



# Home Learning Learning Projects

## YEAR 5 | WEEK 6 | FOOD

### Weekly Maths Tasks (Aim to do 1 per day)

- Daily maths lessons can be found on [White Rose Maths](#).
- Get your child to play on [Times Table Rockstars](#) and make sure all games are completed on [Mathletics](#).
- 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.
- 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 practise](#) on Maths Frame.
- Get your child to work on their [reasoning and problem solving](#) 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)

- Ask your child to read a chapter from their home reading book or a book that they have borrowed from the library.
- 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. Encourage your child to 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 their clarifying hand (sound it out, syllables, root word, read around the word and lastly dictionary).
- Why not ask your child to read to you. Get them to identify somewhere in the home that they don't usually read and listen to them read a chapter or two. Your child may wish to ask you questions about what was read.
- Your child can log on to [Oxford Owl](#) and read a book that matches their reading abilities. After this, direct your child to review the text by writing a summary, questions, predictions and clarify any words they learnt. *Username:* Your class (5 oak, 5 chestnut, 5 willow, 5 birch1) *Birch:* you need to add a 1 at the end. *Password:* PinnerPark
- You can also find extra ideas to help your child at home [here](#).

### Weekly Spelling Tasks (Aim to do 1 per day)

- Login to [dB Primary](#) and complete one of the spelling activities assigned on the home page each day.
- Encourage your child to practise the Year 5/ 6 [Common Exception Words](#) (see list)
- Then ask your child to choose 5 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](#).
- Most rap songs contain a rhyme scheme. Your child can create a word bank of rhyming words

### 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. (They should

associated with food and its taste. They will then use this to help them with their rap writing task.

- 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.

remember some information from Year 4 Science).

- 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 their language choice?

#### dB Primary- a place to be together

- Visit [DB Primary](#) throughout the week to post pictures, videos or blogs about what your child has been learning at home. Share with their class on their page by clicking on 'communities.' Then in 'forums' choose which subject the work belongs in and then 'reply' to add your child's work. This is a special place where we can all still learn together (Videos showing how to do this have also been emailed to the children).
- Various activities have been assigned on dB Primary- these range from spelling to computing to topic related games. Your child will find these on their home page as soon as they sign in to dB Primary.
- Children can also email each other or their teachers just to catch up or ask any questions.
- E-safety: posts are approved by your child's teacher and emails are filtered by dB Primary to protect the children. Children can also press the 'golden whistle' which informs their teacher if they feel uncomfortable or upset by anything they read. Children have also been assigned e-safety activities to work through on their home page to remind them of things to remember when they are online.
- All songs for 'What's The Crime Mr Wolf' can be found on [YouTube](#). Please practise these so we can perform once school resumes. The script can be found on DB Primary in your class under the tab 'files'.

#### Learning Project - to be done throughout the week

**The project this week aims to provide opportunities for your child to learn more about 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? They could use their knowledge of data handling from computing this year to present their pie chart in Excel.

**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?





Seal the balloon's neck as well as you can, or the air will leak out.



**14** Put the long ends of two bendy straws into the neck of the balloon and wrap some tape around. Make sure you seal the balloon's neck tightly, so that no air can escape.



**15** Push the straws down over the back of your car's body and secure them with tape. Bend the short lengths of straw out like exhaust pipes. Use more tape to attach them together.



**16** Your car is finished! Hold the neck of the balloon between a thumb and forefinger, and blow into the open ends of the straws. When the balloon is blown up, pinch your finger and thumb together to trap the air inside. Put the car on a flat surface and... let it go!

### TAKE IT FURTHER

Try different car bodies, like an empty plastic bottle, shown here. You could have just one straw, to create a better seal so that no air escapes. Now try blowing up the balloon to different sizes. Does the car go further with a larger balloon? Or faster?

Pass the straw through a hole in the side of the bottle.

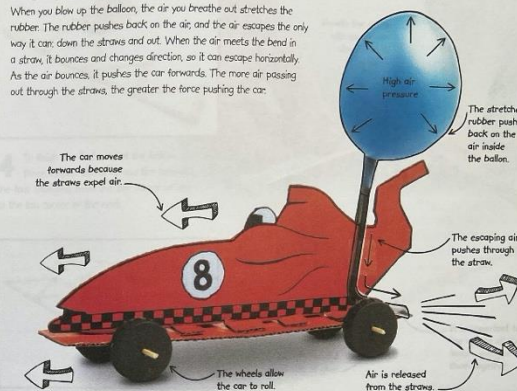


The bottle's mouth holds the straw horizontal. Don't forget the wheels! The size and material of the wheels will impact on the speed of your car. If you have them, try larger wheels made of old DVDs or circles of cardboard. What happens?

