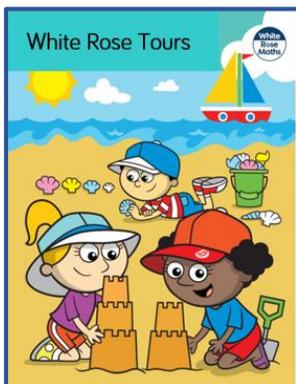
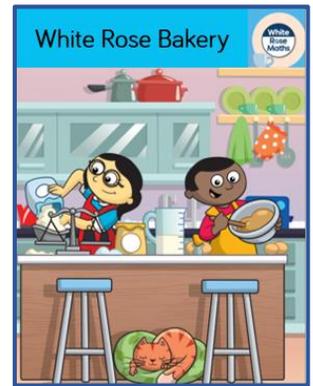


These projects have been produced with the aim of being completed in the Summer term of Year 6 following SATs and our Schemes of Learning.

The projects provide an opportunity to revisit many of the skills and curriculum content covered both in Year 6 and also the rest of Key Stage 2. This gives you the opportunity to ensure any possible gaps in understanding are addressed before children move on to secondary school. An overview of the curriculum content areas explored in each project can be found in the individual project overview documents.



The projects have been designed to explore maths in real life contexts, allowing children to see how important maths is in all aspects of life. As well as this we have looked to provide cross-curricular links where appropriate, for example, including tasks that develop design and technology skills and geographical knowledge. They also provide a great opportunity to explore and develop enterprise.

The projects have been created so that they can be used flexibly depending completely on the needs of your students. At points throughout the project you may feel that your students require extra input on a specific topic before continuing with the project or attempting the activities. We would encourage using other resources, perhaps even revisiting small steps from our Schemes of Learning, before moving on if this is the case. As such there is no specific guidance for what to cover each lesson or how long the project will last in total. However, we expect each project will last approximately 3 weeks.

The projects follow a similar format to the Home Learning videos and teaching slides provided for the small steps. There is an element of input on an area of learning, followed by some optional independent practice opportunities in the form of a worksheet, and then a project activity. These activities link to each other and build throughout each project.

One Shop

39 pence per 250 g

A: 1 kg Flour £1.55
B: 500 g Flour 80p
C: 750 g Flour 90p

1,000 g

250 g

$1.55 \div 4 = 0.3875$

Which is better value for money?

Best Value

Which option is better value for money?

A: £2.50, B: £1.7, C: £1.6

Which option is better value for money?

A: £2.40, B: 2%, C: 8%

Which option is better value for money?

Option B is the worst value for money
Option C is the best value for money
What could be the cost of Option A?

Activity 1

Ingredients (makes 6 cupcakes)

For the cupcake mixture:
120 g butter
120 g caster sugar
120 g self-raising flour
2 eggs
1 tsp vanilla extract

For the icing:
140 g butter
275 g icing sugar
2 tbs milk

Decide on the amount of cupcakes you would like to make.
Work out how much of each ingredient is needed.
You may want to add extra ingredients for flavour.
This will be used for the rest of the project.

Quantity of ingredients teaching slides	Scaling of recipes depending on how many of the final quantity are needed.
Activity 1	Students complete first two columns of Shopping List table based on how many cupcakes they are making.
Cost of ingredients teaching slides	This section looks at efficient strategies for calculation, unit conversions, comparisons, percentages and other purchase deals (Buy 1 Get 1 Free etc.)
Best Value worksheet	This is an optional worksheet if students require extra independent practice on the skills covered in the above section.
Activity 2	Students complete the final four columns of the Shopping List table. This can be done using real-life supermarket prices online or using the Activity 2 handouts. These come with or without the option of deals and special offers.
Pricing the cakes teaching slides	This section introduces the concept of profit and loss and different methods to calculate.
Profit and Loss worksheet	Optional worksheet if students require extra independent practice on the skills covered in the above section.
Activity 3	Students calculate how much they need to sell their cupcakes for to make their desired profit.
Packaging the cake teaching slides	This sections looks at creating appropriately shaped packaging through exploring 3-D shapes, area and volume and how to draw accurate and sketched nets of cuboids.
Packaging worksheet	Optional worksheet if students require extra independent practice on the areas covered in the above section.
Activity 4	Students sketch a net of their appropriately sized packaging and begin to develop ideas for names, logos, decorations etc.
Activity 5	Students make their final packages to hold their cupcakes.
Baking problems teaching slides	This section looks at common real-life problems encountered when cooking and baking exploring areas such time, mass, algebra, fractions and ration and proportion.
Cooking Problems worksheet	Optional worksheet if students require extra independent practice on the areas covered in the above section.
Activity 6	Children to bake their muffins. Cooking instructions are included on the Activity 6 handout or children may choose to follow alternative instructions if they have found different recipes. We would love to see photos of finished products on social media!
White Rose Deli	Teachers may decide to repeat this project format using the idea of a deli. This may be in the form of baking bagels and sourcing the ingredients to create delicious fillings.

Note – all teaching slides are found in the main White Rose Bakery powerpoint.