

Learning Project WEEK 4 - Food

Age Range: Year 5

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> • Get your child to play on Times Table Rockstars. If your child works on Numbots in school they can access this with the same login. • 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. <i>Remind your child of the following vocabulary: right, acute, obtuse, reflex, degrees.</i> How many different angles can they spot around the home? • Get your child to play these games on identifying angles and measuring angles. • 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. As these are older papers these are suitable for year 5. Click on one of the topic areas listed to gain access to the questions. 	<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 might 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 or reading around the sentence. • 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. • 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. • Attached at end is a visual comprehension, the children are familiar with these and they are used to enhance inference skills. Please remind them that there are no right or wrong answers but the aim is to justify their thinking and try to convince the reader, this can be completed as a discussion.
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. • 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 proof read 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. 	<ul style="list-style-type: none"> • Your child can write a recipe to make a healthier option than ordering a takeaway 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 on the same street as schools. Do you agree/disagree with the above statement? Your child should consider both sides of the argument. • Story Task: Using last week's plan, write the first two paragraphs of the story. Think about developing character and setting. Remind your child to go back and edit and improve their writing once they have finished.

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.

Can you estimate how much different foods weigh? Allow your child to hold something that has a mass of 1kg. Then, give them other foods and allow them to compare and estimate how much different foods weigh. Check on the packaging or weigh the item on a scale to confirm. Remember that an estimation is never right or wrong but encourage your child to make close, sensible guesses.

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, with adult supervision, 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 four different types of people (e.g. a child, teenager, adult, athlete 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.

#TheLearningProjects



We have been working on our inference skills and writing answers that are open to interpretation. Answer the following comprehension questions as clearly as you can, explaining your thinking.

1. What are the dog and the girl travelling in? How do you know? What clues are in the picture?
2. What could the girl have seen that has made her react this way?
3. Where do you think they are travelling to? Where would you like to go to if you could travel anywhere? Explain your answer.
4. Why do you think she has chosen to take her pet with her?
5. If you could go on a mystery adventure, who would you take with you and why?
6. What would you include in your luggage?
7. Do you think her dog is happy to travel with her? What makes you think this?