

Year 6 Curriculum Summer 2 Week 3

Daily Exercise

Keep active! Make sure you do something active each day. Maybe do the exercises [here](#).

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.

Essential	The following 5 areas (+ English and maths) are essential curriculum learning . This term we will include the essential year 6 learning about managing change, preparation for secondary school and leavers' celebrations.	
Science	Materials revision – dissolving <ul style="list-style-type: none"> Watch the video as a reminder of dissolving. Use the student code: 85747 to log in. Make a plan for carrying out this investigation and recording your results. Predict how many spoonfuls of sugar will dissolve in water. Carry out the test. What did you find? Why do you think this happened? Challenge: can you dissolve more sugar in warm water or cold water? How much faster will sugar dissolve in warm water than cold? 	You will need *Support Tips for each section of the investigation
PE	Coordination Catching <ul style="list-style-type: none"> Using a tennis ball or pair of rolled up socks, throw with one hand catch with other Throw ball and clap once, twice, three times before catching Create your own catching game: decide on a few simple rules and a scoring system – challenge a family member to play! 	You will need Trainers Balls /socks
PSCHE	Change Lesson 4 – Making friends <ul style="list-style-type: none"> Watch the video and make notes about the top tips for making friends at secondary school. Sort the questions into closed questions (can be answered with a yes/no) and open questions (need a longer answer). Which are best for getting to know people? Write five open questions you could ask a new classmate, then think about one thing you could share about yourself for each question. 	Resources Questions to sort
PSCHE	Change Lesson 5 – Friendship problems <ul style="list-style-type: none"> Watch the teacher video about resolving arguments with your friends. For each of the scenarios, explain how you think your friend would respond to the first comment, then suggest a better way to deal with the situation. Explain in your own words what you think Michelle Obama means: <i>“Walk away from friendships that make you feel small and insecure and seek out people who inspire and support you.”</i> Michelle Obama, American lawyer, author, activist and former First Lady of the United States 	Resources Teacher video Scenarios
Leavers' Celebration	Postcards from the end of Year 6 <ul style="list-style-type: none"> Watch the video which explains what you need to do. 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. 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'. <p>Read the guide in the support below. Your video clip or contribution needs to be with your teacher by 19th June.</p>	



Additional	<p>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.</p>	
History	<p>Investigating artefacts</p> <ul style="list-style-type: none"> • Look at the pictures of artefacts (Resource 1) and think about what they might be and what we can learn about Vikings from them. • Use the attached questions to help investigate and make predictions about each artefact then use the answers (Resource 2) to check if your predictions were correct. 	<p>You will need Resource 1 & Resource 2</p>
Geography	<p>Global Trade</p> <ul style="list-style-type: none"> • Look at the logos below – which of them can you name? What do these companies have in common? • These companies all trade on a global or international scale - you can buy products made by these companies all over the world. Use this video to create your own definition of the words Trade, Export and Import • Use the resource to help you investigate the biggest importer and exporter of these widely traded items. 	<p>You will need Resource</p>
RE	<p>How do different faiths celebrate wedding?</p> <ul style="list-style-type: none"> • Read the information about the Hindu wedding ceremony. • Watch the film about a Christian wedding ceremony. • Describe three similarities and three differences between the two ceremonies. 	
Art	<p>Drawing exercises - Learning to draw and drawing to learn.</p> <ul style="list-style-type: none"> • Why is drawing important? Look at mind map and add your own ideas. • Click here to access art exercises. • Practice exercises. Try all today, then practice individual exercises regularly to improve your drawing confidence. • What have you learnt? Which exercises did you enjoy and why? • Which drawings did you like best and why? 	<p>You will need: Paper pencil Found objects *Support 1</p>
Computing	<p>Staying Safe Online</p> <ul style="list-style-type: none"> • Think about ways we have learned stay safe when we are on the Internet. • Play Interland, Google's game that teaches you how to stay safe. • Explore the Be Internet Awesome website and discuss the safety tips with your parent/ carer. 	



