

Learning Project WEEK 4 - Food

Ms Ely & Mrs Laird-Boothe – Year 4 – Limes & Whitebeam Classes

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> Working on Times Table Rockstars - your child will have an individual login to access this (20 mins on SOUND CHECK). Have you been able to beat us in the challenge? If your child works on 'Numbots' in school they can access this with the same login. Play on Hit the Button - focus on number bonds, halves, doubles and times tables. Adding totals of the weekly shopping list or some work around money. This game could support work on adding money. Practise telling the time. This could be done through this game (scroll down to access the game). Read to the quarter hour and the nearest 5 minutes. Get a piece of paper and ask your child to show everything they know about Time. This could be pictures, diagrams, explanations, methods etc. They can be as creative as they want to be. Practise counting forwards and backwards from any given number in 3s, 5s 10s 20s. There are lots of fun games to play on My Maths. 	<ul style="list-style-type: none"> Try this online quiz about fact retrieval: https://www.thenational.academy/year-4/english/story-reading-comprehension-fact-retrieval-year-4-wk2-2 Then try this comprehension on fact retrieval: https://www.thenational.academy/year-4/english/story-reading-comprehension-fact-retrieval-year-4-wk2-2 Watch Newsround and discuss what is happening in the wider world. Get your child to read a book on Oxford Owl, discuss what your child enjoyed about the book. Read the comprehension attached to the end of these plans. Then answer the questions. Remember to answer in full sentences, don't start an answer with 'because' and use capital letters & full stops. Explore new vocabulary you find when reading. What are the origins of this word? Can it be modified? Can you find any synonyms or antonyms for your new word? With your child, look in magazines, newspapers and books for new vocabulary they are unfamiliar with. They could use a highlighter to highlight in magazines and newspapers.
Weekly Spelling Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> Complete the word search on the end of these plans. Can you write a short, silly story using some of the spellings? Practice A, B or C spellings on this plan. Then test yourself. Practise the Year 3/4 for Common Exception words. Choose 5 Common Exception words. Write a synonym, antonyms, the meaning and an example of how to use the word in a sentence. Can the word be modified? Choose 5 Common Exception words and practise spelling them using bubble letters. Write the word in bubble letters, e.g. <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> Write a recount to a family member telling them all about how your day or week has been. Use the recount check list and highlight the features you use. Write a shopping list that ensures their family will eat a balanced diet. Remembering to include exciting adjectives. Use the food adjectives on this plan. Write a recipe. How to make Remembering to include a list of ingredients and things they need. Also not forgetting to include headings and subheadings. Then write their set of instructions, remembering to include imperative (bossy) verbs. Look at the examples on this plan. Write a review about a meal they've eaten. Describe what they had to eat. What did they enjoy and why? Choose a particular food and write an acrostic poem. Think about where it comes from? What does it look like? What does it taste like? Etc.... Take part in a writing master class.

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.

- **Let's Wonder:**

What is a balanced diet? Find out about the 5 food groups. Make slides or posters about what they find out about. [Carbohydrates](#) [Protein](#) [Dairy](#) [Fruits and Vegetables](#) [Fats](#). Where does their food come from? Which foods come from the UK? [What is fairtrade?](#)



- **Let's Create:**

Make repeated pattern prints for decorative purposes using various natural materials, e.g potato printing or create some still life observational sketches of fruit. Look at the artwork of [Giuseppe Arcimboldo](#) Maybe recreate some of his paintings with fruit.



- **Be Active:**

Food provides us with energy and we need energy to exercise and this keeps us fit. Why not choose a dance from [Supermoves?](#)
Recommendation at least 2 hours of exercise a week.



- **Time to Talk:**

As a family, design a healthy meal plan for the week. Discuss their favourite foods and why they enjoy them? Talk about healthy and unhealthy foods and explain the importance of eating a balanced diet.



- **Understanding Others and Appreciating Differences:**

[Lunch around the world.](#) Look at lunch around the world and investigate how differently people eat in other parts of the world. Find out what a vegetarian is? Vegan? Kosher food? Halal food?



- **Reflect:**

Make a meal by combining a variety of ingredients using a range of cooking techniques.
Measure and weigh ingredients appropriately to prepare and cook a range of savoury dishes.



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.

<https://www.hamilton-trust.org.uk/blog/learning-home-packs/> – Free English and Maths Learning at Home Packs.

#TheLearningProjects



Spellings

Objective: Revision of the prefix – mis and – re.

