

Learning Project WEEK 6 – Food



Age Range: Y3/4

Extra Challenges

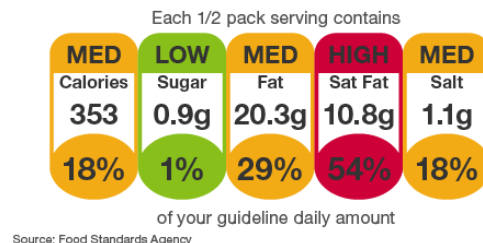
We know that for many of you, the five weekly Learning Grid activities are enough for your family to complete throughout the week. However, this week we have included some other activities if you would like an extra challenge for your child. These are very much optional so please do not feel pressured to complete all the activities.

Weekly Maths Tasks Aim to do 1 per day as well as your weekly learning on [Maths Shed](https://www.mathshed.com/)
<https://www.mathshed.com/>

Weekly Reading Tasks (Aim to do 1 per day)
Log in to [Read Theory](https://readtheory.org/auth/login) Your child has an individual login for this. <https://readtheory.org/auth/login>

- YEAR 3: Using Oak Academy videos, we are starting work on angles and shapes. Scroll down the webpage and complete lesson 1-3.
<https://www.thenational.academy/online-classroom/year-3/maths#subjects>
- YEAR 4: Watch White Rose Week 1 of summer term w/c 20th April lesson 4 (ordering decimals) and summer week 2 w/c 27th April lessons 1 and 2. Then, fill in the worksheets. It would be amazing if everyone could learn the fraction and decimal equivalents for halves, quarters and three quarters.
<https://whiterosemaths.com/homelearning/year-4/>
- Go on a capacity hunt! Using bottles in your kitchen and bathroom find the different capacities that are written on the packaging. Record all of these measures. Order these capacities from smallest to largest.
YEAR 4: If ml is the unit of measure listed then convert this to litres, if litres are the unit of measure then convert this is ml.
- How many of these can you do in 1 minute?
 - star jumps
 - hops
 - squats
 - sit down and stand up
 - sit ups
 - run around your garden / room
 - throw a ball straight up and catch it
 - skipWhat time did you start doing these activities?
What time did you finish? How long did it take you to complete the set? Do you think you could fit more of each activity into a minute tomorrow?
- Use this website to answer the questions under the 'Money' heading. If you are not sure, click the button 'Learn with an example'. For free, you can answer 10 questions per day.
<https://uk.ixl.com/math/year-3>
<https://uk.ixl.com/math/year-4>
- Investigate your food! Nutritional information on the back of a packet tells you details about the

- You could share a story together. This could be a chapter book where you read and discuss a chapter a day. 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.
- Complete the 60 second reads below.
Stone Age Stew – Y3 & 4
Hot Chocolate – Challenging!
- With your child, look in magazines, newspapers and recipe books for new vocabulary they are unfamiliar with. They could use a highlighter to highlight in magazines and newspapers. You could look for synonyms for frequently used words e.g. mix, stir, combine etc.
- Learn how to sign lots of different food items with British Sign Language expert, Charlie!
<https://www.youtube.com/watch?v=nQ52k5uEMSY&t=119s>
- Look around your kitchen find items and read the ingredients. Do you know what they all are? You may wish to research individual ingredients, or perhaps compare different food items. Which is healthier? How do you know? Use the guidance given on each item to explore!



