

Year 6 Curriculum Summer 2 Week 5

Daily Exercise	Keep active! Make sure you do something active each day. Maybe do the exercises here .
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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.

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	Sound revision <ul style="list-style-type: none"> • Watch an orchestra. Close your eyes and try to identify each instrument just by its sound. Answer the questions below. • If we could see sound travelling through the air, what would it look like? Watch this video to find out. • Make drawings with annotations and explanations to show your understanding of what sound would look like. Some questions to prompt you are below. 	You will need Questions from resources Prompts for drawing sounds *Support
PE	Juggling <ul style="list-style-type: none"> • Try to juggle with 2 balls – see previous session (week 4) • Practice juggling progressions on sheet • Record your personal best with two / three balls 	You will need Trainers Balls /socks *Support See sheet
RSE	Relationship & Sex Education -lesson 3 <ul style="list-style-type: none"> • Schools will contact parents about this 	
RSE	Relationship & Sex Education -lesson 4 <ul style="list-style-type: none"> • Schools will contact parents about this 	

Additional	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.	
History	Vikings as raiders <ul style="list-style-type: none"> Look at the picture of Viking warriors (Resource). Make a list of the clothing and equipment you can see and think of anything else you can learn from the picture. Read the information about Viking Raiders and use the information to draw and label a Viking warrior and a Viking longship. 	You will need Resource
Geography	From cotton to clothing <ul style="list-style-type: none"> Where does a t-shirt come from? Was it always a T-shirt? There are 9 key steps in the creation of cotton clothing (like t-shirts) – look at the muddled-up steps below and put them in the correct order. Check the labels of some of your favourite clothes – where were these items produced? Why do you think most of our clothes are not made in the UK? 	You will need Support below
RE	Why are ceremonies important? <ul style="list-style-type: none"> "Ceremonies such as weddings, christenings and Bar Mitzvah are a waste of time and money." Do you agree with this statement? Explain whether you agree or disagree, giving three arguments to support your point of view. 	You will need: Support: ideas to consider
Art	Illustration – Create a narrative through drawing <ul style="list-style-type: none"> Collect a few small objects to put together. It can be whatever you like. See support sheet for ideas. Arrange them together to draw. Draw the collection of materials and write on the wording for that page to describe what is happening. See examples on support sheet. Think about what would have happened on the page before and the page after your picture in your story. Tell your story to a member of your family. 	You will need: Paper Drawing materials Small objects/toys to draw *Support 3
Computing	Digital Art <ul style="list-style-type: none"> Choose one of the apps or ideas from the ICT Section of the 'More to Do' page' here. Or <ul style="list-style-type: none"> Using the brushes redux app or your favourite paint program, paint over a photo of flowers or landscape to blur the artistic lines between photography and painting. 	You will need: Support: Look at the Brushes Redux video if you have chosen the second option.

Science - Resource

For each instrument, consider:

How is the sound made?

How can the sounds of the instruments be made lower or higher pitch?

How can the sounds of the instruments be made quieter or louder?

Is it possible to make a drum sound like a guitar?

This [video](#) gives you further information on how sounds occur.

When creating your drawings, think about: how would a loud sound compare with a quiet sound? How would a low-pitched sound compare with one with a high pitch? Are there any patterns between the volume of a sound and the strength of the vibrations that produced it? How does the sound change as the distance from the sound source increases?

Year 5 & 6 PE

Juggling



Hold 2 balls in your dominant hand and 1 ball in your other hand. Holding the 2 balls in your dominant hand will be easier when you're starting out. As you practice and get better, you'll be able to use either hand.

Stand with your elbows bent 90 degrees and your palms facing up. Look straight out in front of you. You don't want to be looking down at your hands while you're juggling.

Toss one of the paired-up balls into the air gently. You want to toss it so it goes at eye level. When you get better at juggling, you will be able to throw it higher. Toss it at a slight angle so that when it starts to fall it's moving in the direction of your opposite hand. This will make it easier to catch.

Throw the ball in your opposite hand into the air immediately after. Right after you toss the first ball, you want to gently toss the ball in your opposite hand into the air. Try to toss it with the same amount of force as you used to toss the first ball. Toss it at an angle so its trajectory ends in your other hand.

Toss the last ball that's left in your dominant hand into the air. Toss it the same way you tossed the first 2 balls, and do it immediately after you toss the second ball. After you toss the last ball, there should be a brief moment where all 3 balls are in the air.

Catch the balls in the order you threw them. You'll catch the first ball you threw first, then the second ball you threw, and then the last ball you threw. Each ball should end up in the opposite hand it started in

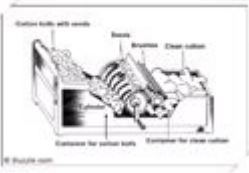







History – Resource



Geography - Support



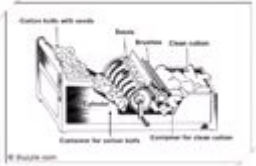





Where does your T-shirt come from?