n	m	i	s	u	n	d	e	r	s	t	a	n	d	i	n	g	r	f	z
y	m	d	b	u	f	m	i	s	u	s	e	d	m	t	p	e	e	o	x
i	m	i	s	g	u	i	d	e	d	m	i	s	u	s	e	r	m	s	e
m	i	s	l	a	i	d	r	e	v	i	e	w	n	h	u	j	o	e	z
r	e	c	o	n	s	t	r	u	c	t	i	o	n	z	m	z	v	u	x
b	m	i	s	u	n	d	e	r	s	t	o	o	d	m	i	u	e	r	m
o	g	s	o	e	h	l	r	e	t	u	r	n	m	i	s	b	x	l	i
a	o	m	i	s	f	o	r	t	u	n	e	m	i	s	t	e	u	y	s
m	y	k	v	o	a	u	j	j	s	o	r	i	s	c	a	l	x	m	l
i	a	g	w	s	v	m	o	q	c	p	e	s	t	a	k	p	k	i	e
s	k	h	f	f	o	g	z	w	r	r	p	u	o	l	e	r	d	s	a
t	m	r	e	p	l	a	c	e	f	k	r	n	o	c	n	m	v	b	d
a	i	a	m	i	s	c	h	i	e	f	e	d	k	u	o	i	o	e	i
k	s	r	e	a	r	r	a	n	g	e	s	e	a	l	t	s	m	h	n
e	u	s	o	c	q	c	f	r	n	b	e	r	c	a	d	t	i	a	g
n	s	r	e	c	o	m	m	e	n	d	n	s	a	t	z	a	s	v	e
l	e	q	m	i	s	l	a	y	p	f	t	t	s	i	k	k	t	e	j
y	z	l	i	l	n	x	v	j	p	e	w	a	b	o	f	e	a	p	j
r	l	b	r	m	i	s	t	r	e	a	t	n	v	n	v	s	k	j	m
r	e	s	e	a	r	c	h	i	s	w	x	d	t	y	g	s	e	l	v

misbehave	mistake	misunderstood	replace
miscalculation	mistaken	misuse	represent
mischief	mistakenly	misused	research
misfortune	mistakes	misuser	return
misguided	mistook	rearrange	review
mislaid	mistreat	recommend	
mislay	misunderstand	reconstruction	
misleading	misunderstanding	remove	

Hāngi

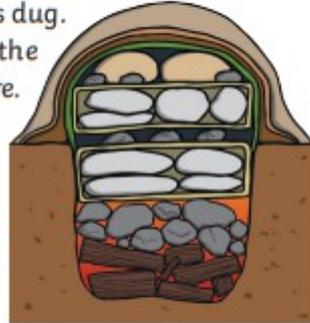
What is a Hāngi?

Hāngi is a traditional Māori style of cooking that has been used for hundreds of years. It is still used throughout New Zealand today.

It is a special way of cooking food under the ground using red hot rocks and steam.

How a Hāngi is Made

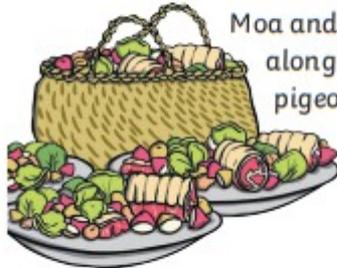
First, a pit big enough for all the food is dug. Then, a fire is made at the bottom of the pit. Next, rocks are piled on top of the fire. Once the fire has burnt out, the rocks are white hot. Food is then placed in the hāngi. The food is covered with wet cloths and dirt. The food is left to cook for at least 3 hours. It is then uncovered and served as a meal.



History of the Hāngi

The hāngi was very spiritual. Māori only took as much food from the land or the sea as was needed.

Māori tradition said that if anybody walked over the hāngi while the food was inside cooking, the food was seen as spoiled and was uneatable.



Moa and seals were commonly cooked in hāngi, along with foods such as fern-root, bulrush, pigeon, tui and parrot.

Questions

1. People from which culture use a hāngi to cook food?

2. What cooks food in a hāngi?

3. Rewrite 'How a hāngi is made' as instructions.

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Step 6: _____

Step 7: _____

4. What did Māori people believe would happen to the food in a hāngi if someone walked over the pit?

5. Why do you think moa, seal, pigeon and tui are no longer cooked in a hāngi?

Extension Questions:

Would you like to try eating this food? For either yes or no say why.

If you and your family were to build a fire pit like this, what sort of foods would you like to try cooking? You can draw a picture with your answer.

Answers

1. People from which culture use a hāngi to cook food?
People from Māori culture use a hāngi to cook food.
 2. What cooks food in a hāngi?
Steam and hot rocks cook food in a hāngi.
 3. Rewrite 'How a hāngi is made' as instructions.
Step 1: Dig a pit for the food.
Step 2: Make a fire in the pit.
Step 3: Pile rocks on top of the fire.
Step 4: Put food in the hāngi.
Step 5: Wait at least 3 hours.
Step 6: Uncover the hāngi.
Step 7: Eat the food.
 4. What did Māori people believe would happen to the food in a hāngi if someone walked over the pit?
Māori people believed the food would be spoiled if someone walked over the hāngi pit.
 5. Why do you think moa, seal, pigeon and tui are no longer cooked in a hāngi?
I think they are no longer cooked in hāngi because there are not a lot of these animals left/ they are protected now/moa are extinct/there are much nicer meats to eat now.
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Food Adjectives

appetizing	crunchy	fruity	roasted	unseasoned
aromatic	delicious	golden	rubbery	velvety
bitter	dry	hot	salty	spicy
bland	dull	juicy	smelly	flavoursome
burnt	fiery	mild	peppery	
cheesy	fizzy	moist	oily	sticky
chilled	fluffy	plain	sweet	
cold	creamy	fresh	tasty	tangy
crisp	frozen	rich		zesty
warm	whipped		yummy	zingy

Imperative Verbs



add	colour	face	move	run	stretch
bake	cook	fill	paint	score	take
beat	cut	fold	pick	skip	tear
bend	draw	fry	pour	spoon	turn
boil	eat	mix	rotate	step	walk