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| **Learning Project WEEK 6 Food–Week Beg: 11.5.20 Y5/6** |
| **The tasks in this session MUST be done – we will monitoring Mathletics, Spelling Frame & Rocket Maths online. Please email photos of other areas during the week but by Friday lunchtime at the latest.** |
| **Maths** | **Reading Tasks**  |
| **Mathletics:** two on line sessions per week.**Y5 –** It’s all about 3 D shapes this week! Make sure you know the difference between prisms and pyramids. **Y6** This week, we are thinking about co-ordinates. You are going to be using all four quadrants. You must still go ‘along the hall’ and then either ‘up or down’ the stairs. Use the help button on Mathletics or....<https://www.bbc.co.uk/bitesize/guides/zg3rd2p/revision/4>might also help you if you are unsure, alternatively there are some good explanations on You Tube.**Worksheets: Y5** Twinkl arithmetic paper to be completed and marked in your home learning maths book as usual then you have two sheets to do with 3 D shapes. (The construction one is for fun.) Any problems, check out BBC bitesize 3 D shapes to help. **Y6** arithmetic paper as usual then you will have two sheets to do with co-ordinates (one for fun). Choose your level (one two or three stars). Make sure you use a ruler, **Rocket maths:** a minimum of two sessions per week – but do as much as you like!***Passports:*** *don’t forget you can always practise passport targets – let me know when you think you’ve passed and are ready for the next level*. | **Reading :****Y5** read your own book for at least 10 mins for 4 daysDay 1: Read it to your Mum or DadDay 2: Read it to your brother or sister or pet.Day 3: video call a member of your family and read to them.Day 4: Read in the garden.**Y5: Reading comprehension** – ‘A Boy called Mouse’ (attached to email). There are 2 types of questions:1. Retrieval – taking the answer from the text.
2. Inference – using knowledge already in your head PLUS information in the text.

Write the answers in your exercise book in full sentences. **Y6**: Read to page 185 of ‘Wonder’ – you will need to do some each day as there are quite a lot of pages this week. (Next week you will be writing about Summer and Jack) |
| **Spelling Tasks** | **Writing / Science** |
| Group A and Group B spelling lists are on Spelling Frame. You need to practise your given spelling rule at least twice each week, by doing any of the activities. On **Friday**, you must complete the test.This week:Group A: Your words are all mathematical terms, most of which are also in your statutory list. These really just need to be learnt, there isn’t a specific rule to help you.Group B: You are revising the ‘shul’ sound made by suffixes –-cial or –tial. Some of the words are quite tricky so make sure you know how they are pronounced and what they mearn.Choose 5 common exception words to practice. If possible, for each word, write a synonym, antonym, the meaning and an example of how to use the word in a sentence. | **Science. This week we are learning about refraction.**This is basically what happens to rays of light when they pass through, for example, water. Have a look at the Powerpoint, a lesson plan is also attached for parents and have a go at the experiments. Use one of the sheets to record what you have done and what you observe.<https://www.bbc.co.uk/bitesize/clips/zqg3cdm>This clip will also help to explain refraction. |
| **Learning Project – to be done throughout the week. Chose those activities that interest you the most - do all of them if you want to. Send some photos if you do the tasks.** |
| **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 bar 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 eg bananas, milk, beef.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-** Imagine Cadburys are launching a new chocolate bar. Look at current chocolate bar wrappings – think about colour, images, slogans, who the chocolate bar is aimed at – a young child? Children generally? Adults? Next, design packaging for the new chocolate bar – this could be on the computer or painted or drawn and coloured in. Gather some feedback from the family about the design. Use the feedback to adapt and refine the design. After creating the chocolate bar, compose a jingle that could be used in an advert. This could be created by using household items such as pots and pans. Record the jingle if you can and send it to us.**Art**: When you were Y4/5, we learned about potato printing. Have another go at this. Try our different fruit and vegetables too. You need to think about spacing (the space between each individual print;) rhythm – dip in paint then print, print print - dip again and print one on the same row, then start a new row – print, print; now dip again…..; colour; combining colour on the same vegetable. |
| **Other bits and bobs you or your parents may be interested in.**  |
| * Join Kingdown School’s lego challenge – see attachements
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