

## Year 6 Curriculum Summer 2 Week 2

<b>Daily Exercise</b>	Keep active! Make sure you do something active each day. Maybe do the exercises <a href="#">here</a> .
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Year 6 focus will alter slightly this term. Learning will still build up and this week will lead into next week's learning. You can still choose the order you do the activities this week.

<b>Essential</b>	The following 5 areas (+ English and maths) are <b>essential curriculum learning</b> . This term we will include the essential year 6 learning about managing change, preparation for secondary school and leavers' celebrations.	
<b>Science</b>	<b>Apply Classification Skills and Design a New Creature</b> <ul style="list-style-type: none"> <li>Design, sketch, name &amp; describe a new creature (see support page for an example)</li> <li>Include:               <ol style="list-style-type: none"> <li>Name and kingdom</li> <li>Challenge: also include phylum &amp; class</li> <li>Habitat and diet</li> <li>Description of its physical features (as in previous session)</li> </ol> </li> </ul>	*Support: written example
<b>PE</b>	<b>Accuracy Throwing</b> <ul style="list-style-type: none"> <li>Using a tennis ball or pair of rolled up socks, throw with one hand catch with other – try with two balls (left to right and right to left)</li> <li>Stand opposite a partner (5 meters) and attempt to land ball or socks as close to partner without touching them, increase distance and repeat</li> <li>Create a mini golf course and challenge a family member to play your game (see below)</li> </ul>	You will need Trainers Balls /socks  *Support See sheet
<b>PSCHE</b>	<b>Change Lesson 2 - Positives &amp; negatives of change part II</b> <ul style="list-style-type: none"> <li>Do you agree with this statement? <b>Change is always negative</b></li> <li>Make a Top 10 list of worries – order them from biggest worry in descending order</li> <li>Create a mind map of strategies &amp; solutions to these problems.</li> </ul>	
<b>PSCHE</b>	<b>Change Lesson 3- Communicating assertively</b> <ul style="list-style-type: none"> <li>Try some of the body language <a href="#">examples</a> on someone at home: can they work out how you feel?</li> <li>Look at the resource and place the phrases into the correct boxes.</li> <li>Write or perform a role play based on the scenarios.</li> </ul>	Resources
<b>Leavers' Celebration</b>	<b>Postcards from the end of Year 6</b> <ul style="list-style-type: none"> <li>Watch the <a href="#">video</a> which explains what you need to do.</li> <li>Plan your personal contribution to your class end of year video book as part of your leavers' celebration. You will have 3 weeks to work on this.</li> <li>Plan a few ideas to share and see what your family thinks. They may help remind you of other things you might want to include in your 'postcard'.</li> <li>Read the guide in the support below. Your video clip or contribution needs to be with your teacher by 19<sup>th</sup> June.</li> </ul>	

