

Learning Project WEEK 4 - Food

Age Range: Year 6

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. If your child has Times Table Rockstars they can access Numbots with the same login (Miss Smith's Maths group). ● Work that has been set on MyMaths ● 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 they want to be. ● Get your child to play these games on identifying angles and measuring angles. (You do need Flash for these games) ● Play on Hit the Button - focus on times tables, division facts and squared numbers. ● 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. ● Arithmetic practice on Maths Frame. ● Get your child to work on their reasoning and problem solving by practising past SATs questions that are broken down into topic areas and have videos linked to them that can be watched if needed. Click on one of the topic areas listed to gain access to the questions. ● There is a series of 5 maths lessons with teaching and activities to complete on https://www.thenational.academy/online-classroom/year-6/#schedule 	<ul style="list-style-type: none"> ● 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. ● 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. ● Why not ask your child to read to you. Get them to identify somewhere in the home that they do not usually read and listen to them read a chapter or two. Your child may wish to ask you questions about what was read. ● Your child can log on to Oxford Owl and read a book that matches their reading level. After this, direct your child to review the text and justify their opinion with examples from the text. ● Take part in one of the master classes on authorfy. ● Complete the reading comprehension (see guide below).
Weekly Spelling Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> ● Encourage your child to practise the Year 5/ 6 Common Exception Words (see list) ● 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. ● 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 	<ul style="list-style-type: none"> ● 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. (We have covered this in class). ● There are lots of different types of food available for people to eat in the UK. Ask your child to write a poem about food. This could be about a particular food group or

check that the meaning of the word is suitable for the sentence.

their favourite meal and in any style of poetry. Have a look at some examples: <https://www.poetry4kids.com/topic/food/>

- **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?
- There is a series of 5 English lessons with teaching and activities to complete on <https://www.thenational.academy/online-classroom/year-6/#schedule>

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 main food groups (Fruit and vegetables, carbohydrates, protein, dairy and dairy alternatives, fats). 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 new packaging for this bar by researching current Cadbury products for inspiration (they may want to complete their final design 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.

<https://www.thenational.academy/online-classroom/year-6/#schedule> - On line lessons are available on this site.

#TheLearningProjects

Whole Class Guided Reading – Teaching Guide

- The text is for the children to read. Give each pair a copy of the text (without questions) to read individually or as a whole class. This text has been aimed at Year 6 (Wales)/Primary 7 (Scotland)/Grade 5 (Australia).
- The teacher should use the teacher version. It shows you where to pause after each section and provides questions for you to ask. The colours refer to our levels so that you can direct specific questions at specific students in terms of difficulty (their version does not have these colours to show them which is which). The questions are also numbered in the order they appear on the comprehension sheet.
 - Beginner – (Red)
 - Easy – (Blue)
 - Tricky – (Orange)
 - Expert – (Green)
- The children can record their answers to the questions at the end of the shared read/discussion or in a different session by using the comprehension sheet. The questions have been re-grouped into abilities so that you can assign sections to specific children.
 - Section A – Beginner
 - Section B – Easy
 - Section C – Tricky
 - Section D – Expert

Are unhealthy eating habits losing you pounds in the shop
but adding pounds to your weight?
Do you grab a banoffee pie before a banana?
Then it's time to make a change!

Join us at our
Healthy Eating Workshop
and the best part is – it's FREE!

Join the inspirational staff and children of
St. Chads Primary School, on Friday 23rd June, at 5pm.
Prepare to be food-wise and body-wise!

