

Learning Project– Food	
Age Range: Y5/6	
Weekly Maths Tasks	Weekly Reading Tasks
<ul style="list-style-type: none"> <li>• Watch the daily video on <a href="https://whiterosemaths.com/homelearning/">https://whiterosemaths.com/homelearning/</a> and <b>complete the task each day.</b> (This will ensure that your child is getting access to new material taught in a step by step way)</li> <li>• Play on <a href="#">Hit the Button</a> - focus on times tables, division facts and squared numbers.</li> <li>• <a href="#">Times Table Rockstars.</a></li> </ul>	<ul style="list-style-type: none"> <li>• Ask your child to read a chapter or two from their current reading book to you. Your child may wish to ask you questions about what was read!</li> <li>• Listen to the poem <a href="#">Blancmange</a> by John Hegley. What features of a poem can your child identify?</li> <li>• Author study. Ask your child to create a short fact file on their favourite author. They could visit the author's website and perhaps even write a letter to the author too? Lots of them respond!</li> <li>• Read <a href="#">this planet friendly ice lollies recipe</a>. What features of instructions can your child identify? Can they follow this recipe and make the lollies?</li> </ul>
Weekly Spelling Tasks	Weekly Writing Tasks
<ul style="list-style-type: none"> <li>• Encourage your child to practise the Year 5/ 6 Common Exception Words (see list)</li> <li>• Then ask your child to choose 5 Common Exception words <a href="#">Year 5/6 spelling list</a>.. They can then write a synonym, antonym, the meaning and an example of how to use the word in a sentence.</li> <li>• Practise spellings on <a href="#">Spelling Frame</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• How does the <a href="#">human digestive system</a> work? Get your child to write an explanation describing this and include diagrams to represent their explanations.</li> <li>• Your child can write a recipe to make a healthier option for making a pizza. Think about which ingredients could be switched so that this delicious treat is better for them. Test the recipe out!</li> <li>• Fast food establishments should not be within one mile of schools. Do you agree/disagree with the above statement? Ask your child to debate both sides of the argument.</li> <li>• Ask your child to become a restaurant critic and review their favourite restaurant. They can discuss: the atmosphere, setting, customer service and the food. They could also review their least favourite restaurant!</li> </ul>

## 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?** Direct your child to 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](#). Share your child's designs and jingle by at #TheLearningProjects.
- **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?

***The change that Covid-19 has caused to our lives has been difficult and has provided countless challenges. For many children, the uncertainty and disruption to everyday life has caused worry and anxiety. These tasks are designed to help children process the current situation, begin to make sense of it and plan for returning to a different normal.***

- **Think:** Reading or being read to offers hope and positivity. [The Book of Hopes](#) aims to comfort and encourage children during these unusual times.
- **Talk:** Talk to your child about what they have found most challenging over the last few weeks and what has helped them most during these difficult times. Which of these things are they or you as a family going to continue to do as things return to normality? E.g continue with daily walks or play more family board games. Write a pledge as a family, recording all of things that you will continue in the future.
- **Do:** Task your child with writing a letter to their future self. Ask them to include advice about things that have helped them to cope and feel optimistic over the last few weeks. When/if your child feels anxious or worried, ask them to read the letter to help them through these days.
- **Visit:** If your child is struggling to adapt to the 'new normal', [Mind Ed for Families](#) offers safe

and reliable advice on supporting children's mental health and wellbeing.

### Staying Safe Online

***Staying safe online is called 'digital literacy' and this means having the skills and knowledge to use the internet safely and responsibly. It is where someone can manage online content and communication, spot possible risks, and find ways to protect themselves from these risks.***

You can find out more by visiting [Childnet](#). Your child could have a go at entering The Childnet Film Competition which invites young people aged 7-18 to create a 2 minute online safety film to inspire their peers to create a safe, supportive and fun online world around the theme **'We want an internet where we're free to...'** The entries that make into the final shortlist will be judged by a prestigious panel made up of representatives from BAFTA, the BBC, the British Board of Film Classification, the BFI, Disney and the Motion Picture Association. The young people who create winning films and storyboards will receive great filmmaking and creative prizes for their school or youth group. Whether used at school or as a home learning project, the competition is a great way of exploring important internet safety messages with young people of all ages. Find out more [here](#).

Additional learning resources you may wish to engage with:

- [BBC Bitesize](#) - Lots of videos and learning opportunities for all subjects.
- [Classroom Secrets Learning Packs](#) - Reading, writing and maths activities for different ages.
- [Twinkl](#) - Click on the link and sign up using your email address and creating a password. Use the offer code UKTWINKLHELPS.
- [White Rose Maths](#) online maths lessons. Watch a lesson video and complete the worksheet (can be downloaded and completed digitally).
- [Times Table Rockstars](#) and [Numbots](#). Your child can access both of these programmes with their school logins. On Times Table Rockstars, children should aim to play Soundcheck for 20 minutes daily.
- [Mastery Mathematics Learning Packs](#). Take a look at the mastery mathematics home learning packs with a range of different activities and lessons.
- [Y5 Talk for Writing Home-school Booklets](#) and [Y6](#) are an excellent resource to support your child's speaking and listening, reading and writing skills.

## #TheLearningProjects

Dear Parents,

Thank you for sharing some of the home learning from last week –keep it coming!  
Email us at [class3@thrussington.leics.sch.uk](mailto:class3@thrussington.leics.sch.uk) if you have any queries or for your child to share their work/creations. **We need to hear from you or your child weekly to ensure they are able to access the home learning tasks.**

We have created a **closed** Twitter page for class 3 – only families from the class will be accepted as members so that we can share home – learning creations together as a class. We would like **everyone** to access the page as we will be reading our new class story – a chapter a day! Thank you to those who have already joined.

Please join Twitter and follow us: [@Class3Thrus](#)

It would be fantastic to also share any home learning on our **new** school Twitter page: [@cofe\\_school](#)

We look forward to hearing from your child through email.

Many thanks

Mrs Kear and Miss Phillips