

Year 6 Curriculum Summer 2 Week 1

Daily Exercise

Make sure you do something active each day. You could do the exercises [here](#) or repeat the PE activity for this week.

Year 6 focus will alter slightly this half- term.

We will continue with a broad and balanced curriculum but will separate into 'Essential learning' and 'Additional Learning'. The essential curriculum learning here is in addition to the learning in English and maths. Learning will still build up and this week will lead into next week's learning.

Essential	We have included as essential for Year 6 the learning about managing change, preparation for secondary school and our leavers' celebrations.	
Science	<p>Scientific Description</p> <ul style="list-style-type: none"> Match the descriptions in the resources to the strange living things around the world. Notice the formal scientific language used in the descriptions. Write your own description of one of the animals (any unknown details can be imagined). 	<p>You will need: Images of strange living things</p> <p>*Support: written example</p>
PE	<p>Power Throwing</p> <ul style="list-style-type: none"> Perform 5 press ups, repeat with hands wide apart, hands close together, with one foot elevated Using a large pillow, a ball or a teddy lie on the floor with knees bent, push up from chest with powerful movement, repeat with hands above head Perform as many burpees as you can in 1 minute 	
PSCHE	<p>Managing change - Reconnecting with each other</p> <ul style="list-style-type: none"> Watch this video about coming out of lockdown. Read the scenarios and think about what advice we can give. Use this link or this one to give you some ideas. Respond as if you are an agony aunt. Use the language (as well as the advice) from the videos. 	Resources: Scenarios
PSCHE	<p>Managing change - Positives & negatives of change part I</p> <ul style="list-style-type: none"> Think about changes that will probably occur in the next 6 months that you're excited about and unsure about Read the ideas in the resources. Make a scale from very negative -----very positive and place the changes on the scale. 	Resources: Transition thought bubbles
Leavers' Celebration	<p>Postcards from the end of Year 6</p> <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'. Read the guide in the support below. Your video clip or contribution needs to be with your teacher by 19th June. 	

Additional	This additional learning will give your child access to subjects to maintain their interests across the curriculum. They may have a favourite area they will be keen to continue this term so we hope you will make the most of these additional, optional activities too.	
History	<p>How the Iron Age Changed the World</p> <ul style="list-style-type: none"> • Make notes of the strengths of iron as a material and the changes in life you can see in this video and in this link. • Create a poster to explain to someone in your house the impact of the discovery of iron and how it changed life for humanity 	
Geography	<p>What do I know about a biome?</p> <ul style="list-style-type: none"> • Watch this news report here. • Use your research from session 4 to write a news report about your chosen biome. There is a writing template with examples of sentence starters to support you below. • Read your news report to a family member and ask them what they have learnt. 	Support: See news report template
RE	<p>How do different religions mark the birth of a baby?</p> <ul style="list-style-type: none"> • Watch this video about the Sikh naming ceremony. • Explain why the choice of a baby's name is so important to Sikhs. • Either find out how your own name was chosen or research the meaning of your name using a website like this. 	
Art	<p>Colour and Line drawings.</p> <ul style="list-style-type: none"> • Arrange a group of small objects together on a flat surface. • Pick one of the objects. Put down a block of colour on your paper, using your chosen colouring material, in the shape inspired by your objects. • When you are happy with your coloured shape create a line drawing of your object, using pencil on top of your colour. Take your time – look for the little details. 	You will need: Paper, pencil, Colouring materials (pencils, chalk, felt tips paint etc.) Small objects to draw. *Support 5
Computing	<p>Coding Choice: Scratch vs Python</p> <ul style="list-style-type: none"> • The Spiral Clone Scratch project challenges you to use clones, variables and pens to create a brilliant kaleidoscopic pattern. Use these videos to help you with the coding: Spiral Clone 1 and Spiral Clone 2. <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • If you want to progress to text based language, watch this video and then explore the Python projects in Code Club. • Remember, coding needs determination and resilience! 	

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.

Science - Resource

What on Earth?