- ❖ Our workshop is designed to teach you about the food your body actually needs. Why fill up on fatty, sugar-laden food that has no nutritional value, when you can fill up on the good stuff instead?
- ❖ We'll teach you all about the essential nutrients your body craves. We'll also demonstrate how to plan and prepare a whole week of healthy and hearty delights!
- ❖ Think of your body as a gleaming, flame-red Ferrari; only the right type of fuel will result in a top-notch performance. When you nourish your body with wholesome, appetising food, it provides you with the energy to grow, play and keep illness at bay. Only the best will do for your body!
- ❖ Ever tried an avocado, apricot or almond? Participate in our fun, blindfolded taste test and you might just discover a delightfully delicious new food.
- ❖ Test your knowledge of food groups (if you dare) and see if you can correctly guess how much of the different food types you should eat, in our fabulous food fact challenge.
- ❖ Do you eat five portions of fruit and veg a day? If not, then discover our taste-tingling tips on how to squeeze some extra portions of loveliness into your daily diet.
- ❖ Did you know that honey contains incredible natural healing qualities and just a smidgen of it can be used to sweeten your food? It can also double as a soothing, homemade moisturiser to quench your neglected, dehydrated skin.
- ❖ Did you also know that garlic has antibacterial, antifungal, antiviral and antiseptic properties? Now you can amaze your auntie with these awesome anti facts!
- ❖ Prepare to be flabbergasted by these and many more fantastic food facts!

Obesity levels are rising – fact! Don't be a negative statistic. Fad diets belong in the dark ages! With our help, you can soon be making informed food choices instead.

Don't eat less – just eat right!

Limited spaces are available, so register your interest now by phoning: 01766 933487

Healthy Eating Workshop – Comprehension

Section A

1. Why has the author used lots of questions at the beginning?

2. Identify an example of flattering the reader.

3. Identify TWO examples of alliteration.

4. Think of THREE more words that mean the same as 'flabbergasted'.

5. Why has the author stated that 'limited spaces are available'?

Section B

6. What type of text is this? What is its purpose?

7. Identify some examples of exaggerated language.

8. What type of word is 'delightfully'?

9. Why might it be beneficial to have a jar of honey on your cupboard?

10. What does the slogan, 'Don't eat less – just eat right!' mean?

Section C

11. What features would you expect to find in this text type?

12. What does the word 'nourish' mean?

13. What is the purpose of the brackets?

14. What is the purpose of the 'did you know' questions?

15. 'Obesity levels are rising – fact!' Why is this sentence written in this way?

Section D

16. Why has the author chosen to compare a banoffee pie with a banana?

17. Why do you think the author uses the example of the Ferrari?

18. What is the word 'loveliness' referring to in the context of this text?

19. What does the prefix anti- mean? Think of TWO more words that include this prefix.

20. What are 'fad diets' and why does the author think they should belong in the dark ages?

Healthy Eating Workshop – Challenge Activity

Section A

Identify whether you would normally find these features in a persuasive leaflet.

<u>Feature</u>	<u>Found in a persuasive leaflet</u>	<u>Not found in a persuasive leaflet</u>
alliteration	<input type="checkbox"/>	<input type="checkbox"/>
exaggerated language	<input type="checkbox"/>	<input type="checkbox"/>
list of ingredients	<input type="checkbox"/>	<input type="checkbox"/>
emotive language	<input type="checkbox"/>	<input type="checkbox"/>
stage directions	<input type="checkbox"/>	<input type="checkbox"/>
rhetorical questions	<input type="checkbox"/>	<input type="checkbox"/>
active voice	<input type="checkbox"/>	<input type="checkbox"/>
passive voice	<input type="checkbox"/>	<input type="checkbox"/>
orientation	<input type="checkbox"/>	<input type="checkbox"/>

Section B

Identify whether the following sentences are fact or opinion.

	Fact	Opinion
Protein builds, grows and repairs our cells.	<input type="checkbox"/>	<input type="checkbox"/>
Fibre helps us to digest our food.	<input type="checkbox"/>	<input type="checkbox"/>
Broccoli tastes better after it has been steamed.	<input type="checkbox"/>	<input type="checkbox"/>
Fats provide energy that is stored by the body.	<input type="checkbox"/>	<input type="checkbox"/>
Raw vegetables are tastier than cooked vegetables.	<input type="checkbox"/>	<input type="checkbox"/>
The healthy eating workshop will change your life forever.	<input type="checkbox"/>	<input type="checkbox"/>

Healthy Eating Workshop – Challenge Activity

Section C

Identify whether the following sentences are active or passive.

