


## W/C 29.06.2020: Learning Project - FOOD

**Age Range:** KS1 Year 1 Don't forget to keep checking our class Twitter page for updates.

Weekly Reading Tasks	Weekly Phonics Tasks
<p><b>Monday-</b> Read or share stories that have food in them such as Oliver's Vegetables or Handa's surprise. Write a list of all the stories you know that have food in them. You will be surprised at how many there are!</p>	<p><b>Monday-</b> The word 'food' contains the 'oo' sound. Go on a sound hunt and list anything they find that contains the 'oo' sound e.g spoon, moon. Can they find any items where the 'oo' sound is spelt differently? Can you write all the different 'oo' words down on strips of paper, as a list or in chalk? Say or write some of the words in a sentence.</p>
<p><b>Tuesday-</b> Listen to <a href="#">Dragon's Love Tacos</a>. Can your child draw pictures to represent the 5 main events in this story?</p>	<p><b>Tuesday-</b> Practise plurals by playing <a href="#">this</a> game. If this is too tricky, or you could play <a href="#">this</a> sentence substitution game instead. (You could even try both!)</p>
<p><b>Wednesday-</b> With support, read out aloud the ingredients on the back of a tin or cereal box to an adult. This will help with the writing task.</p>	<p><b>Wednesday-</b> Can you think of food items that contain these sounds? <b>i-e, ai, ea &amp; sh?</b> Create lists for each sound and see which one is the most popular/ least popular. Where do you spot the sounds in the word; beginning/middle/end? (This could be in more than one place)</p>
<p><b>Thursday-</b> Watch Michael Rosen performing Chocolate Cake <a href="#">here</a>. Have a go at performing his poem or one of your own in a similar fashion.</p>	<p><b>Thursday-</b> After you have listened to the poem Chocolate Cake, listen again and list all of the adjectives (words that describe a noun) that you can hear. Can you think of other adjectives you could use instead? Can you write a power of three sentence (3 adjectives).</p>
<p><b>Friday-</b> Look through cookery books and recipes together. Can you spot recipes that contain certain ingredients such as bananas? Raisins? Garlic? Carrots? Kidney beans? Read your favourite recipe or draw the ingredients and equipment you need.</p>	<p><b>Friday-</b> Practise spelling the days of the week and the Months of the year. Don't forget you will need a capital letter for these. Can you use them in a sentence? Perhaps get outside and try your spellings by:</p> <ul style="list-style-type: none"> <li>• Writing them in chalk then 'painting' over in water</li> <li>• Use a stick and soil</li> <li>• Use stones to spell out the words on the ground</li> <li>• Create a spelling hopscotch and say the letters/sounds as you jump onto them.</li> <li>• Write them in sand with your finger</li> </ul>
Weekly Writing Tasks	Weekly Maths Tasks- Place Value
<p><b>Monday-</b> Create a new school menu. Is there anything you'd like to keep the same? How can you make sure the menu offers healthy choices? Will the menu be different every day? Find or draw pictures of the food items. Try to include all of the food groups in each meal? Purple mash also has menu activities if you fancy trying yours.</p>	<p><b>Monday-</b> On a piece of paper make a grid that has a tens column and a ones column. Your grown up can give you some numbers between 1 and 99. Then draw or represent the numbers on the grid. You could represent it using items around the house such as pasta, cereal, sweets etc. Or you can represent it using pictures; a simple way is lines for the tens and dots for the ones</p> <div style="text-align: right;">  </div>

E.g. Numbers= 12 and 35 using pictures and 23 shown using cubes

t	o
	● ●
	● ● ● ●



**Tuesday-** Write a set of instructions for making toast, a smoothie, a wrap or a healthy sandwich. Can you use time adverbs (First, After that, Next, Then, Finally) & imperative verbs (cut, grate, chop)? Have a go at following or giving the instructions verbally first, making sure you follow them EXACTLY how they are given. This is quite fun and allows you to spot any errors or identify when you need to be specific with word choices.

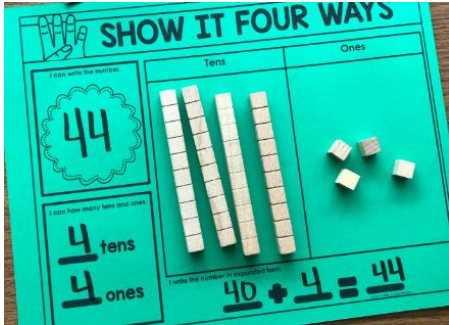
**Tuesday (theme)-** Have a go at playing the game [Fruit Fall](#) - answer the data handling questions based on how many pieces of fruit they catch.