1.) Try to work out which animal is which, out of the following names:

Naked mole rat
Dugong
Venus flytrap

Clown frogfish
Living stones
Latticed stinkhorn

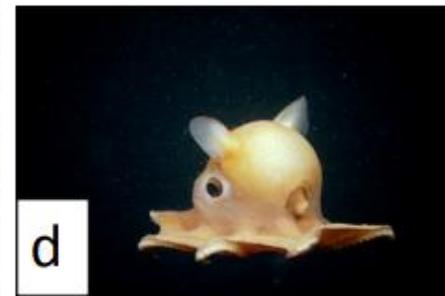
2.) Play "guess who". Use the descriptions below. Can you work out which is which?

- This animal has two long protruding teeth. Its skin only has a tiny amount of hair and is pink in colour.
- This plant has two hinged leaf lobes with prongs attached. The leaf blade is green on the outside and red on the inside
- This plant has one or more pairs of bulbous leaves and practically no stem. The plant resembles pebbles or stones.
- This animal lives in the sea. It has a fusiform body shape (tapers at both ends) with paddle-like flippers. Its snout is turned down.
- This fungus is spherical with a hollow interior and latticed branches. Its colour ranges from pink through red, to orange.
- This animal has a globular body with small wart-like protrusions. Its colouring varies as it tends to match its environment. The example here is yellow and red.

3.) Now, write a detailed description of one of the animals here (a-f).

Remember to include:

- Habitat (be as specific as you can)
- Features of arms/ legs/ fins
- Fur/hair/scales/ horns
- Shape and size
- Placement and size of eyes/ ears
- Distinctive features
- Diet (this can be imagined!)



Key to unusual living things:
a) Bergamasco shepherd
b) Blue dragon
c) Sciga antelope
d) Dumbo octopus
e) Bearded vulture
f) Gobi Jerboa

Science - Support



Remember to include:

- Habitat (be as specific as you can)
- Features of arms/ legs/ fins
- Fur/hair/scales/ horns
- Shape and size
- Placement and size of eyes/ ears
- Distinctive features
- Diet (this can be imagined!)

Example description:

This dog is domestic, so it primarily lives in homes with human-beings (although previous species of dog are known to be wild) and has a diet of various meats as it is carnivorous. It has four legs and a tail, which are covered in thick, matted fur. These dogs measure between 70cm and 1.5 metres in height when fully grown. Their eyes are heavily obscured by their thick hair and thus eyesight is limited. Their ears are long and floppy, protruding from the sides of the head and falling just below the jaw line. The most distinctive feature of this breed of dog is its thick, matted hair, which appears similar to dreadlocks on a human-being.

PSCHE - Scenarios

Resources



I live with my family and 2 of my brothers have asthma. We feel really anxious about going outside. My brother is also worried about what will happen when he has to go back to school. What advice do you have? **AW, 11, Liverpool**

I have been at home for such a long time! Is it safe to go outside? This question has been keeping me up at night. Can you help me? **NA, 10, London**

Since the end of school in March, I haven't seen many of my friends. How should I behave when I see them again? Should I avoid them? **KW, 10, Kent**

I am really concerned about returning to school before it is safe. What can I do to help me feel more at ease? **KW, 10, Kent**

I've been helping my younger sisters at home with their schoolwork during lockdown. Now, I'm back at school and they're still at home. What can I say or do to help them do their best? **NS, 11, Brighton**

PSCHE - Transition thought bubbles

Resources

Transition
- is it a big deal?

None of these thoughts has a positive or negative bias, but how do you imagine each one might make a pupil feel?

I just want to be like everyone else. It is really important to me that I fit in.

Teachers will expect me to be more grown-up and responsible.

The way teachers teach us might be different.

You probably have more to do with your friends than the teachers at secondary school.

I want to be able to do more without having to ask my parents' permission all the time.

There are lots of other things going on in my life like music, fashion, shopping...

I am getting really interested in all sorts of issues and have quite strong opinions about things these days.

I'll have to leave much earlier in the morning - my secondary school is quite a long way away.

The secondary school is a huge building.

I will be taking the bus to school. I used to walk.

I am going to have to learn a new route to school.

My body is changing.

I'll be in lots of different groups for different subjects.

I am not sure if I am like everyone else.

I am going to have at least ten different teachers. I only had two teachers in Year 6 at primary school.

I will be leaving my primary school behind.

I will get more homework.

I will have to move around between classes.

I am not sure if there is more bullying at secondary school or not.

There are so many more pupils at secondary school than primary school.

I know I will have to be more organised.

I am beginning to fancy other people.

I am going from being the oldest in one school to the youngest in the next.