	Active	Passive
The boy was chopping the banana.	<input type="checkbox"/>	<input type="checkbox"/>
The children have changed their diets for the better.	<input type="checkbox"/>	<input type="checkbox"/>
A healthy eating workshop has been organised by Year 6.	<input type="checkbox"/>	<input type="checkbox"/>
Shops have now stocked up on healthier products.	<input type="checkbox"/>	<input type="checkbox"/>
The healthy meal had been designed by the children.	<input type="checkbox"/>	<input type="checkbox"/>
The lettuce was grown by the farmer.	<input type="checkbox"/>	<input type="checkbox"/>

Section D

Improve the following sentences by using more exaggerated or emotive language.

Each day, try to include at least five portions of fruit and vegetables in your diet.

Put your knowledge of food to the test by taking part in our quiz.

Feed your body the right kind of food to stay fit and healthy.

Learn how to prepare a weeks worth of healthy food.

Impress your friends with your knowledge of healthy food.

We'll show you how to make a nice tasting soup which is full of healthy things.

Answers

Are unhealthy eating habits losing you pounds in the shop
but adding pounds to your weight?
Do you grab a banoffee pie before a banana?
Then it's time to make a change!

Join us at our
Healthy Eating Workshop
and the best part is – it's FREE!

Join the inspirational staff and children of
St. Chads Primary School, on Friday 23rd June, at 5pm.
Prepare to be food-wise and body-wise!

D: (Q6) What type of text is this? What is its purpose? A persuasive leaflet. It is attempting to persuade the reader to attend a healthy eating workshop.

S: (Q11) What features would you expect to find in this text type? Answers could include: an appeal to the audience, rhetorical questions, flattery, facts and opinions, exaggerated and emotive language, bargains/offers, time limits, adverbs, alliteration, active voice etc.

E: (Q1) Why has the author used lots of questions at the beginning? To encourage the reader to consider the answers and to read on to see if the answers are revealed or explained.

M: (Q16) Why has the author chosen to compare a banoffee pie with a banana? Both food items contain bananas but one is full of fat, sugar and empty calories, whilst the other is a nutritious and healthy alternative.

- ❖ Our workshop is designed to teach you about the food your body actually needs. Why fill up on fatty, sugar-laden food that has no nutritional value, when you can fill up on the good stuff instead?
- ❖ We'll teach you all about the essential nutrients your body craves. We'll also demonstrate how to plan and prepare a whole week of healthy and hearty delights!
- ❖ Think of your body as a gleaming, flame-red Ferrari; only the right type of fuel will result in a top-notch performance. When you nourish your body with wholesome, appetising food, it provides you with the energy to grow, play and keep illness at bay. Only the best will do for your body!

D: (Q7) Identify some examples of exaggerated language. E.g. hearty, delights, gleaming, flame-red, top-notch, wholesome, appetising etc.

S: (Q12) What does the word 'nourish' mean? Provide with the food or other substances necessary for growth, health and good condition.

E: (Q2) Identify an example of flattering the reader. 'Only the best will do for your body!'

M: (Q17) Why do you think the author uses the example of the Ferrari? A Ferrari is a high performance machine that needs the right type of fuel to perform well. The author is suggesting that we too need the right type of fuel if we want our bodies to perform at their best.

- ❖ Ever tried an avocado, apricot or almond? Participate in our fun, blindfolded taste test and you might just discover a delightfully delicious new food.
- ❖ Test your knowledge of food groups (if you dare) and see if you can correctly guess how much of the different food types you should eat, in our fabulous food fact challenge.
- ❖ Do you eat five portions of fruit and veg a day? If not, then discover our taste-tingly tips on how to squeeze some extra portions of loveliness into your daily diet.

