

Year 6 Curriculum Summer 2 Week 6

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	Space Revision: Night and Day <ul style="list-style-type: none"> Day and night is caused by the Earth rotating on its own axis. It takes 24 hours for the Earth to make one rotation on its axis. Watch this video. Investigate how a shadow changes throughout the day. Measure the length and angle of the shadow at different times. Record your findings and present them. The moon revolves around the Earth and rotates on its own axis too. Watch this video to see how. Draw a labelled diagram to show how the phases of the moon are visible from Earth. 	You will need: video links, pencils, ruler *Support and resource below
PE	Circuit Training <ul style="list-style-type: none"> Complete each cardio activity for 10 seconds: Jog/ High knees/ Hop/ Skip/ Star Jumps/ Tuck jumps/ Walk/ Jog/ Sprint Perform the following exercises for 45 seconds: Press ups/ Sit ups/ Squats/ Lunges/ Tuck jumps Rest for 2 minutes and repeat 3 times 	You will need Trainers Pen and paper
PSCHE	Managing change 6 - Bullying <ul style="list-style-type: none"> Read the information about bullying and how to deal with it. Note down the things you can do if you are being bullied. Watch the video about Nadiya's story. Write a letter to Nadiya advising her what to do about the bullying she is experiencing. 	
PSCHE	Managing change 7 - Recognising strong feelings <ul style="list-style-type: none"> What links are there between how we are feeling and how we act? What examples can you think of when you (or someone else) has experienced very strong feelings? Watch the video Read the information on recognising emotions and make a poster showing the ways you can manage these emotions. 	



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>Viking beliefs</p> <ul style="list-style-type: none"> • Think about beliefs you have learnt about in previous topics – which Gods and Goddesses do you remember? • Watch the video about Viking beliefs. • Research the nine worlds of the Yggdrasil Tree here draw your own version of the Yggdrasil Tree using the attached illustration to help your ideas (Resource). 	You will need Resource
Geography	<p>Sustainable trade</p> <ul style="list-style-type: none"> • What does it mean to be sustainable? Watch this video. • Read the information about H&M's actions to try and improve sustainability here and use it to complete the Resource 1 below. • Use the research guide below to help you find out about other companies and how they are trying to be sustainable and responsible. 	
Languages	<p>La météo</p> <ul style="list-style-type: none"> • Listen to the song about the weather. • Match the pictures to the sentences. • Describe the weather forecast in French by reading the map of France. 	You will need *Support
Design Technology	<p>Manipulate materials inspired by the Artist Andrea Butler.</p> <ul style="list-style-type: none"> • Use Accessart website explore the sculptural possibilities of plastic milk bottles. Try out some of the ideas. • Use Accessart to inspire ideas for sea creatures and corals made from plastic bottles. • Record the results by photographing or making drawings of your sculptures. • What did you find out about the plastic you used? <p>What was your favourite sculpture and why?</p>	You will need: Old plastic bottles Scissors *Support
Music	<p>Research on Steve Reich</p> <ul style="list-style-type: none"> • Research Steve Reich and come up with a list of things you want to find out about the composer. {look at the questions in the support section and answer from Summer 1, week 3 to help you. • Using your research make a leaflet about the composer and his music, making it colourful and interesting. Share your work with someone at home or post a picture of it on the Q1E twitter or Instagram account! – we would love to see your work! 	You will need: Colouring pens/pencils Summer 1, week 3 work Support: Research questions



Science - Resource and Support

Task 1: Investigate a shadow

Step 1: Plan out your investigation. You'll need to set a timer for different times of the day. Think about how many times you would like to measure the shadow.

Step 2: Put an object on a windowsill or go outside. Take note of where your shadow is and make measurements. If you have chalk, you could draw around your shadow. The angle of the first measurement could be called 0 degrees. The measurements after that will be in comparison with the first.

Step 3: Continue to make measurements throughout the day. Draw a picture or take a photo of it each time.

Possible way to record data about your shadow or the shadow of an object:

	Length (cm)	Width (cm)	Angle (approximate number of degrees)	Photo or drawing
9:00 am				
11:00 am				
1:00 pm				
3:00 pm				
5:00 pm				
7:00 pm				

Step 4: Write a conclusion

Conclusion: Throughout the course of the day, the shadow became (longer/ shorter/ wider/ thinner). The angle changed by around ___ degrees every ___ hours. I think this is because _____.