<b>Additional</b>	We will continue with a broad and balanced curriculum for Year 6. Your child's favourite subjects may be here so we want them to be able to follow their interests this term too. This is optional learning and you may choose to do these in addition to the essential learning of English, Maths and subjects given above.	
<b>History</b>	<b>Stonehenge</b> <ul style="list-style-type: none"> <li>• Check this <a href="#">site</a> and find out key facts about Stonehenge.</li> <li>• Create a visitor's guide to Stonehenge to persuade someone in your house to visit it</li> </ul>	
<b>Geography</b>	<b>Which biome is the most important?</b> <ul style="list-style-type: none"> <li>• Watch a video on biomes <a href="#">here</a>.</li> <li>• Think about which biome you think is the most important in the world and give three reasons why.</li> <li>• Create a poster by drawing your chosen biome and an animal you would find in this biome. Add the answers to the questions in the support below onto your poster.</li> </ul>	You will need: Paper and pencil Support: See below for questions
<b>Languages</b>	<b>Les vêtements</b> <ul style="list-style-type: none"> <li>• <b>Fill</b> the missing letters puzzle in activity 1.</li> <li>• <b>Find</b> the French word for each piece of clothing in activity 2.</li> <li>• <b>Complete</b> the word search in activity 3.</li> </ul>	
<b>Design Technology</b>	<b>Sculptural Birds</b> - One of the positive aspects of the lockdown is that we have seen a return of many birds into our gardens and open spaces. Here's how to make your own. <ul style="list-style-type: none"> <li>• Cut an egg/oval shape from a piece of firm cardboard corrugated works well – look for packaging materials)</li> <li>• Next, you need to make and attach wire legs –you may need to play around with this for a while so that your bird stands up.</li> <li>• Using as many mark-making materials as you like to draw a series of feathers onto plain paper – make sure you vary the size, shapes and colours. When you have finished, either tear around or cut out your feathers ready to collage onto your bird and make it come to life!</li> </ul>	You will need: Corrugated cardboard/ Foamboard Paper Mark making materials- your choice Wire, Scissors Glue/Sellotape Support
<b>Music</b>	<b>Composing your own Rhythms for your minimalist loop</b> Watch The third <a href="#">clip</a> and do the following: <ul style="list-style-type: none"> <li>• Play rhythm from session 2 and compose another rhythm using words to fit with your first one. Ask someone else to play the original rhythm while you play the new one. (Examples of rhythms in support)</li> <li>• <b>Loop</b> the original rhythm and add your own new rhythm. Looping means repeating your rhythm over again.</li> <li>• Put it in <b>music software or record them on a phone/iPad</b> and add a new rhythm. Try to make five different patterns.</li> </ul>	You will need Your rhythms from previous session , Hands Your voice Recording device Support: Rhythm examples

# Science – Support

Example of imagined creature:



Remember to include:

Name, Kingdom

Features of arms/  
legs/ fins

Fur/hair/scales/  
horns

Habitat and diet

Shape and size

Placement and  
size of eyes/ ears

Distinctive features

Image from "Science of Creature Design" by Terry Whittlatch

Name: Gryfficorn

Kingdom: Animalia

Phylum: Chordata

Class: Mammalia

This ancient creature has a similar body-structure to a horse, is 5-8 metres long and 1.5-2.5 metres tall. It has four thin, muscular horse-like legs, with feet similar to a birds, capable of grabbing onto long, thin branches. It has a powerful blue and white tail (3-6 metres in length) which has the ability to protect the beast from predators. It possesses a large extension on the back of its head known as a casque (similar to those of lizards and other reptiles), which is used in the animal's mating rituals, as well as to make it look larger when facing predators. The Gryfficorn has fine, thin and soft fur (this is sometimes used in the international fur-trade and is sold at vast amounts of money). This coat is white when the creature is born, and slowly develops a blue hue, becoming more coarse with age. The Gryfficorn primarily lives in deciduous forests, where it has the ability to climb trees using its powerful bird-like talons. It can also sometimes be found in grasslands, where it is seen running at great speeds. It is a herbivore and its diet consists mainly of grass, roots, and flowers from deciduous forests. Its eyes are placed on either side of its long head, which means that it has good peripheral vision to look for predators. It has long, pointed ears placed near the casque, which are exceptionally good at picking up even very quiet tones. Its most distinctive features include the long tail and fan-shaped casque at the top of its head.

## Year 5 & 6 Athletics Target Golf



Place 5 targets in different places on the floor




Decide on a starting point and mark out

Roll or throw a ball, aiming to make it rest against one of the targets

The winner is the player who rests their ball against a target with the fewest shots

Repeat with all of the different targets

# PSCHE - Resources

 <p data-bbox="573 177 766 244">Aggressive</p>	 <p data-bbox="1256 177 1449 244">Assertive</p>	 <p data-bbox="1944 177 2136 244">Passive</p>
<p data-bbox="107 531 304 560"><u>What it means:</u></p>	<p data-bbox="788 531 985 560"><u>What it means:</u></p>	<p data-bbox="1469 531 1666 560"><u>What it means:</u></p>
<p data-bbox="107 707 353 735"><u>The words you use:</u></p>	<p data-bbox="788 707 1034 735"><u>The words you use:</u></p> <p data-bbox="797 914 1438 979">Say how you feel, say what you want, say it once, don't threaten or beg.</p>	<p data-bbox="1469 707 1715 735"><u>The words you use:</u></p>