E: (Q3) Identify TWO examples of alliteration. Answers could include: 'avocado, apricot or almond', 'delightfully delicious', 'taste test', 'fabulous food fact' or 'taste-tingling tips'.

S: (Q13) What is the purpose of the brackets? It acts as a direct challenge to the reader in a hope of provoking some sort of response.

D: (Q8) What type of word is 'delightfully'? An adverb.

M: (Q18) What is the word 'loveliness' referring to in the context of this text? Fruit and vegetables.

- ❖ Did you know that honey contains incredible natural healing qualities and just a smidgen of it can be used to sweeten your food? It can also double as a soothing, homemade moisturiser to quench your neglected, dehydrated skin.
- ❖ Did you also know that garlic has antibacterial, antifungal, antiviral and antiseptic properties? Now you can amaze your auntie with these awesome anti facts!
- ❖ Prepare to be flabbergasted by these and many more fantastic food facts!

M: (Q19) What does the prefix anti- mean? Think of TWO more words that include this prefix. The prefix anti- means opposed to or against. Examples might include: antibiotics, antifreeze, antibodies, antibullying, anticlockwise, antisocial, anti-climax etc.

S: (Q14) What is the purpose of the 'did you know' questions? They are meant to impress and entertain the audience. It may also be enough to convince someone to come along to the workshop as the people running it appear to be knowledgeable about healthy eating.

D: (Q9) Why might it be beneficial to have a jar of honey on your cupboard? It has natural healing qualities, it can be used to sweeten food or as a moisturiser to sooth dry skin.

E: (Q4) Think of THREE more words that mean the same as 'flabbergasted'. E.g. stunned, shocked, astonished, staggered, dumbfounded, astonished, gobsmacked etc.

Obesity levels are rising – fact! Don't be a negative statistic. Fad diets belong in the dark ages! With our help, you can soon be making informed food choices instead.

Don't eat less – just eat right!

Limited spaces are available, so register your interest now by phoning: 01766 933487

S: (Q15) 'Obesity levels are rising – fact!' Why is this sentence written in this way? It is intended to grab your attention and to shock you.

D: (Q10) What does the slogan, 'Don't eat less – just eat right!' mean? It means that, to be healthy, people don't need to eat less, they just need to eat the right kind of food instead.

M: (Q20) What are 'fad diets' and why does the author think they should belong in the dark ages? Fad diets tend to become a craze and may make promises of weight loss or other health benefits without the backing of scientific fact. The author may think they belong in the dark ages as time has shown that these diets do not work and can often have quite a negative impact on the overall health of a person.

E: (Q5) Why has the author stated that 'limited spaces are available'? It might rush people into making a decision about attending.

Section A

Identify whether you would normally find these features in a persuasive leaflet.

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rhetorical questions	<input checked="" type="checkbox"/>	<input type="checkbox"/>
active voice	<input checked="" type="checkbox"/>	<input type="checkbox"/>
passive voice	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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	<u>Fact</u>	<u>Opinion</u>
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Fibre helps us to digest our food.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Broccoli tastes better after it has been steamed.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Fats provide energy that is stored by the body.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Raw vegetables are tastier than cooked vegetables.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The healthy eating workshop will change your life forever.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Section C

Identify whether the following sentences are active or passive.

	Active	Passive
The boy was chopping the banana.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The children have changed their diets for the better.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A healthy eating workshop has been organised by Year 6.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Shops have now stocked up on healthier products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The healthy meal had been designed by the children.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The lettuce was grown by the farmer.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Section D **Answers will vary.**

Improve the following sentences by using more exaggerated or emotive language.

Each day, try to include at least five portions of fruit and vegetables in your diet.

Put your knowledge of food to the test by taking part in our quiz.

Feed your body the right kind of food to stay fit and healthy.

Learn how to prepare a weeks worth of healthy food.

Impress your friends with your knowledge of healthy food.

We'll show you how to make a nice tasting soup which is full of healthy things.