Did you choose your lucky number to paint on your car?

### HOW IT WORKS

When you blow up the balloon, the air you breathe out stretches the rubber. The rubber pushes back on the air and the air escapes the only way it can: down the straws and out. When the air meets the bend in a straw, it bounces and changes direction, so it can escape horizontally. As the air bounces, it pushes the car forwards. The more air passing out through the straws, the greater the force pushing the car.



### REAL WORLD SCIENCE JET ENGINE



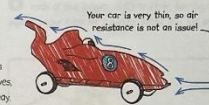
In a jet engine, spinning turbine blades draw in air. Heating and compression forms hot gas that escapes through the exhaust nozzle of the aircraft. As this gas shoots backwards, it pushes the aircraft forwards at high speed.

### AIR RESISTANCE

Cars are designed to be sleek, creating as little air resistance, or drag, as possible. As a vehicle moves, it pushes air out of the way.



Pointed vehicles, such as many sports cars, slice through air - they are streamlined and can move very fast.



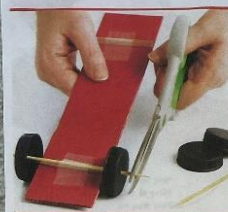
Square- or rectangular-shaped vehicles, including buses, experience more drag, which slows them down much more.



**5** Grab one of your straws and cut it into two pieces that are the same as the width of our car's base. These are to hold the axles in place, and allow the wheels to turn freely.



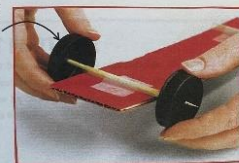
**6** Cut two pieces of skewer, each about twice the length of the straw and with a point at one end. These are the axles. Of course, be careful when using scissors and don't rush this step.



**7** For safety, you can cut off the sharp point of the axle. Now repeat step 9 for the other axle and wheel, making sure to take care when pushing the axle through the wheels. If you want, you can also add some sticky tape to the tip of the axles to keep the wheels from falling off.



**8** Using sticky tape, stick down the straws on the base. Put each straw around 2-3 cm (3/4-1 1/4 in) in from each end, and try to make sure you stick the straws at 90 degrees to the edge.



**9** Push the point of one axle through one wheel, from the outside. Then push it right through the straw. After that, push the axle through the second wheel from the inside.

The base of a Formula 1 car is made of light but strong carbon fibre.

**11** Cut the tabs on the car body, if you have not already done so. Fold them back on alternate sides, then add small pieces of double-sided tape to each tab and stick them carefully on to the wheeled base.

Take care when folding the tabs - you don't want to tear them off. Check that the wheels turn freely to roll the car's base along.



**12** Check that the tabs are spread out properly and press the body on to the base. Squeeze the tabs firmly, so they stick well. Now you just need a way of making your car go!



Make sure you cut the balloon close to the end.



**13** Cut off the end of the balloon. The power to make your car move comes from air, which is supplied by your breath, then stored and compressed in the balloon.



## How to set out your experiments:

Friday 29<sup>th</sup> November 2019

LI: To investigate the size of the solar system.	Me	Teacher
I can identify the different planets of the solar system	✓	✓
I can use accurate measurement to show the distances between the planets	✓	✓
I can create a scale model to show the distance between the planets of the solar system	✓	✓

Aim:

To find out the distance between planets using a scale model. ✓

Equipment:

A roll of toilet paper

A number of felt tips

Sheet of measurements ✓

Prediction:

I predict that the first four planets would have the smallest distance, on the other hand I think the 2 gas giants would be the furthest apart. ✓

Method:

Roll a piece of toilet out and draw the sun on the first piece.

Roll and count the number of squares to the next planet and draw it on.

Continue for the remaining planets. ✓

Diagram:



Conclusion:

The rocky inner planets were very close to each other, however, the distance of the gas giants are very vast as we needed to go from one side to the other side of the hall to get from Saturn to Uranus. This was not an accurate scale model of the solar system because we didn't draw the accurate size of the planet, only the length.

ebi: Why could we not do a scale model with both size and distance? It's because if we shrunk the planets even more, they would be <sup>to the size of the ball pen</sup> microscopic so small we couldn't see them. ✓