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| images[5]**Learning Project WEEK 7-Food**  **01/06/20** | |
| **Year group: 5/6** | |
| **Suggested Weekly**    **Maths Activities** | **Suggested Weekly**    **Reading Activities** |
| **Times Tables**   * Continue to practise your times tables on TT Rockstars, Purple Mash or Hit the Button.   OR   * Choose an activity from the Make Times Tables fun document on the website. | * Ask your child to read a chapter from their home reading book. |
| **Zios and Zepts**   * On the planet Vuv there are two sorts of creatures. The Zios have 3 legs and the Zepts have 7 legs. The great planetary explorer Nico, who first discovered the planet, saw a crowd of Zios and Zepts. He managed to see that there was more than one of each kind of creature before they saw him. Suddenly they all rolled over onto their backs and put their legs in the air.   He counted 52 legs. How many Zios and how many Zepts were there? Do you think there are any different answers? | * 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. |
| **Always read the label**   * Take a box/packet of food. Add up every number on the packet.   What is your total? Which method did you use? How about if you repeat the activity with a different box/packet? What is the difference between the two totals? | * 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. |
| **Suggested Weekly**    **Spelling Activities** | **Suggested Weekly**    **Writing Activities** |
| These are the spellings to practise this week - all end in **‘cial’.**   * social * special * official * financial * commercial * crucial * artificial * beneficial * superficial * facial | * What’s your ultimate sandwich? Write a set of instructions for someone else to make your ultimate sandwich. What type of bread will it be made from? What fillings will need to be used and how much of each? What shape will your sandwich be cut in? What is your sandwich going to be called? Remember how to set out your instructions and be sure they are precise and clear to follow by using bullet points; precise nouns; adjectives; brackets, dashes or commas for extra information, labelled diagrams and well-chosen verbs. Challenge: can you use a colon or semicolon correctly within the instructions? |
| **Look, cover, write, check**  Write down a spelling word and then look at it.  Next, cover it up and rewrite it.  Finally, check it is correct. If not, write it again three more times or more, until it is correctly spelt. Repeat these steps for each word. | * Write an acrostic poem about your favourite food. An acrostic poem is when you put the letters of the word (your favourite food) at the start of each sentence. Remember to use well-chosen adjectives and verbs, similes, alliteration and onomatopoeia (words like crash, bang, whoosh,). Challenge: Can you use a personification – that means to give the object (your food) a human characteristic, e.g. the melt-in-the-mouth crunchy chocolate cheesecake pirouetted proudly on to the restaurant table. |
| **Create an advert**  Write a TV advert for a new healthy food product. Use as many of your spelling words as possible. | * You have written the opening, build-up and climax (or dilemma) of your adventure story. It’s now time to resolve the problem and end the story. This part of the story is all about your characters being saved or found and then getting them back home where the story started. Challenge: use dialogue between the characters to ‘show, not tell’ the reader how the characters feel and behave. |
| **Spiral Words**  Write your spelling words in a spiral. Start from the centre and work out. |
| **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. NB: Sugars are often shown as part of carbohydrates on food labelling. Once they have gathered the information, ask them to record their findings either as chart or a bar graph. How will what they have found out change what they eat?  **How far does your food travel?**  Your child can choose a selection of foods (up to 10) and find out what country they were produced in, by looking at the packaging. Find out how far each food product has travelled by investigating the number of miles it has travelled from where it was produced to England. You can produce your findings in any way you choose; e.g. labelling a world map with the food location and distance; producing a chart with the food miles in order or another form of diagram so that we can see where the foods come from and how far they have travelled.  **Chocolate Creations**  You’ve been asked by Cadburys to create a new chocolate bar. What is it going to be called? What is it going to have in it? How is it going to be different from current Cadbury’s chocolate bars? Investigate other Cadbury chocolate bars and study the packaging. Once you’ve created your unique chocolate bar, you will need to design and draw the packaging for it. Make sure your packaging has the name of the bar on it, what the bar contains and a slogan. Colour is very important in catching people’s attention; make sure you think about the colour combinations you’ll use on the packaging so that people will buy your newly created chocolate bar.  **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! | |