Can you put these steps in the correct order e.g. 1) Planting 2) _____ etc.

<p>Ginning Once the cotton has been picked and packed, it travels to the gin. Cotton gins clean, purify, and remove the seeds from cotton fibre, leaving the waste separated from the raw material to spin into the world's most popular textile.</p>	
<p>Harvesting Cotton can be harvested in 2 ways: 1) using machines or 2) by hand. Most modern cotton operations use machines rather than hand picking, but in some areas the backbreaking work of hand-picking cotton is the only option. The seed cotton is then stacked and formed into bricks, called modules.</p>	
<p>Finishing the cloth After the cotton has been woven into cloth, it gets loaded up on planes, trains, trucks, and cargo ships and sent to textile finishing facilities. There are dozens of finishing techniques, all of which enhance the raw cloth and make it more appealing and useful in the final garment. The cotton may also get dyed or printed.</p>	
<p>Garment Factories Workers cut the finished cloth into the required shapes and designs, before it is sewn into garments. As the garments are completed, they are collected and sent back for another round of finishing, cleaning, and pressing. Many garment factories are found in China, Vietnam, India, Turkey and Bangladesh.</p>	
<p>Planting Farmers plant their cotton using huge mechanical planters that can plant 10-24 rows at a time. Weather permitting, in about three months the cotton will have flowered and will be almost ready for harvest. Main cotton growing countries are China, Brazil, India and the USA.</p>	
<p>Cotton yarn The raw cotton fibre is lined up into 2-3 soft, straight ropes called slivers. The slivers are then loaded up into a spinning frame, which rotates the fibre at incredible speed, twisting it into recognizable cotton yarn.</p>	
<p>Warehouse or store The shirt leaves the doors of the garment factory and heads to a distribution warehouse or directly to the retail shop. As soon as a shop is ready for another shipment of shirts, they call the warehouse and your shirt makes the final leg of its journey: to the UK store, or to your house if you ordered it via an online retailer.</p>	
<p>Transporting The finished cloth is shipped to the next step in the fashion supply chain: garment factories.</p>	
<p>Weaving This yarn is then fed into a loom. Most production facilities use modern loom machines that operate at an incredibly high speed. The looms weave the cotton yarn into sheets of cloth, known as gray goods.</p>	

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

ANSWERS – Correct order of cotton production from field to t-shirt.

<p>1. Planting</p> <p>Farmers plant their cotton using huge mechanical planters that can plant 10-24 rows at a time. Weather permitting, in about three months the cotton will have flowered and will be almost ready for harvest. Main cotton growing countries are China, Brazil, India and the USA.</p>	
<p>2. Harvesting</p> <p>Cotton can be harvested in 2 ways: 1) using machines or 2) by hand. Most modern cotton operations use machines rather than hand picking, but in some areas the backbreaking work of hand-picking cotton is the only option. The seed cotton is then stacked and formed into bricks, called modules.</p>	
<p>3. Ginning</p> <p>Once the cotton has been picked and packed, it travels to the gin. Cotton gins clean, purify, and remove the seeds from cotton fibre, leaving the waste separated from the raw material to spin into the world's most popular textile.</p>	
<p>4. Cotton yarn</p> <p>The raw cotton fibre is lined up into 2-3 soft, straight ropes called slivers. The slivers are then loaded up into a spinning frame, which rotates the fibre at incredible speed, twisting it into recognizable cotton yarn.</p>	
<p>5. Weaving</p> <p>This yarn is then fed into a loom. Most production facilities use modern loom machines that operate at an incredibly high speed. The looms weave the cotton yarn into sheets of cloth, known as gray goods.</p>	
<p>6. Finishing the cloth</p> <p>After the cotton has been woven into cloth, it gets loaded up on planes, trains, trucks, and cargo ships and sent to textile finishing facilities. There are dozens of finishing techniques, all of which enhance the raw cloth and make it more appealing and useful in the final garment. The cotton may also get dyed or printed.</p>	
<p>7. Transporting</p> <p>The finished cloth is shipped to the next step in the fashion supply chain: garment factories.</p>	
<p>8. Garment Factories</p> <p>Workers cut the finished cloth into the required shapes and designs, before it is sewn into garments. As the garments are completed, they are collected and sent back for another round of finishing, cleaning, and pressing. Many garment factories are found in China, Vietnam, India, Turkey and Bangladesh.</p>	
<p>9. Warehouse or store</p> <p>The shirt leaves the doors of the garment factory and heads to a distribution warehouse or directly to the retail shop. As soon as a shop is ready for another shipment of shirts, they call the warehouse and your shirt makes the final leg of its journey: to the UK store, or to your house if you ordered it via an online retailer.</p>	

RE - Support

Ideas you might like to consider:

Arguments for ceremonies

- important event that allows us to express and share our faith.
- bring friends and family together.
- allow us to mark the significant events in our lives.
- are mostly joyful and happy occasions.
- enable us to celebrate our achievements or happy events.
- helpful to share sad or difficult times with other people – we can support each other at ceremonies.
- create shared memories that last a lifetime.