Extra challenge: Click for a reading activity about 'Sky Hawk'

https://cdn.oxfordowl.co.uk/2018/09/17/10/13/22/193/Comprehension_9_years_Sky_Hawk_Questions.pdf
Answers can be downloaded here:
<https://cdn.oxfordowl.co.uk/2018/09/17/10/15/38/792/Compr>

Nutrition		GDA	
Typical Values	per 100g (approx 1/4 quiche)	Average adult	per portion
Energy Value	1150 kJ	2000 kcal	14 %
Calories	275 kcal		
Protein	8.1 g	45 g	18 %
Carbohydrate	14.9 g	230 g	6 %
of which Sugars	1.7 g	90 g	2 %
Fat	25.6 g	70 g	29 %
of which Saturates	5.0 g	29 g	45 %
Fibre	2.6 g	24 g	11 %
Sodium	0.3 g	2.4 g	12 %
Salt	0.7 g	6 g	12 %

GDA = Guideline Daily Amounts

item per 100g. Choose one criteria e.g. protein and collect data from 6 different food packages. Draw yourself a 0-100 numberline and record the data that you have collected on this numberline. What is the difference between your highest value and your lowest value? Repeat for 2 different criteria.

Extra challenge:

Try this Magic Vs investigation on the Nrich website.
https://nrich.maths.org/content/id/6814/NRICH-poster_MagicV.pdf

[ehension 9 years Sky Hawk Answers.pdf](#)

Weekly Spelling Tasks (Aim to do 1 per day)

- Practise your spelling on [Spelling Shed](https://www.spellingshed.com/en-gb).

YEAR 3:

Main Group : Stage 3 Week 30 – challenge words
 Group 2: Stage 2 Week 16 – adding er to y words
 Group 3: Stage 1 Week 29n – ie as in pie

YEAR 4: Group 1 – the prefix bi-
 Group 2 - /z/ sound spelled s

- The word '**build**' has a silent letter u. How many other words from the Year 3 and 4 Common Exceptions words list also have silent letters? Write a list of them.
- Get your child to check their writing from the day/week. Encourage them to use a [dictionary](#) to check the spelling of any words that they found challenging. Can they improve any of their word choices?
<https://www.oxfordlearnersdictionaries.com/>
- Practise spelling homophones: there, their and they're.
<https://www.bbc.co.uk/bitesize/articles/zk2c92p>

Year 4:

Learn to put apostrophes in the correct places:
<https://www.bbc.co.uk/bitesize/articles/zmt2mfr>
<https://www.bbc.co.uk/bitesize/articles/zhqfy9q>

Extra Challenge:

Correct the spellings in these sentences. Twinkl login information below:
<https://www.twinkl.co.uk/resource/t2-e-2272-year-3-and-4-correct-the-spelling-mistakes-activity-sheets>

Weekly Writing Tasks (Aim to do 1 per day)

- Write a recount to a family member telling them all about how your day or week has been. Remember to use fronted adverbials with a comma after!
- Write a shopping list that ensures your family will eat a balanced diet. Remembering to include exciting adjectives. If you wish, you can use your list to complete the comparison activity on Purple Mash.
- Write a recipe of a dish that you have invented. How to make Remember to include a list of ingredients and things you need. Also not forgetting to include headings and subheadings. Then write your set of instructions, remembering to include imperative verbs (verbs that command you to do something like 'cut', 'stir', or 'mix'). A template has been provided below, if needed.
- Create a healthy eating poster about why it is important to have a balanced diet. You may want to look at particular food groups or focus on promoting fruit! Use lots of colour to catch the viewers' attention. Consider the size of lettering to draw the reader's attention as well as persuasive and exciting vocabulary.



- 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.... You may wish to challenge yourself further and write a rhyming poem!

Extra Challenge:

Can you create a story where the main character is a piece of fruit or vegetable? Think about what problem they must overcome (broccoli may try and defeat cauliflower; cucumber might get annoyed for being mistaken for courgette and wants to do something about it!). Where do they live? How would you describe them? What happens in the end? Get your creative juices flowing!

