Learning Project WEEK 6 - Food	
Age Range: Y3/4	
Weekly Maths Tasks (Aim to do 1 per day)	**Weekly Reading Tasks (Aim to do 1 per day)**
• Working on Times Table Rockstars - your child will have an individual login to access this • Play on Hit the Button - focus on division, halves and doubles. Daily Maths lessons: The sites below have lessons that can be accessed daily http://www.codemathshub.org.uk/lockdown-resources/ (week 1) • Adding totals of the weekly shopping list or some work around money. This game could support work on adding money. • Practise telling the **time**. This could be done through this game (scroll down to access the game). • Y3 Read times to the nearest 5 minutes progressing to 1 minute (Y3) 12 hour clock • Y4 Read to the nearest 5 minutes progressing to 1 minute (24 hour clock) (Y4) • Y3 Fractions Practise recognising and making fractions by playing this game Y4 Decimals Practise dividing a 1 or 2 digit by 10 and 100 by exploring this resource. Write some calculations to show your understanding. • Get a piece of paper and ask your child to show everything that they have learned in their online Maths lesson. This could be pictures, diagrams, explanations, methods etc. They can be as creative as they want to be. Daily Maths Lesson • Copy this link https://www.bbc.co.uk/bitesize/dailylessons • These are available for Y3 and for Y4.	• You could share a story together. This could be a chapter book where you read and discuss a chapter a day. • Listen to your child read and let them discuss what they have read. Encourage them to read with expression and intonation. • Watch Newsround and discuss what is happening in the wider world. • Get your child to read a book on Oxford Owl, discuss what your child enjoyed about the book. • Get your child to read a book on Active learn and complete the activities. These focus on comprehension skills. • Explore new vocabulary you find when reading. What are the origins of this word? Can it be modified? Can you find any synonyms or antonyms for your new word? • With your child, look in magazines, newspapers and books for new vocabulary they are unfamiliar with. They could use a highlighter to highlight in magazines and newspapers

Weekly Spelling Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
• **Y3 Go to classroom on Wonde dashboard and practise 'ous' spellings each day (wk 5) and complete a worksheet to help remember the spelling patterns.** • Practise the Year 3/4 for Common Exception words. • Practise your spelling on **Spelling Shed** • Practise your spelling on **Spelling Frame** • Choose 5 Common Exception words. Write a synonym, antonyms, the meaning and an example of how to use the word in a sentence. Can the word be modified? • Choose 5 Common Exception words and practise spelling them using bubble letters. Write the word in bubble letters, e.g. 	• Write a recount to a family member telling them all about how your day or week has been. • Write a shopping list that ensures their family will eat a balanced diet. Remembering to include exciting adjectives. (**Adjectives** are words that describe or modify nouns or pronouns. For **example**, red, quick, happy, are **adjectives** because they describe things—a red hat, the quick rabbit, a happy duck.) • Write a recipe. Remembering to include a list of ingredients and things they need. Also not forgetting to include headings and subheadings. Then write their set of instructions, remembering to include imperative verbs. (Verbs that command you to do something eg Chop, Boil, Stir..). **(see last week support here too)** • Write a review about a meal they've eaten. Describe what they had to eat. What did they enjoy and why? • Choose a particular food and write an acrostic poem. Think about where it comes from? What does it look like? What does it taste like? Etc…. • Take part in a writing master class.

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.

- **Let's Wonder:**



What is a balanced diet? Find out about the 5 food groups. Make slides or posters about what they find out about. Carbohydrates Protein Dairy Fruits and Vegetables Fats. Where does their food come from? Which foods come from the UK? What is Fairtrade?

- **Let's Create:**



Make repeated pattern prints for decorative purposes using various natural materials, e.g. potato printing or create some still life observational sketches of fruit. Look at the artwork of Giuseppe Arcimboldo Maybe recreate some of his paintings with fruit.

- **Be Active:**
- **Joe Wicks-9.00 daily**



Food provides us with energy, and we need energy to exercise and this keeps us fit. Why not choose a dance from Supermoves?
Recommendation at least 2 hours of exercise a week.

- **Time to Talk:**

  As a family, design a healthy meal plan for the week. Discuss their favourite foods and why they enjoy them? Talk about healthy and unhealthy foods and explain the importance of eating a balanced diet.



- **Understanding Others and Appreciating Differences:**

  Lunch around the world. Look at lunch around the world and investigate how differently people eat in other parts of the world. Find out what a vegetarian is? Vegan? Kosher food?
  Halal food?



- **Reflect:**

  Make a meal by combining a variety of ingredients using a range of cooking techniques.
  Measure and weigh ingredients appropriately to prepare and cook a range of savoury dishes.



Additional learning resources parents may wish to engage with

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.

Headteacherchat - This is a blog that has links to various learning platforms. Lots of these are free to access.

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