Arguments against ceremonies

- can be expensive and people feel they have to spend a lot of money.
- can require lots of time and effort to organise.
- if our faith is strong, we do not need to show it through a ceremony.
- we will remember important events in our life without a ceremony.
- people sometimes forget the real reason for a ceremony and focus on the party.
- family and friends can still get together without having a formal ceremony.

Art - Create a narrative through drawing

An illustrator is someone who turns words into images. They work with an author to help to bring their stories, characters and places to life.

Here are some illustrations you might recognise:



Quentin Blake

E.H.Shepard



Beatrice Alemagna

WHERE THE WILD THINGS ARE



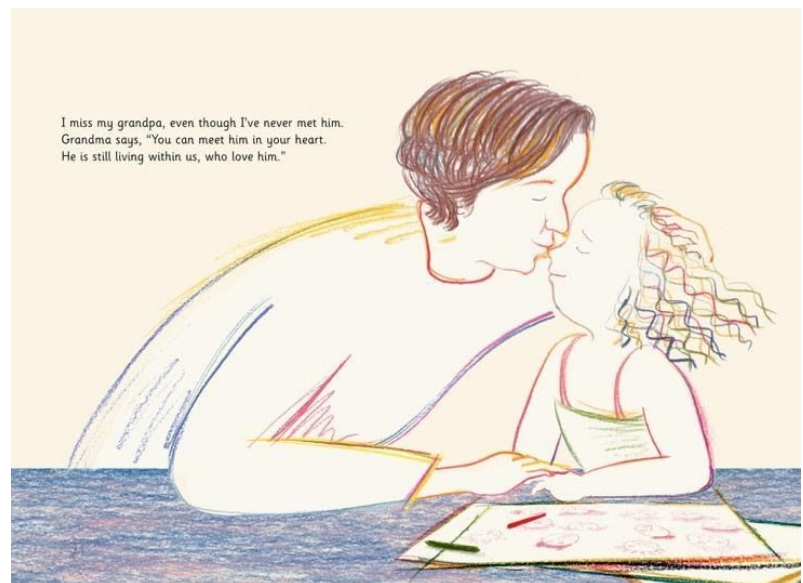
STORY AND PICTURES BY MAURICE SENDAK

Look carefully at these illustrations and think about what might these characters be thinking or feeling?
What might have just happened or be happening next?

Sydney Smith



I know what it's like
to be small
in the city.



I miss my grandpa, even though I've never met him.
Grandma says, "You can meet him in your heart."
He is still living within us, who love him."

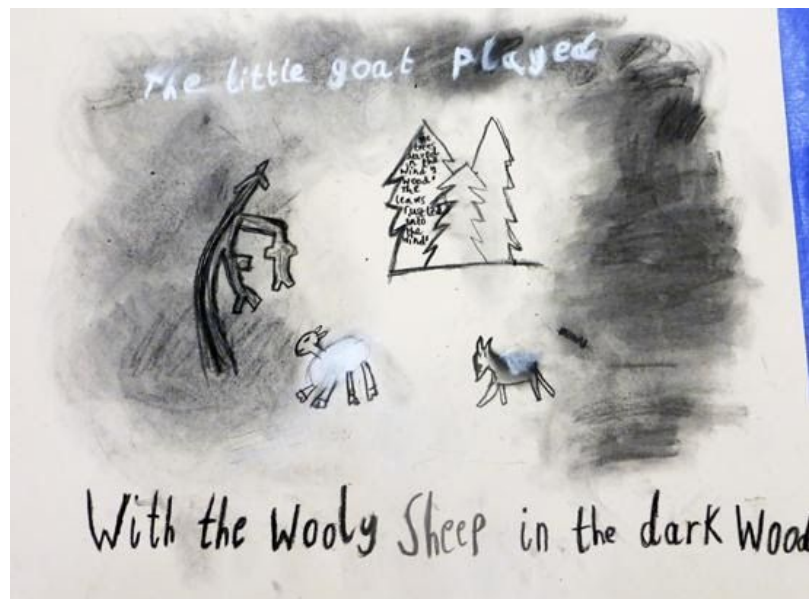
Build a narrative for a story with some objects that you put together from your home. Here are some examples :

'I've got a huge whale which I keep in the bath'



- Make a drawing of the objects you have brought together. Then, assemble 3 or 4 objects that wouldn't normally go together, like a lego man riding a giant orange!
- Think about what words would describe your picture. What might the character be thinking and feeling?
- Think about what might have happened before and after this picture in the story.
- If you want to think up the rest of the story or do more illustrations you can. Tell your story to your family.

Ellie duck sat down in the baggy arm chair as the leaves fell around her...



Computing

If you have chosen to use Brushes Redux, download the free app.



Explore the app and if you want some ideas, watch the video.
photos and brushes redux

<https://vimeo.com/409187440/bc3fb66480>