Here are some fun challenges suitable for the whole family.

Summer 2 Week 3

1. To talk about	What would happen if we all looked the same?
2. To do	Sit and meditate for one minute in silence. Can you stop your thoughts?
3. To investigate	Can an egg float?
4. To find out more about	Someone who changed the world.
5. To design	A new cereal
6. To learn	How to sign your name in sign language
7. To draw	Your favourite animal
8. To create	Toilet roll figure. Use the empty roll and create a new figure- animal, superhero, alien etc.

Science - Resource

Tip: dissolve each spoonful of sugar one by one.

Planning: you will be able to see whether the sugar has dissolved or not more easily in water than in another liquid, like tea. Would you use lots of water or just a little bit? The experiment will take a long time if you use a lot of water. What will help make the sugar dissolve quicker? Sugar dissolves more quickly in hot water than in cold. Try using a measuring beaker or similar so you can observe the water level rising as you add the sugar. This shows that the sugar is not disappearing but rather is dissolving within the water. Think about how to make sure the testing is fair. Each spoonful should have exactly the same amount of sugar, which should be added in the same way each time - e.g. all at once or gradually, at the top of the beaker, or the bottom, stirring the same amount each time, or no stirring.

Predicting: would the sugar keep dissolving forever? No, when the sugar dissolves the solid particles mix with the liquid particles. After a while, the liquid particles don't have any more space to hold the solid particles, so no more will dissolve – the solution is saturated. Think about how many spoonfuls this make take.

Recording: record the results in a table.

Number of spoonfuls of sugar	Dissolved? ✓ or ✗
1	
2	
3	
4	
5	

Concluding: what did you find? Why do you think this happened?

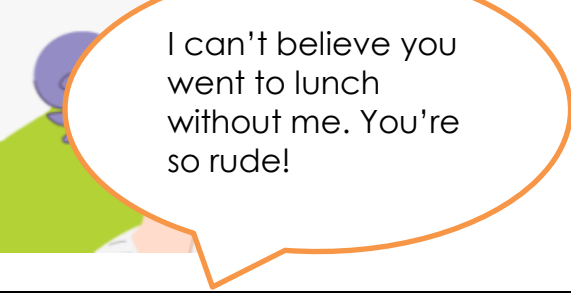
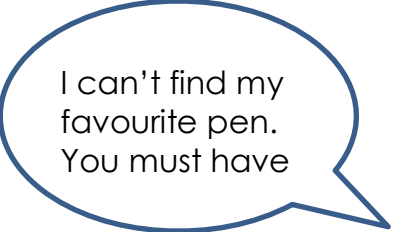

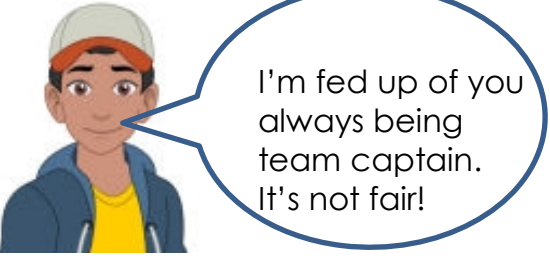
PSCHE - Resource

Sort these questions into open and closed questions:

Do you like sport?		How have you found your first week?	
How long have you been playing the piano?		Do you watch Britain's Got Talent?	
What do you usually do at the weekend?		Do you live in Beckenham?	
Do you like maths?		What do you think about the Headteacher?	
Have you joined the drama club?		Do you bring a packed lunch?	
Do you like Fortnite?		What's your favourite type of music?	

PSCHE - Resource

Scenarios

	How your friend might respond to this	Suggest a better way of tackling this problem
 <p>I can't believe you went to lunch without me. You're so rude!</p>		
 <p>I can't find my favourite pen. You must have</p>		
 <p>I'm fed up of you always being team captain. It's not fair!</p>		

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.

History - Resource 1

VIKING ARTEFACTS



Use these questions to guide your investigation of each artefact.