Learning Project - to be done throughout the week

Remember to complete your [Purple Mash](https://www.purplemash.com/sch/standrewskt11) activities as well. <https://www.purplemash.com/sch/standrewskt11>

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 you find out about. [Carbohydrates](#) [Protein](#) [Dairy](#) [Fruits and Vegetables](#) [Fats](#). All videos are in this playlist: <https://www.youtube.com/playlist?list=PLbPWPsVl8htlqIBIKZRlvWCvLcoj9lqt8>
You might want to play a food group sorting game here: <https://www.twinkl.co.uk/resource/t-t-2396-food-group-sorting-activity>



- **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.



https://www.google.com/search?q=Giuseppe+Arcimboldo+fruit&tbn=isch&ved=2ahUKEwi2taylwKnpAhUX04UKHUgUD3YQ2-cCeqQIABAA&og=Giuseppe+Arcimboldo+fruit&gs_lcp=CgNpbWcQAZICCAAYAggAMqllADICCAAYAggAMqllADICCAAYBqgAEAgQHjIGCAAQCBAAeMgYIABAIEB46BAgAEEM6BAgAEB5QocgFWNHtBWDF1gVoAHAAeACAaWAlAesDkgEDNS4xmAEAoAEBqgELZ3dzLXdpei1pbWc&scient=img&ei=HQ-4XvayO5emlwTlqLywBw&bih=607&biw=1366

Recreate some of his paintings with fruit. Learn more about him here: <https://www.twinkl.co.uk/resource/t-t-14187-food-ks1-giuseppe-arcimboldo-information-powerpoint-presentation> Twinkl login information below.

- **Be Active:**

Food provides us with energy and we need energy to exercise and this keeps us fit. Why not choose a dance from [Supermovers - just for fun?](#)

<https://www.bbc.co.uk/teach/supermovers/just-for-fun-collection/z7tymfr>

Save the Children have many activities under the titles: making, cooking, dancing and laughing.

<https://www.savethechildren.org.uk/what-we-do/coronavirus-information-advice/keeping-kids-entertained-during-lockdown#dance>



- **Time to Talk:**

As a family, design a healthy meal plan for the week. Discuss your favourite foods and why you 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?

<https://www.youtube.com/watch?v=Po0O9tRXCyA>



- **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

Vocabulary Ninja - This gives you a word of the day with synonyms and antonyms as well. Why not try to add a new word to your vocabulary each day! <https://www.vocabularyninja.co.uk/word-of-the-day.html>

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. <https://classroomsecrets.co.uk/free-home-learning-packs/>

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.

https://www.twinkl.co.uk/offer/UKTWINKLHELPS?utm_source=promo&utm_medium=email&utm_campaign=England_coronaviruss_schools_email&utm_content=offer_link

Headteacherchat - This is a blog that has links to various learning platforms. Lots of these are free to access. <https://www.headteacherchat.com/post/corona-virus-free-resources-for-teachers-and-schools>

Practise your times tables using **BBC supermovers**. It is a good way to keep active too!

Year 3: focus on 3, 4 and 8 times tables.

Year 4: Focus on all times tables but especially 6, 7 and 9 times tables.

<https://www.bbc.co.uk/teach/supermovers/times-table-collection/z4vv6v4>

St Andrew's Primary Learning Projects

Imperative Verbs

- Shut
- Fold
- Open
- Close
- Mix
- Turn
- Pour
- Fill
- Put
- Move
- Add
- Chop
- Slice
- Spread
- Get
- Heat
- Grill
- Hold
- Pick
- Flip
- Slide
- Bake
- Fetch
- Roll
- Crack
- Use
- Order
- Set
- Stick
- Cut
- Brush
- Knead
- Sprinkle
- Weigh
- Wash
- Grease
- Toast
- Divide
- Blend
- Peel