<p><u>How you say it:</u></p> <ul style="list-style-type: none"> <li>• Body language <ul style="list-style-type: none"> <li>- Too close, leaning in, squaring up</li> <li>- Sticking chin up</li> <li>- Pointing finger or clenched fist</li> <li>- Jerky movements</li> <li>- Angry face</li> </ul> </li> <li>• Eye contact <ul style="list-style-type: none"> <li>Staring eyes or squinting eyes so people can't see where you are looking</li> </ul> </li> <li>• Tone of voice <ul style="list-style-type: none"> <li>Very loud, higher pitch, talking fast</li> </ul> </li> </ul>	<p><u>How you say it:</u></p> <ul style="list-style-type: none"> <li>• Body language <ul style="list-style-type: none"> <li>- Shoulders back and head held high</li> <li>- Arm and hand movements controlled and not too big</li> <li>- Hands open</li> <li>- Smiling or listening face</li> <li>- Relaxed body, facing the person</li> </ul> </li> <li>• Eye contact <ul style="list-style-type: none"> <li>Look at person's eyes and face but not staring</li> </ul> </li> <li>• Tone of voice <ul style="list-style-type: none"> <li>Low pitch, not too loud, clear words</li> </ul> </li> </ul>	<p><u>How you say it:</u></p> <ul style="list-style-type: none"> <li>• Body language <ul style="list-style-type: none"> <li>- Looking down, making body seem small, turning away</li> <li>- Worried face, biting lip</li> <li>- Hand in pockets or fiddling hands</li> <li>- crossed arms or covering mouth for protection</li> </ul> </li> <li>• Eye contact <ul style="list-style-type: none"> <li>Not looking at people, looking at floor</li> </ul> </li> <li>• Tone of voice <ul style="list-style-type: none"> <li>Very quiet, lots of pauses and 'um' 'er'</li> </ul> </li> </ul>
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## PSCHE – Resources

### The words you use:

You had better . . .

I can understand why you're annoyed but you don't need to be so angry.

You'd better not be saying . . .

Sorry, sorry I didn't mean it . . .

OK, let's talk about it.

Oi, I want a word with you . . .

I was just wondering . . . it doesn't matter . . . never mind.

What are you looking at?

I'm feeling angry that you . . .

I'd like you to stop doing that...

If you don't stop that I'm going to . . .

Oh, please don't.

I'm feeling unhappy that you've asked me to stay in because . . .

I ain't staying in so what are you going to do about it?

(To self) Why is it always me that gets the blame?

### What it means:

Shouting

Giving in

Not taking responsibility for your actions

Putting yourself down

Being honest

Blaming others

Being confident

Making other people feel small

Taking responsibility for other people's actions

Hesitating

Standing up for yourself

Wanting to get your own way

Apologising when you didn't do anything

Taking responsibility for your own actions

Taking the blame for something you didn't do

Trying to control other people





## Leavers' Celebrations

### Postcards from the End of Year 6

Each clip no longer than 30 seconds.

The clip can only feature yourself.

Clips to be filmed in either your living room or outside.

Wear school uniform.

Create a positive message that you want to share with your classmates.



# Geography

- 1) Which biome is most similar to your chosen biome?
- 2) Which biome is the most different to your chosen biome?
- 3) What could humans do to protect your chosen biome?

# French - Plus de vocabulaire

Activity 1: Practise your spellings; read the first list of vocabulary and complete the next sheet.

## Les Vêtements

			
un chemisier	une jupe	des chaussures	des chaussettes
			
un bonnet	des gants	des tennis	un tee-shirt
			
une chemise	des bottes	un pantalon	un pull
			
un blouson	une robe	une écharpe	un short

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If you can't print, use a sheet of paper or a small white board.