**Wednesday-** Design a new label for a cereal box. You must include a picture of what the cereal looks like, a mascot and an eye-catching logo. Write information about the cereal and why it's healthy? Include adjectives to describe the taste and an exclamation mark where relevant. List the ingredients.

**Wednesday-** Play place value bingo. Write down 8 numbers between 1 and 50 (this could be between 1 and 20 if this is too challenging). Rather than reading out numbers, read out clues linked to the place value. E.g. for 47 say the ones is a 7 and the tens digit can be said as forty or there are 4 tens and 7 ones.

**Thursday-** Write a poem about your favourite food. Can you make it a rhyming poem? You can perform the poem, read it out loud or record yourself saying it.

**Thursday-** Get your child to show that they can recognise the representation of a number by playing [Place Value Basketball](#). Then have a go at representing a range of 2 digit numbers using objects or in picture forms. Remember tens can be represented as a simple line (ten stick) and ones as a dot. You could use anything if using objects such as buttons, pasta, sticks, stones, Lego, etc.



**Friday-** Design a new milkshake or smoothie. Write a list of ingredients (remembering one idea below the other). Have a go at making the new creation.

**Friday (theme)-** Look in the cupboards and the fridge. Sort some of the foods you can find into different groups. Which food group has the most or least amount of items?

Which adjectives best describe it? Write them in a sentence. Are there any improvements you would make and why/ why not?

Have a go at representing what you have found out in a simple bar graph .

### 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 .

- **Fruit and Vegetables Printing-** Look at the work of the artist Lynn Flavell. How does she represent fruit and vegetables? Can you create a piece of artwork in the style of Lynn Flavell? Alternatively, you could draw a still life sketch of a fruit or vegetable bowl just like this Vincent Van Gogh painting.
- **Healthy or Unhealthy?-** Collect food from the kitchen and sort it into healthy and unhealthy foods. Is there anything on the packaging that might help do this quicker? After this, create a poster all about healthy eating. Can you sort food items according to the which food group they belong to? Perhaps you could incorporate real food wrappers or labels into the poster to make it more eye-catching? Share the creations at [#TheLearningProjects](#).
- **Finding Favourite Foods-** Carry out a survey all about favourite foods. You could ask the family members you live with, those you could phone, or friends or neighbours you might see to speak to. You might want to choose particular food types e.g. favourite fruit, vegetable, healthy snack, drink, etc. Tally the information that they have collected in a simple tally or in sets of 5. As a challenge, you could represent this as a pictogram and then write statements about your findings e.g. Strawberries are the most popular fruit.
- **Traditional Tastes-** Many cultures have various food dishes to celebrate their festivals. For example, in England we cook pancakes to celebrate Shrove Tuesday. Can you create a fact file about a special food that is eaten in England during a festival? See [here](#) for some inspiration. Why not have a go at making one of the dishes if you have the ingredients? You can also discuss traditional food that is enjoyed within your own family.
- **Delicious Dishes-** Find out what the national dishes are for the following countries: **England, Wales, Scotland and Ireland?** What do the dishes have in common? Where do the ingredients come from? After this, choose a country of your choice and find out what the national dish is for that country. Is it very different to those dishes from the British Isles? Why?

### Additional learning resources parents may wish to engage with

- Visit [this BBC website](#) for more sea themed music and learning ideas.
- There are some lovely games and ideas from the Royal National Lifeboat Institution [here](#).
- [White Rose Maths](#) online maths lessons. Watch a lesson video and complete the worksheet (can be downloaded and completed digitally).
- [Numbots](#). Your child can access this programme with their school login.
- IXL- Click here for [Year 1](#) or here for [Year 2](#) . There are interactive games to play and guides for parents.
- [Mastery Mathematics Learning Packs](#) Learning packs with a range of different activities and lessons. There are notes on how to do these activities with your children.
- [Y1 Talk for Writing Home-school Booklets](#) and [Y2](#) are an excellent resource to support your child's speaking and listening, reading and writing skills.

The Learning Projects are based on the **National Curriculum expectations** for the key stage which your child is in. It may be that your child finds the tasks set within the Learning Project for their year group too simple. If this is the case, then we suggest that your child accesses the Learning Projects which are set for the key stage above. Equally, if the projects are too challenging, then we advise that your child accesses the projects for the key stage below.

If your child requires more of a challenge, or you believe that there are some gaps in their learning then [Century Tech](#) is a fantastic resource that is currently free for home learning. The app is designed to address gaps and misconceptions, provide challenge and enables children to retain new knowledge. It uses artificial intelligence to tailor the learning to your child's needs. Sign up [here](#).