GRAPES



PEAS



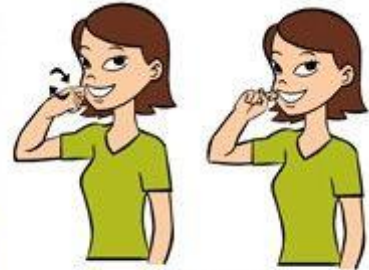
BEANS



PEAR



BANANA



APPLE



MUSHROOM

MORE FOODS



YOGURT



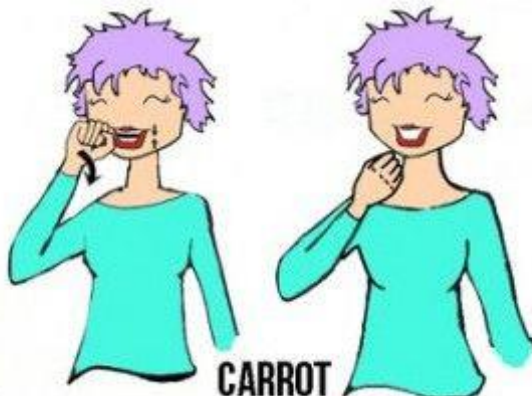
CHEESE



TOMATO



MELON

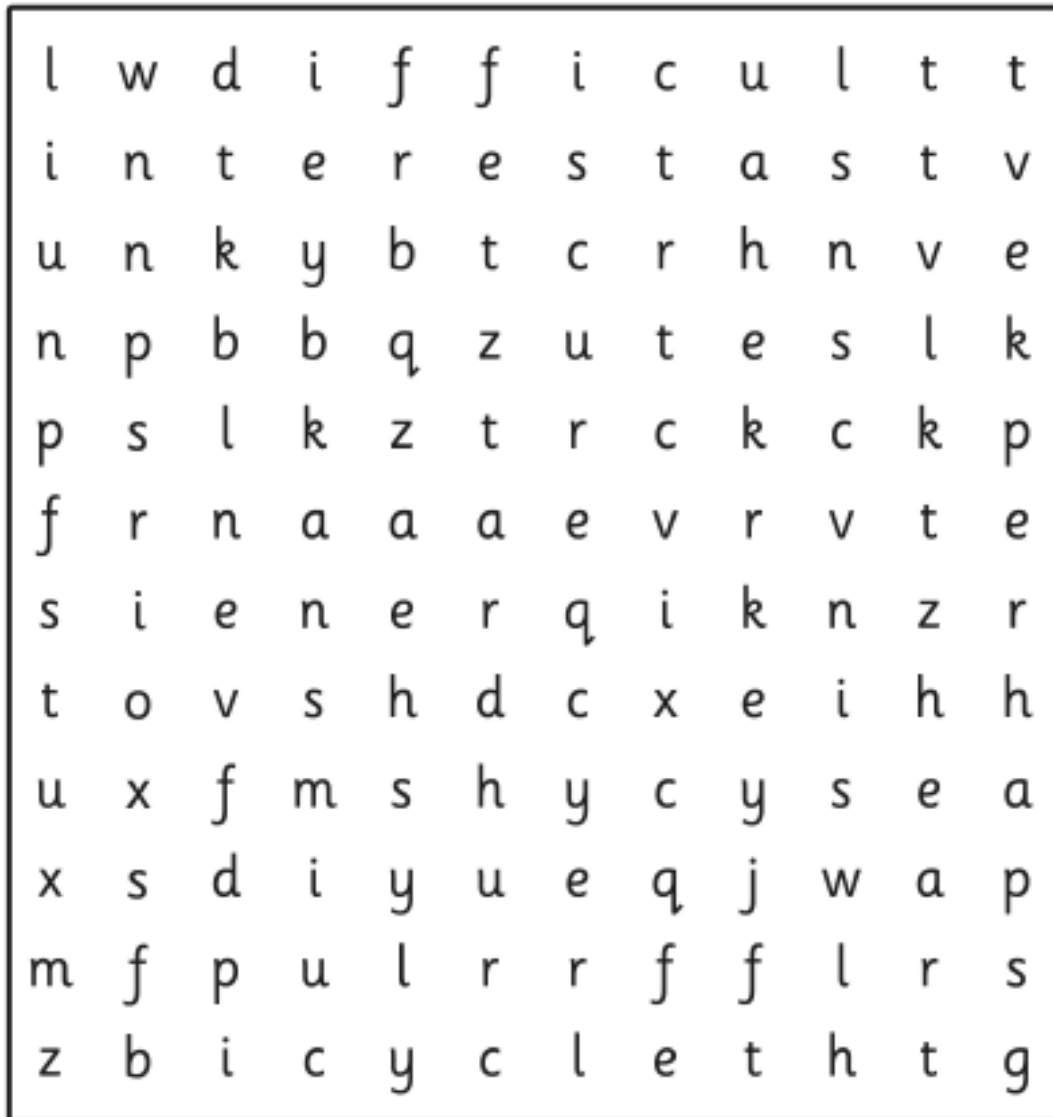


CARROT



AVOCADO

Y3/4 Spellings Words Search



circle

earth

bicycle

heart

interest

perhaps

pressure

natural

difficult

recent

Stone Age Stew

10 A hearty and warming Stone Age stew is a welcome
19 luxury after a long day of hunting and gathering.

29 First, you will need to prepare the stock. For a
37 flavoursome and rich-tasting stock, you must use
46 the finest and freshest herbs so scavenge the woods
54 for juniper berries, nettle leaves, sunflower seeds and
65 hazelnuts. Add them to water in a large stone pot and
76 drop in some red-hot stones to heat the mixture. Why
85 not include some mammoth blood to give the stock
89 a deep, earthy flavour?

96 Next, roast today's catch over the fire
103 on a spit. When blackened, chop it
111 into small pieces and add it into your
118 stock. Keep stirring so that your stew
124 does not congeal. Serve piping hot
133 with a fresh lump of bone on the side.



Quick Questions



1. What do you think the word 'congeal' means in this text?



2. Which creature's blood would give this stock a deep, earthy flavour?



3. How does the author make this stew sound appealing?



4. How does this stew compare to food we eat today?

Hot Chocolate and the Maya

11 Between 900BC and 250BC, the Maya civilisation in Mexico
20 and central America used ground cacao (chocolate) to make
31 a spicy, hot chocolate drink, which was used in rituals and
40 ceremonies. Only the rich, noble members of society drank
48 this rich, wholesome drink. Will you enjoy it?

49 Ingredients

53 3 tablespoons cocoa powder

55 250ml milk

59 1 teaspoon ground cinnamon

62 Pinch chilli powder



