

FOOD

This can be found on the website under Butterflies class page.

Butterflies Suggested Menu of Activities			
	Activity	Description	Resources to support the learning
Maths	General Maths	1 page per day	Schofield and Sims Maths workbook
	Whole school maths task	Whole school differentiated task posted on Class Dojo on Mondays	Whole School Maths Task sheet
	Times tables	Practise times tables: Y3 - 2s, 3s, 4s, 5s, 6s, 8s, 10s Y4 - up to 12 x 12	TTRockstars Hit the button timestables.co.uk
	Class maths focus	Weekly maths timetable with daily tasks	Weekly maths timetable
Reading	Independent reading minimum 20 minutes a day	Read aloud to a family member and talk about the characters, setting, plot, etc. Read to yourself.	Books / magazines / comics / non-fiction books, recipe books, etc. Oxford Owl e-book: User name: butterflies class Password: Butterfliesclass https://www.oxfordowl.co.uk
	Reading Comprehension	One section per week	Schofield and Sims Reading Comprehension book
English	Statutory Spelling list practice	One page / section per week Online interactive games	Spelling booklets Websites, e.g. topmarks
	Spelling Rules	See weekly English timetable	Weekly English timetable
	Punctuation and Grammar	See weekly English timetable	Weekly English timetable
	Writing composition	See weekly English timetable	Weekly English timetable
	Creative writing	x1 writing task per week	Whole school Writing Task Exercise book
Handwriting	Handwriting (if you have a booklet)	One page per week	Handwriting booklet
P.E	Regular Exercise	Stay active: <ul style="list-style-type: none"> ● Create your own obstacle course using whatever you have at home! ● Create your own circuit training, record how many reps you do of each exercise in 1 minute and see if you improve over time. ● Play hopscotch or twister. ● Go out into your town or village and find different routes to walk or cycle. Maybe you'd like to explore 'geocaching'. 	Brain Breaks https://www.youtube.com/playlist?list=PLh-1JU15_Ti6lupVpfIrLNKb8Pef-jabS Skipping rope Balls Bats Stairs Hula hoops Chalk Outside area

Food Topic Activities

You should complete one of these each day.

Art

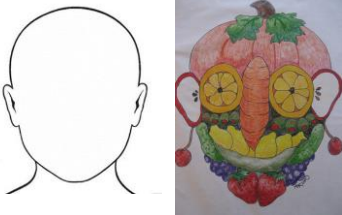
Have a go at drawing a Giuseppe Arcimboldo inspired piece. He painted portraits of people using vegetables and fruit, and sometimes other things too!



You could do this in two different ways:



1) Collage - Cut out pictures of fruit, vegetables or other things from magazines or printing from the computer and create a collage of the pictures to make a face.



2) Drawing - Draw the face and sketch different types of fruit or vegetable to represent the parts of the face.

Andy Warhol is a very famous artist who was part of the 'pop art' movement. One of his most iconic paintings is his tin of Campbell's tomato soup. It was said he ate Campbell's tomato soup every day for lunch for 20 years! Follow this tutorial to draw your own version of his Campbell's soup paintings:

https://www.youtube.com/watch?v=9x5Axd_7rQ

Alternatively, you could draw, paint or colour in a 'pop art' inspired doughnut using this link: <https://www.youtube.com/watch?v=3HqMbNCcHlo> (2:01 - 14:40). Why not try other foods using this pop art style.



Can you remember in class completing a still life drawing of a piece of fruit for the Harvest Festival? We thought carefully about what type of texture our fruit needed and the type of pencil stroke that would help create that texture. Take a piece of fruit and complete a still life drawing of it as a whole, as well as cutting it in half and drawing that too! Before you start, think about:

- Texture of the fruit
- Shape of the fruit (take lots of time looking at it)
- Shading to make it look 3D (darker edges and shadows)
- How you want to colour the fruit (pencil/pen/paint/wax etc.)

This link might help:

<https://www.youtube.com/watch?v=FyFBwHsaO6k>



Geography

Where does your food come from?

Did you know? The durian fruit has such a potent smell that it is banned from hotels, airports and many other public places. It is grown in the South-East Asian countries of Malaysia, Indonesia and Thailand. It has to travel over 6500 miles to reach us!

What is your favourite food? Can you find out:

- Where is it grown in the world?
- How does it grow?
- How many miles does it travel to get to the UK?
- How does it get to your plate?

You could write your facts as a timeline (we did this for chocolate in Autumn!). For example:



Here is a cocoa pod on a cocoa tree at the start of its journey. It can take a cocoa tree five years to grow pods.

The cocoa pods are cut down from the trees and collected at harvest time.