Task 2: Investigate the phases of the moon

The phases of the moon will change throughout the month like the diagram here:



The phases have specific names, as in the diagram above.

Draw a more specific diagram which includes the sun and the Earth and the 8 phases of the moon. Label the diagram with the name of the moon phase.

Watch this [video](#) for help.



History - Resource



Geography - Resource

Resource 1

H&M Conscious Collection Research

<https://hmgroup.com/sustainability/leading-the-change/goals-and-ambitions.html>

Questions	Your answers
<p>What do each of the H&M Conscious goals mean?</p> <ul style="list-style-type: none">• Lead the change• Circular and climate positive• Fair and equal	
<p>Write down three ambitious future goals that H&M Conscious has for the next few years.</p>	
<p>H&M Conscious have a 'Garment Collection Initiative.' After clothes are dropped off at H&M, what are the three categories they fall into?</p>	
<p>What makes a product sustainable? What percentage of it needs to be made of a sustainable source?</p>	
<p>Your own question:</p>	
<p>Two interesting facts you have learnt:</p>	



Resource 2

Sustainable Companies Research

Companies	How are they sustainable?
Amazon https://www.aboutamazon.com/sustainability Google: Amazon sustainability	
The Coca-Cola Company https://www.coca-colacompany.com/sustainable-business Google: Coca Cola sustainable business	
Nestle https://www.nestleprofessional.co.uk/about-us/environmental-sustainability Google: Nestle professional environmental sustainability	
Your own chosen company:	



La météo

Activity 2 : Complete the tasks about the weather.



1. Find the weather phrases in the spiral.

1 ABC	2 DEF	3 GHI
4 JKL	5 MNO	6 PQR
7 STU	8 VWX	9 YZ

Use the codes to find the days of the week:

- a. 8.2.5.2.6.2.2.3 _____
 b. 2.3.5.1.5.1.3.2 _____
 c. 5.1.6.2.3 _____
 d. 7.1.5.2.2.3 _____
 e. 4.7.5.2.3 _____
 f. 5.2.6.1.6.2.2.3 _____
 g. 4.2.7.2.3 _____

Find the days of the week:

lundi
mardi
mercredi
jeudi
vendredi
samedi
dimanche

Find the words missing from these weather phrases:

it's foggy = il y a du _____
 it's hot = il fait _____
 it's cold = il fait _____
 it's sunny = _____
 it's snowing = _____
 it's raining = _____
 it's cloudy = il fait _____
 it's windy = il y a du _____



Décris la météo en France

Activity 3: describe the weather in France

Present tense:

Aujourd'hui = Today

il pleut = it is raining

il neige = it is snowing

il fait chaud = it is hot

il fait froid = it is cold

il fait beau = it is fine

il fait mauvais = it is bad weather

il fait 2 degrés = it is 2 degrees

il y a un orage = there is a storm

il y a du soleil = it is sunny

il y a du vent = it is windy

il y a du brouillard = it is foggy

il y a des nuages = it is cloudy

Dans le nord = in the North

Dans le nord-est = in the North East

Dans l'est = in the East

Dans le sud-est = in the South East

Dans le sud = in the South

Dans le sud-ouest = in the South West

Dans l'ouest = in the West

Dans le nord-ouest = in the North West

Connectives:

mais = but

cependant = however

pourtant = however

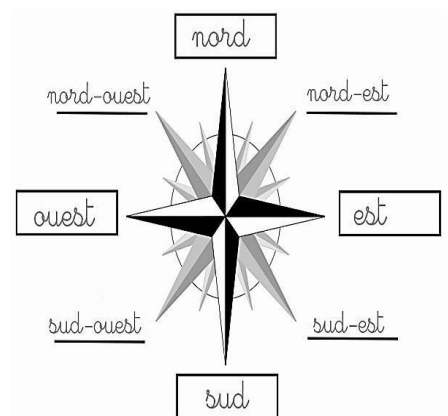
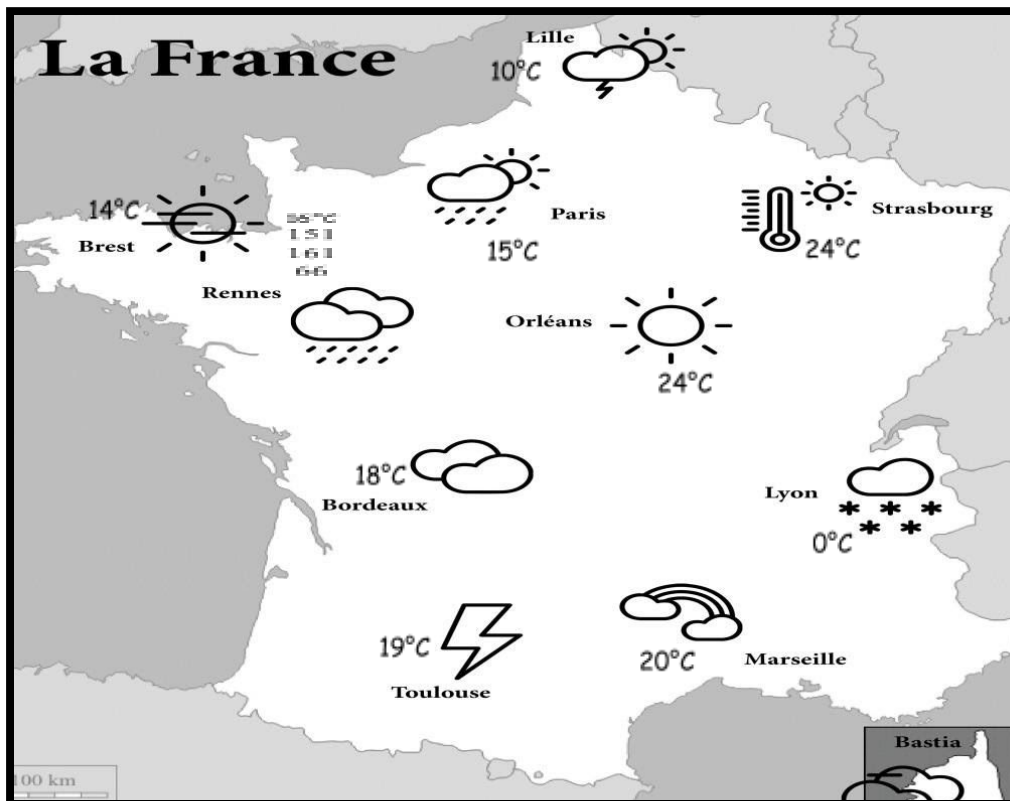
en revanche = on the other hand

de plus = furthermore

aussi = also

finalement = finally





Dans le nord de la France, à Lille, il y a du soleil et de l'orage. Il fait 10 degrés.

Dans _____ de la France, à Strasbourg, _____

La météo



Le soleil
Il fait beau / c'est ensoleillé



Un nuage
Il fait / c'est nuageux



La pluie
Il pleut / c'est pluvieux



La neige
Il neige / c'est neigeux



Un orage
Il fait orageux



Le ciel est couvert



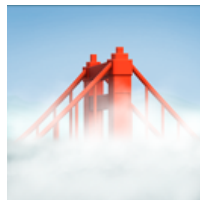
Une tornade



Le vent
Le vent souffle / il vente



Le brouillard



La brume
C'est brumeux



Un arc-en-ciel



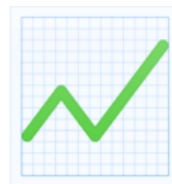
Avoir chaud



Avoir froid



Un thermomètre
La température
(degré Celsius)



Les températures
augmentent



Les températures
baissent

Design Technology - Manipulate materials inspired by the Artist Andrea Butler

Use [Accessart](#) website links for inspiration. Cut up old plastic bottles and experiment with the material to explore it's qualities.

Will it curl, bend, fold, twist? Can you colour it?

What can you make the plastic do?



Click [Accessart](#) link [HERE](#)

What sea creatures and sea plants can you make out of plastic bottles and containers using some of the techniques you have explored?

Here are some ideas you could try but you could invent your own too.





Music

Summer 1, week 3

Tempo – is the music fast or slow? Does it get faster or slow? If so where?

Dynamics – is the music loud or quiet? Does it change? Are those changes sudden or gradual?

Timbre – describe how the music sounds – bouncy, jumpy, smooth, flowing, smooth, repetitive

Textures – does it sound light or heavy? Thick or thin?

You can use one of the highlighted words to create a sentence that describes the music using the appropriate language.

Research questions:

- Where does Steve Reich come from?
- When was he born? Who was family?
- What was his favourite style of music? Did he study music growing up?
- What kind of music does he compose? What instruments does he play?
- What inspired him to compose the music he composed?
- How many pieces did he compose? Can I listen to and name another one?
- Is he still alive?
- What is minimalist music? When was it started? What does minimalist music consist of?