1. What do you notice about it?
2. What might it have been used for?
3. Who might have used it? (man/woman, rich/poor etc)
4. What materials might it be made from?
5. How might it feel? (rough/smooth/light/heavy etc)
6. What can it tell us about the lives of the Vikings?
7. How is it similar or different to a modern version of it?
8. What might be the reasons for these similarities or differences?

When you have recorded all your ideas have a look at the attached answer sheet and see how close your predictions were.

History - Resource 2

VIKING ARTEFACTS ANSWERS



Drinking horn and spoon

Horn was an important part of a cow or sheep as it could be used to make various items from armour to spoons. To use the horn it would be cleaned. If used for a drinking horn then it could be decorated. If you wanted a flat shape you would cut off the tip and then boil the horn to soften it. The horn would then be cut in half and boiled again. The boiled horn would then be pressed flat and the shape of the item would then be cut out and moulded as necessary.



Flint and Steel

The Vikings could use a flint and steel to start their fires. When the flint is struck against the steel it produces sparks. The hard flint edge shaves off a particle of the steel. This particle, heated by the friction, ignites. The sparks fall onto prepared tinder which can begin the fire.



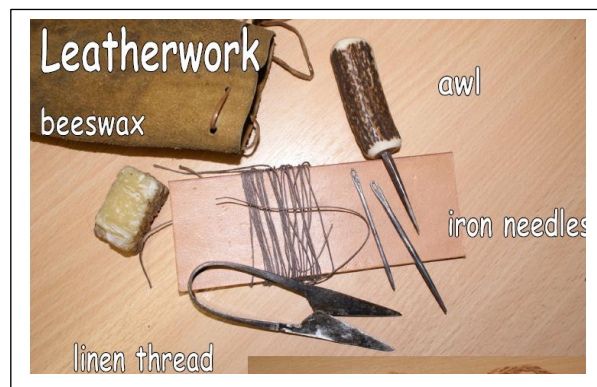
Ring Money

As well as coins, the Vikings would also use ring money. This was a silver bangle that would be worn on the wrist. The richer the person the more bangles would be worn. Money wouldn't be used for buying everyday items like bread and mead but for more expensive items like livestock, weapons and land. On the whole the Vikings lived in a bartering society, so for everyday items they would barter for the goods and services they wanted.



Tools for Leatherwork

Leather was an important material that was used for various items including water bottles and boots. Some Vikings were skilled leather workers, but a lot of people would have been able to produce essential items for themselves and their family. When out raiding or trading a Viking would have to be able to keep his equipment and clothing in good condition so repairs would have to be made on the go. The **awl** was used to make holes in the leather, the **beeswax** helped the **linen thread** pass through the holes. For a stronger seam they used two needles. Each **iron needle** passed through the same hole, this doubled the thickness of the stitching and meant if a thread snapped there was still a solid seam.



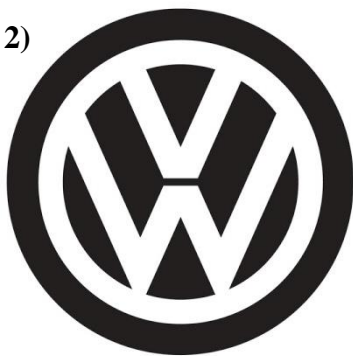
Geography - Resource

Logo Quiz

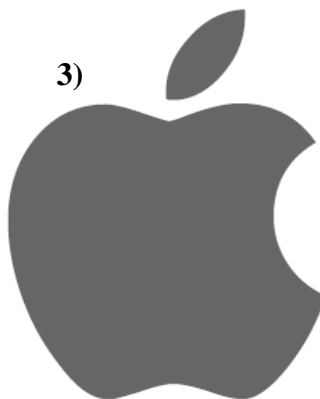
1)



2)



3)



4)



5)



6)



7)



8)



