that you have borrowed from the library.  
• Summarise the events from the chapter. You could bullet point what happened, create a comic strip or present the information in your own creative way.  
• 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 something around the house that isn’t a book.  
• Log on to [Bug Club](https://www.bug club.co.uk) (active learn) and read a book that matches your book band. Review the text and justify your opinion with examples from the text. |

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<th>Weekly Spelling Tasks (Aim to do 1 per day)</th>
<th>Weekly Writing Tasks (Aim to do 1 per day)</th>
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| • Practise the Year 5/ 6 Common Exception Words (see list)  
• Choose 5 Common Exception words. Write a synonym, antonym, the meaning and an example of how to use the word in a sentence.  
• Practise your spellings on [Spelling Frame](https://www.spellingsframe.com) (see spelling tiles for free activities)  
• Create a vocabulary bank about your family. You may want to use this for some of your writing tasks.  
• Proof read your writing from the day. Use a dictionary to check the spelling of any words that you found challenging. Check that the meaning of the word is suitable for the sentence. | • 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 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.  
• **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 6 have access to reading, spag and maths tests via

https://www.satsbootcamp.co.uk/sbc/?login=1

Learning Project - to be done throughout the week

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 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**- 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 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 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?

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.