The pods are cut open and the seeds, which are covered in a white pulp, are removed.

The seeds are laid out to dry and ferment for five to seven days. They are turned occasionally to allow all of them to ferment. At this stage they begin to smell like chocolate!

The cocoa beans are collected in sacks.

The sacks are weighed to determine how much the cocoa is worth.

The sacks of cocoa beans are then loaded into crates and put on ship. They are mostly taken to Europe where they are processed. Other ingredients are added, like milk or soy to make chocolate.

The chocolate is transported to supermarkets and shops where we or you can buy it!

CHALLENGE:

Can you find out the above facts for your favourite meal? And then find out the total miles your meal has travelled to get to your plate? You could present this as a poster.

Music

Food Glorious Food

Have a go at singing 'Food Glorious Food' from the movie 'Oliver' using the lyrics below. It's a very well known, catchy song! Watch the song from the 1968 film using this clip:

<https://www.youtube.com/watch?v=ly7PONiKGUs>.

Science

What are you eating?

Look at the Eatwell Food Pack to learn about the different food groups and how we can create healthy and nutritious meals. Keep a food diary for a few days of what you eat for breakfast, lunch and dinner. Work out which food group each of the foods you ate belongs to – fruit & vegetables, carbohydrates, protein, fats and sugars or dairy. Make a tally chart of how many foods eaten in each food group.

- ❖ Which food group did you eat most of?
- ❖ Which food group did you eat least?
- ❖ How healthy was your diet over these few days?
- ❖ What could you do to improve your diet?

Name	Tally	Value
Fruit & Vegetables	XX	8
Protein	XX	6
Fats and Sugars		4
Dairy	XX	5
Carbohydrates	XX	6

Does the presentation of food affect its perceived taste?

You could set up an experiment to investigate the above question. Repeat the test to get valid results!

Complete the questions below before you start.

Question - What do we want to find out?

Equipment - What equipment will we use?

Fair test - What will we keep the same?

Method - What did we do?

Prediction - What do you predict will happen?



Well-presented	Not well-presented
III	I

Design and Technology

Cook or bake - with parental supervision and guidance! Choose something you would like to cook or bake by looking through recipe books or old family recipes which have been handed down through the generations.

Write down the ingredients and steps to making it, then with the help of an adult, cook it and take a picture of it! Share these pictures on class dojo.

Religious Education

Celebrating food

For most people, food isn't just a matter of survival. Sharing food brings people together and is often an important part of a social event or a family gathering. Some religions have special foods that are eaten for particular festivals and celebrations. Research a special event such as Diwali or Hanukkah to find out which special foods are eaten and how they are prepared or presented in a particular way.

Share your findings with us by completing a PowerPoint, Word document or poster.

PSHE

Food detectives

Why is too much added sugar bad for us?

How much sugar is in my food? What does this equate to in sugar cubes?

What alternatives could I have to decrease my added sugar intake?

Investigate these questions and create a poster/powerpoint (anything creative!) to show your findings. You may like to use <https://campaignresources.phe.gov.uk/schools/resources/Food-Detectives-KS2-Toolkit> to help you.

Healthy food?

Some food companies use words like 'fruit' and 'milk' to make you think their products are healthier than they are! Create a list of products that do (or might!) do this. Then make a list of advertising rules that would make it easier for people buying the food products to know how healthy they really are.

Is it worth the waiting for?
If we live 'til eighty four
All we ever get is gru... el!
Ev'ry day we say our prayer --
Will they change the bill of fare?
Still we get the same old gru... el!
There's not a crust, not a crumb can we find
Can we beg, can we borrow, or cadge
But there's nothing to stop us from getting a thrill
When we all close our eyes and imag... ine

Food, glorious food!
Hot sausage and mustard!
While we're in the mood --
Cold jelly and custard!
Peas, pudding and saveloys!
What next is the question?
Rich gentlemen have it, boys --
In-di-gestion!

Mmmmm, food!
We're anxious to try it
Three banquets a day --
Our favourite diet!

Just picture a great big steak --
Fried, roasted or stewed
Oh, food
Wonderful food
Marvellous food
Glorious food
Food, glorious food!

Food, glorious food!
Don't care what it looks like --
Burned! Underdone! Crude!
Don't care what the cook's like
Just thinking of growing fat --
Our senses go reeling
One moment of knowing that
Full-up feeling!
Food, glorious food!
What wouldn't we give for
That extra bit more --
That's all that we live for
Why should we be fated to
Do nothing but brood
On food
Magical food
Wonderful food
Marvellous food
Fabulous food

Beautiful food
Glorious food!