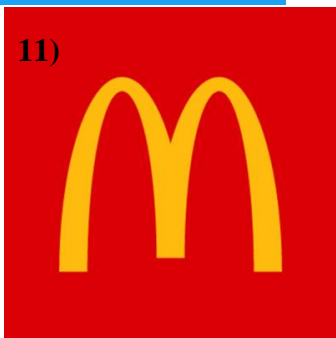
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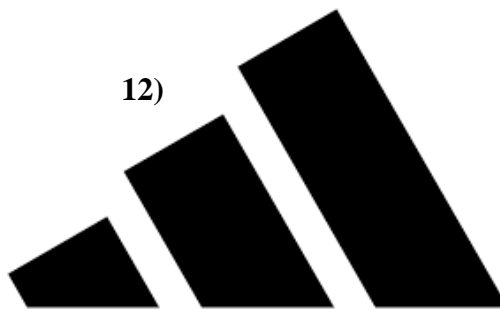
10)



11)



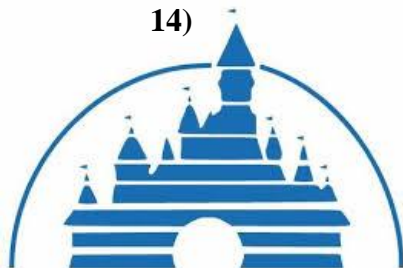
12)



13)



14)





ANSWERS are on the next page so don't scroll down until you've completed this task!



Answers:

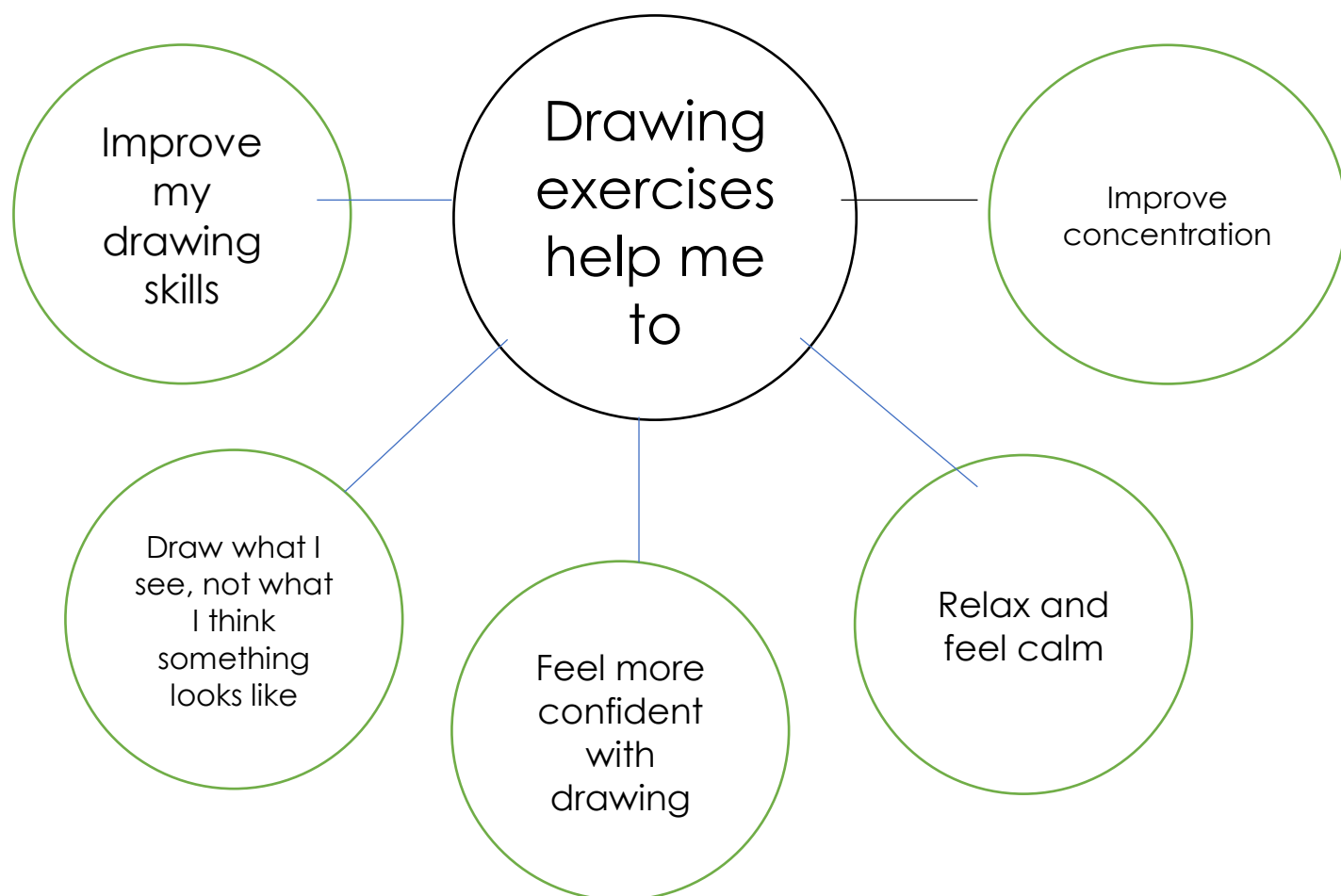
- | | | |
|---------------|---------------|------------|
| 1) Shell | 2) Volkswagen | 3) Apple |
| 4) Amazon | 5) Microsoft | 6) Nike |
| 7) Pepsi | 8) Twitter | 9) Google |
| 10) Starbucks | 11) McDonalds | 12) Adidas |
| 13) Nestle | 14) Disney | |