# Les Vêtements - Missing letters puzzle

Fill in the missing letters in the French words for clothing, then draw a line from each word to the right picture.

\_\_\_ s \_\_\_ o \_\_\_ t

\_\_\_ j \_\_\_ p \_\_\_

\_\_\_ c \_\_\_ a \_\_\_ s \_\_\_ e \_\_\_ t \_\_\_ s

\_\_\_ c \_\_\_ e \_\_\_ i \_\_\_ i \_\_\_ r

\_\_\_ c \_\_\_ a \_\_\_ s \_\_\_ u \_\_\_ e \_\_\_

\_\_\_ b \_\_\_ t \_\_\_ e \_\_\_

\_\_\_ p \_\_\_ l \_\_\_

\_\_\_ b \_\_\_ n \_\_\_ e \_\_\_

\_\_\_ r \_\_\_ b \_\_\_

\_\_\_ g \_\_\_ n \_\_\_ s

\_\_\_ t \_\_\_ n \_\_\_ i \_\_\_

\_\_\_ b \_\_\_ o \_\_\_ s \_\_\_ n

\_\_\_ p \_\_\_ n \_\_\_ a \_\_\_ o \_\_\_

\_\_\_ c \_\_\_ e \_\_\_ i \_\_\_ e

\_\_\_ é \_\_\_ h \_\_\_ r \_\_\_ e

\_\_\_ t \_\_\_ e - \_\_\_ h \_\_\_ r \_\_\_



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Activity 2:

### Les Vêtements: Word Scramble 1

Unscramble the letters to find the French word for each piece of clothing.



