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| Learning Project WEEK 6 - Food |
| **Year 6: Belfast & Calypso**  |
| **Weekly Maths Tasks (Aim to do 1 per day)** | **Weekly Reading Tasks (Aim to do 1 per day)** |
| * [White Rose Maths lesson](https://whiterosemaths.com/homelearning/year-2/)

Watch the tutorial for **Summer Term Week 2** on angles in quadrilaterals and polygons and complete the worksheet. One lesson per day. <https://whiterosemaths.com/homelearning/>* Working on [Numbots](https://numbots.com)
* Working on [Times Table Rock Stars](https://play.ttrockstars.com/auth/school/student)

Your child will have an individual login to access this. Numbots and Times Table Rock Stars use the same login. If you don’t have a login, [click here](https://play.ttrockstars.com/registration) ● 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. ● Go onto TopMarks and play some Maths games<https://www.topmarks.co.uk/maths-games/7-11-years> ● Play on Hit the Button - focus on times tables, division facts and squared numbers. | * Reading a variety of books at home. Your child could share a book everyday. This can be reading a book aloud everyday or sharing a book with an adult.
* Read the chapters 8 – 12 of Skellig, by David Almond. Answer the related comprehension questions.
* Listen to a story read: <https://www.storylineonline.net/>
* Listen to David Walliams read

<https://www.worldofdavidwalliams.com/elevenses/>* Watch [Newsround](https://www.bbc.co.uk/newsround/news/watch_newsround) and find out what is happening in the world. What did you find out? Is there anything you need help understanding?
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| **Weekly SPAG** **Tasks (Aim to do 1 per day)** | **Weekly Writing Tasks (Aim to do 1 per day)** |
| * Answer the mixed questions on the SPAG tasks in your resource folder.

For each one, please select the appropriate level: easy\*, medium\*\* or hard \*\*\** Log into Espresso to access SPAG related games and resources

**Username: student21443****Password: rps685*** Go to the British Council LearnEnglish page to Common Exception Word Games <https://learnenglishkids.britishcouncil.org/>
* Practice spellings on <https://spellingframe.co.uk/>
 | * Complete the writing tasks linked to chapters 8 – 12 of Skellig.
* Go to the British Council LearnEnglish page and choose a writing Task <https://learnenglishkids.britishcouncil.org/>
* 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.
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| **Learning Project - to be done throughout the week: Where do you live?**  |
| The project this week aims to provide opportunities for your child to learn more about different viewpoints. Learning may focus on physical viewpoints in terms of what you can see outside of the window at home, what others can see looking into your home and then progress onto personal viewpoints and of others. * **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?
* **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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