Top 10 traded items around the world	Biggest exporter (out of the country) 	Biggest importer (into the country) 
1. Cars		
2. Petrol		
3. Circuits		
4. Vehicle parts		
5. Computers		
6. Medicines/Pharmaceuticals		
7. Gold		
8. Telephones		
9. Broadcasting equipment		
10. Diamonds		

Support:

Use this [website](#) to help with your research

Art - Learning to draw and drawing to learn



Why is drawing important?

- Drawing helps us to think through and communicate our ideas.
- It's like a language; a way of expressing thoughts and feelings through using different marks, tools and materials.
- We are not just learning to draw but drawing to learn.
- As with learning an instrument or playing a sport, the more we practice the better we get. Practice the following exercises and your drawing skills and confidence will improve.

Click this [Accessart](#) link and scroll down to see the FIVE DRAWING EXERCISES

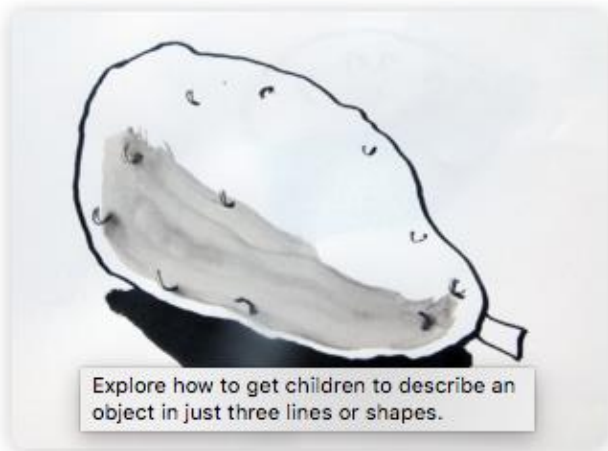
- Try **all** of these exercises today, then practice them regularly to feel your drawing skills improve.
- If you go on an exercise walk, see if you can find an interesting leaf or bumpy stone that would have interesting marks or textures to draw.



Find out how to do a simple continuous line drawing exercise to start the week.



The backwards forwards drawing exercise helps develop looking and sketching skills



Explore how to get children to describe an object in just three lines or shapes.



Find out how encouraging diverse mark making will improve drawing outcomes.

Explore how to get children to describe an object in just three lines or shapes.



Explore how drawing on different surfaces helps encourage stronger mark making.

Explore how drawing on different surfaces helps encourage stronger mark making.