une \_\_\_\_\_



un \_\_\_\_\_



des \_\_\_\_\_



un \_\_\_\_\_



des \_\_\_\_\_



un \_\_\_\_\_

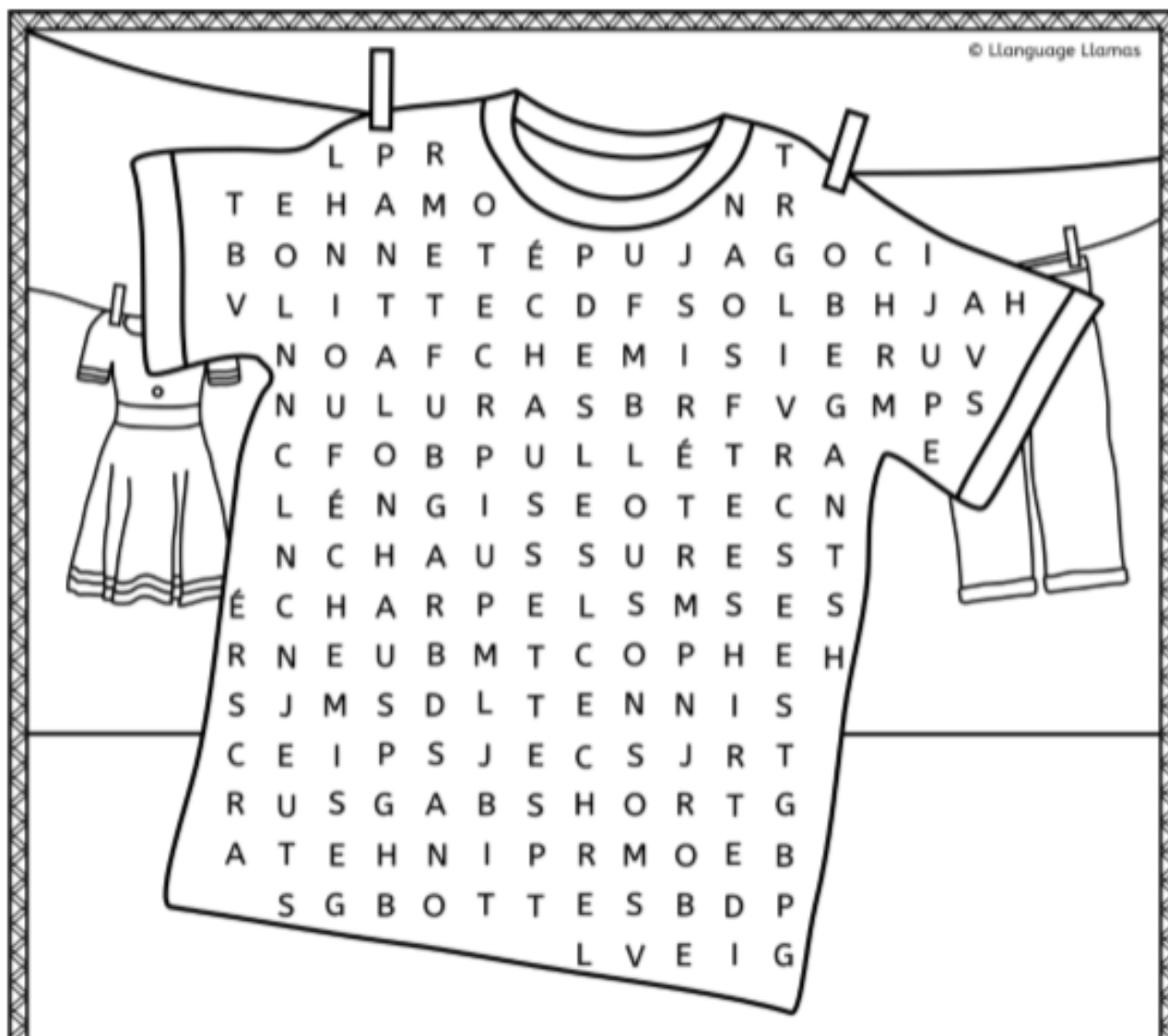


des \_\_\_\_\_



un \_\_\_\_\_

### Activity 3



### Word Search: Les Vêtements

Can you find in the grid above the French words for the following clothes?





# Design Technology – Sculptural birds

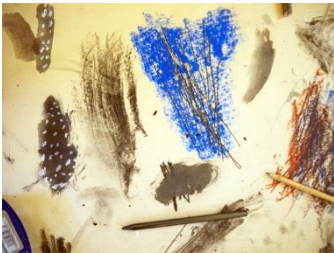
Old cardboard or foam board packing materials would work well for this. Think about the size of the bird. If it's too small it will be difficult to cut out and stick all the feathers onto it, however, if it's too big it will take you a long time to cover it all! A bird about the size of hand would be a good size to work towards.

For the legs, you could use pipe cleaners. Lengths of wire, wire wrap around tags or even an uncurled paper clip. Take care if you are using any type of wire as the ends maybe sharp. Ask an adult to bend the ends in if this is the case. If you can't find any wire, you could try using small twigs, used matchsticks (ask an adult to help with these) or other small pieces of wood.

To attach the legs, you can try pushing them into the cardboard or alternately, use Sellotape or glue.



Use as many or as few colours for the feathers as you'd like – look at pictures online or in books to help you colour the feathers accurately. You could try mixing up the materials you use – wax crayons with colouring pencils perhaps, or chalk with felt tips. Try to make your drawing create the texture of feathers through the way in which you colour them.



When you are ready to collage your drawings onto your bird, experiment with sticking them on to create a 3D form and shape.



# Music

Examples of rhythms:

Musical notation for the rhythm of "I like piz za". The melody consists of a quarter note, an eighth note, a quarter note, an eighth note, and a quarter note. The lyrics are "I like piz za".

Musical notation for the rhythm of "I like piz za and choc-late spag-he - tti mush-rooms". The melody consists of a quarter note, an eighth note, a quarter note, an eighth note, a quarter note, a quarter note, a quarter note, a quarter note, a quarter note, and a quarter note. The lyrics are "I like piz za and choc-late spag-he - tti mush-rooms".

Musical notation for the rhythm of "I like piz za and choc-late spag-he - tti". The melody consists of a quarter note, an eighth note, a quarter note, an eighth note, a quarter note, a quarter note, a quarter note, a quarter note, and a quarter note. The lyrics are "I like piz za and choc-late spag-he - tti".