

Y5/6 Learning Project Week 6

Theme – Food

Weekly Maths tasks (Aim to do 1 per day)

- Log on to [Times Table Rockstars](#) - your child will have an individual login to access this
- Play on [Hit the Button](#) - focus on times tables, division facts and square numbers.
- Use [Mathletics](#) and play some of the tasks you have been set. – your child will have an individual login to access this.
- Use [Purple Mash](#) to practise your maths skills – your child will have an individual login to access this.
- 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](#).
- 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](#) (If this link does not work, type the following web link in manually www.primarysite-prod-sorted) 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 both years 5 and 6. Click on one of the topic areas listed to gain access to the questions.

Weekly Reading Tasks (Aim to do 1 per day)

- Use [Purple Mash](#) to practise your reading and comprehension through the use of serial mash
- Ask your child to read a chapter from their home reading book (reading challenge book) or a book that they have borrowed from the library.
- Use the comprehension skills (Explain, Retrieve and Interpret) to create 5 questions and answer them.
- 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. 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.
- 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 can then ask you questions about what was read.

Weekly Spelling Tasks (Aim to do 1 per day)

- Practise the Year 5/6 common exception words – (see below for list)
- Go to the [Top Marks](#) website and play some spelling/grammar games
- Use [Readiwriter](#) and practise the words you have been set. - your child will have an individual login to access this.
- Then ask your child to choose five 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](#).
- 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 check that the meaning of the word is suitable for the sentence.
- 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.

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Weekly Writing Tasks (Aim to do 1 per day)

- 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.
- 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 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 language choices?

Weekly R.E. (Aim to do 2/3 times a week)

- Visit [universalis](https://www.universalis.net), on the left hand side select Readings from Mass. On the right hand side, find the readings for Sunday's Mass.

Reflective Tasks:

- **Monday** – You need to read Sunday's Gospel.
- **Tuesday** – Explain the Gospel to someone in your house (sibling, parents or carer)
- **Thursday** – Log onto [daily reflections](https://www.dailyreflections.net) select one of the readings and write a reflective piece about what we can learn from this reading.
- **Friday** – Create a modern reading of the Gospel in your own words in your note book.

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 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?

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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 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?

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New Curriculum Spelling List Years 5 and 6



accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	