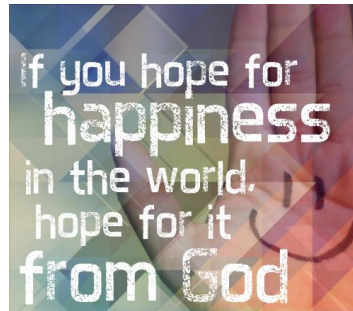




Year 6 Learning Project WEEK 6 WB 27.04.2020- Food

Age Range: Year 6



Hello Year 6!

We hope you are all well and happy! Well done for completing last week's learning tasks – we hope you found them interesting and creative.

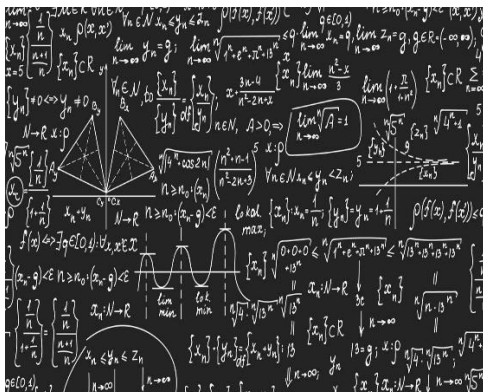
Please remember you can get in touch anytime with us for help or guidance with any of the tasks via email. Have fun with this week's tasks all about food! Keep us updated on any cooking or baking you have been doing – we would love to see pictures of your creations on our padlet. Thank you for everyone who has been writing comments and sharing their work and pictures so far!

Enjoy the sunshine everyone!

We are missing you all,

Miss.Howard, Miss.Clayton, Mrs.Thompson, Mrs.Garner and Mrs.Broomhead

Weekly Maths Tasks (Aim to do 1 per day)



• **Weekly Maths Challenges**

• **Number Gym**

There is another number gym sheet for you

Weekly Reading Tasks (Aim to do 1 per day)



• **Weekly Reading Challenge**

Well done for completing last week's warm application comprehension

this week. The sheet is uploaded on the home learning page: (6) Number Gym. Last week's answers are on the same document.

- **Fractions Riddle**

A retired couple won some money on the lottery. They split one quarter of their winnings between their three children. Each child got £123. They spent one third of their winnings on a holiday. How much did their holiday cost?

- **Cubed Numbers**

Use this quiz to see how many of your square and cube numbers you can remember:

https://www.sporcle.com/games/305g/squared_and_cubed_numbers

- **Reasoning and Problem Solving**

Practising past SATs questions using reasoning and problem solving. If you find any area tricky, let us know on the Padlet (link at the top of the home learning page) so we can focus on that next week.

- **Countdown Challenge**

Just like on the TV programme, you have 6 numbers and can add, subtract, multiply and divide to make a given total.

This week's numbers are 4, 7, 8, 9, 75 and 100. Can you make a total of 315?

- **Kahoot Quiz**

Practise equivalent fractions, decimals and percentages using this week's Kahoot quiz. Use the link <https://kahoot.it/> and the pin number 01451632. Remember that it is tricky to write fractions on the computer so two fifths would be written as 2/5.

- **Fractions**

Use the Oak National Academy lessons to recap our learning on fractions.

<https://www.thenational.academy/online-classroom/year-6/maths/#subjects>

There are 5 lessons on fractions, which are structured just like our lessons at school – there's quizzes, teacher inputs and activities so you can practise your learning. You could do one each day or just do the ones that you think you need the most practise of.

questions. You will find the answers for last week's questions on the top of this week's comprehension task. Mark your answers and see how you did! You can let us know how you did via email, padlet or twitter!

Miss Howard's group

Please read chapter 5 and answer the questions based on this chapter. Please then read Chapter 6.

Miss Clayton and Mrs Thompson's group

Please read chapter 11 and answer the questions. You can then read chapter 12 and 13 for pleasure. Are you noticing anything starting to change in the book?

Mrs Broomhead's group

Please pages 1-7 of Martin Luther King and answer the questions, then read pages 8-11.

- Continue to read your home reading book or a book that you have borrowed from the library.
- Following this, create a list of questions to interview the main character. You 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. You could choose to focus this task on the text you are using for guided reading. Or repeat the activity for more than one book!
- Note down any unfamiliar words from the chapter you have read. Explore the meanings of these words by using the strategies we use in our guided reading sessions:
 - Read around the word to the full sentence/few sentences
 - Decide on the word class
 - Is there part of the word that you understand or know if you segment the word?
 - Has the word got a prefix or suffix that you recognise?
 - And if you can't work out the word's meaning using any of these strategies, then use a dictionary,
 - Can you identify somewhere in your home that you don't usually read and use this place to sit quietly and calmly and read to an adult or brother or sister in your house. Remember to use your six Ps! Can you then ask the person you have been reading to questions about the text you have read to them to see how well they were