69 1. Mix the dry ingredients in a jug.

79 2. Heat the milk slowly until it is frothy. (Always be
85 careful and ask for adult help.)

94 3. Add the milk to the jug and mix well.

103 4. Pour back and forth between two jugs to increase
105 frothiness (optional).

108 5. Serve and enjoy!

Quick Questions



1. What was used to make hot chocolate in ancient Maya times?



2. Find two words that mean **celebrations** or **occasions**.



3. The word rich has been used twice. Can you explain the two different meanings?



4. Do you think you would enjoy this hot chocolate? Why?

Quick Questions Answers



1. What was used to make hot chocolate in ancient Maya times?

Accept: Ground cacao (with milk, cinnamon and chilli) was used to make hot chocolate.



2. Find two words that mean **celebrations** or **occasions**.

Accept 'rituals' and 'ceremonies'



3. The word rich has been used twice. Can you explain the two different meanings?

Rich is used to mean having plenty of money and for something having a full flavour.

4. Do you think you would enjoy this hot chocolate? Why?

Accept a reasonable explanation that links to the text and personal preference, e.g. yes, because I love sweet things like chocolate or no, because I don't enjoy eating spicy things like chilli.



Answers



1. What do you think the word 'congeal' means in this text?

Accept any reasonable answer which relates to 'sticking together' or 'going bad/hard'.



2. Which creature's blood would give this stock a deep, earthy flavour?

Accept: (Woolly) Mammoth



3. How does the author make this stew sound appealing?

Accept any answer pertaining to use of exciting adjectives which talk about flavour.



4. How does this stew compare to food we eat today?

Accept answers which discuss any relevant similarities and differences between this stew and food eaten today.