	<p>listening?</p> <ul style="list-style-type: none"> Have a go at the newspaper reading comprehension. Go to the following link on the Oak National Academy website. The slides are easy to follow and there are two lessons on Newspaper fact retrieval. You will not need a log in – anyone can access the link. https://www.thenational.academy/online-classroom/year-6/english/&subjects Remember you can visit the love reading for kids site at any point and read any extracts that you like: https://www.lovereading4kids.co.uk/my-account <p><u>Sign in details:</u> Username: Year6homework@canonburrows.co.uk • Password: Year6SHKCreating</p>
Weekly Spelling Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> Practise the Year 5/ 6 Common Exception Words (see list) Choose 5 Common Exception words. 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. Create a word bank of rhyming words associated with food and its taste. Maybe you could use a recipe book to help you come up with lots of words associated with food. You will then use this to help them with their rap writing task. Proofread their writing from the day. Use a dictionary to check the spelling of any words that you found challenging. Check that the meaning of the word is suitable for the sentence. These may be news words to you, can you use them in a sentence and find out the meaning? <ul style="list-style-type: none"> Stewardship 	<ul style="list-style-type: none"> Go to the following link that you will have seen in the reading section above. There are three writing tasks here – <ol style="list-style-type: none"> Identifying features of a newspaper text Using direct speech to write quotes and Writing a newspaper report. <p>There are three lessons to follow and they are similar to the structure of our lessons in school. https://www.thenational.academy/online-classroom/year-6/english/&subjects</p> Write a diary entry/newspaper report summarising the events from the day/week. Write a recipe to make a healthier option for making a pizza. Think about which ingredients you could switch so that this delicious treat is better for you. For example – what could you make your dough from? Test the recipe out and share the pictures of your creations with us on Twitter. How does the human digestive system work? Write an explanation describing this and include diagrams to represent your explanations. There are lots of different types of food available for people to eat in the UK. Your challenge is to write a rap about

	<p>food. This could be about a particular food group or your favourite meal.</p> <ul style="list-style-type: none"> • <i>Fast food establishments should not be within one mile of schools.</i> Do you agree/disagree with the above statement? In your written piece, make sure you debate both sides of the argument giving pros and cons. • Story Task: Instead of using an image to inspire your story writing this week, we are going to use a story opener. Here is the start of your story... <p>Never in my life did I expect to see anything like this. Never in a million years did I think I would be the one to witness such a thing. And there it was before me...</p> <p>Where will your story lead? What is 'the thing' in front of the person in this story opener? Let your imaginations run wild...</p>
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Learning Project - to be done throughout the week

We hope you all enjoyed watching our Spring Chicken video; if you haven't seen it yet, you can find it on our Twitter page @canon_burrows if you scroll back to the 8th of April. Now it's your turn – we would love to see you all dancing and smiling so ask an adult to film you dancing to 'Can't Stop the Feeling' by Justin Timberlake (<https://www.youtube.com/watch?v=ruOK8uYEZWw>) and send it to us at admin@canonburrows.co.uk or [twitter@canonburrows.co.uk](https://twitter.com/canonburrows). Then keep your eyes peeled for your video coming soon . . .

The project this week aims to provide opportunities for you 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? Choose a selection of food items from the food cupboard, fridge and freezer. Once you have chosen your food, find the nutritional label and record the amount of sugar that each item of food contains. Once you have gathered the information, record the sugar contents on a pie chart and evaluate the data. Will your findings change what you eat? Why/why not?

Plough to Plate- Choose a food from any of the 6 main food groups. 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, 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. You have been tasked with the challenge of creating a criteria (what the packaging must have to attract attention/make the chocolate bar sell) for Cadbury chocolate packaging by researching current Cadbury products. Use the Cadbury website, your knowledge of Cadbury chocolate bars e.g. what does the Dairy milk

packaging look like? Once you have your criteria, use this to design your own packaging (you may want to do this on a computer if you have access to one). Finally, gather some feedback from your family about the design. Use the feedback to adapt and refine the design, e.g. if your brother thinks the packaging is not colourful enough, maybe you would change this element of your design. After creating the chocolate bar, can you then compose a jingle (short song/rhyme) that would be used in an advert? You could create your jingle by using household items such as pots and pans or by using these virtual [instruments](#).

Come Dine with Me - You are responsible for creating a three course meal for four family members. You need to create the recipes for a starter, main meal and dessert. Think about what ingredients you will need to make your recipe and write a shopping list of items. Then research how much the ingredients will cost using a supermarket website of your choice. Where is the most cost effective place to buy the ingredients? You could then test out a recipe by making it for dinner for your family is possible. Family members may even wish to score each course!

A Balanced Diet - think about the food a toddler might eat compared to an adult athlete. You 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, justify why you have chosen these foods. Think about the calorie intake each that 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

Spanish- We have uploaded the home learning grid on to our website. There is one page with a number of activities for all stages of language learning. Year 6 are Stage 4. For each language learning stage, we have selected five topics from the Scheme of Work, and within each topic we have put three buttons:

A A is for Activity – this is the QR code sheet on which the children will have six QR codes they can scan and play games using a phone or tablet

K K is for Knowledge Organiser – now that the audio has been added, the children can now practise the key vocabulary and phonics for their topic and share it with their family at home

V V is for Video – this is a native speaker video that the children can watch, and join in with any activities

By accessing these activities, videos and vocabulary, the children will be able to practise their language learning at home and revisit any previous topics they have covered, if they wish.

Pyjamarama

Who would like to spend some time in their pyjamas reading a book they love?!

Well...**The Book Trust**, are having an event next Friday 1st May which would be really great for as many of us as possible to get involved in! More information can be found here:

<https://www.booktrust.org.uk/pyjamarama>

Picture News – Each week, Picture News choose a news story, provide an image and a thought-provoking question to encourage children to engage with current affairs and think deeply. Please see the attached document on our year group home learning page titled 'Learning from Home Ideas' which will be uploaded each week. A good opportunity to think about and include our school Christian Values in responses to the learning ideas and questions.

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.

[MyHappyMind](#) – You can now gain access to parent kits, based on the my happy mind course followed in school, for you to use with your child at home. You can create a free user account that will give you instant free access to the learning resources. Please see the attached pdf from last week for how to do this.

#TheLearningProjects