The work will be different - probably more difficult - and there will be more subjects.

I will need to make some new friends.

Some of my friends from primary school are not going to my new school.

I am getting really interested in all sorts of issues and have quite strong opinions about things these days.

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Geography

<u>Paragraphs for your newspaper report</u>	<u>Examples</u>
1. Introduce your chosen biome	The Tundra biome is the coldest of all biomes.
2. Explanation of your biome – why it's important	There are many reasons why the Tundra biome is important; however one important reason is there are many animals which have adapted to live in the harsh habitat.
3. Threats/risks for biome	Unfortunately, one major risk to the Tundra biome is climate change as the warm conditions melt the icy environment.
4. Consequences/impact around the World	Without the Tundra biome, many animals will become extinct, such as the polar bear which relies on the ice and snow to hunt and survive.
5. Solution – how we can reduce threat to the biome	Humans can reduce the threat to the Tundra biome by reducing harmful, planet-warming pollution.

Art – Colour and Line drawing

We normally draw a pencil sketch first and then colour it in. However, with this method you reverse the process. It's an effective way to make you think about the overall shape of the object before focusing on the smaller details.

You can use any type of paper for this activity. When you become confident using this technique, why not try using the inside of used cardboard food packing. This can make a great canvas for your artwork.



Roll of Sellotape



Ball of string

Computing

Python Coding Challenge

- Look at the Introduction to Python video.
- Choose a Python project on the Code Club website.
- This is really going to challenge your ability to follow instructions and debug text. Good luck!

Coding in Python with Code Club

<https://vimeo.com/408335007/e4b6fb362b>

or

Spiral Clone Scratch Project

- Think about when you have used variables in coding, and why we use them.
- Using the video or instructions below, try to create the Spiral Clone project.
- Notice the different extensions available in Scratch, and the different ways we can change the value of our variables.

Spiral Clone Part 1

<https://vimeo.com/408798762/fa5ad5d1d4>

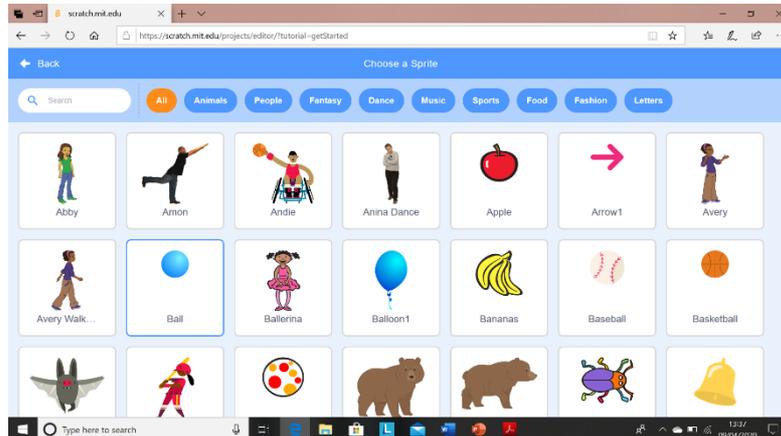
Spiral Clone Part 2

<https://vimeo.com/409178309/c9b8d1fd13>

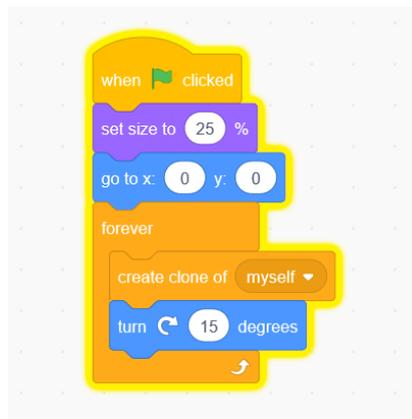
Spiral Clone Instructions

1. Remove the Scratch cat and load the ball Sprite.

It will flash different colours.

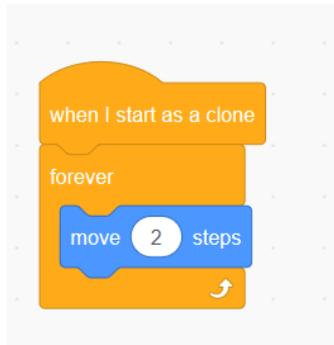


2. Add this loop. What does it do?



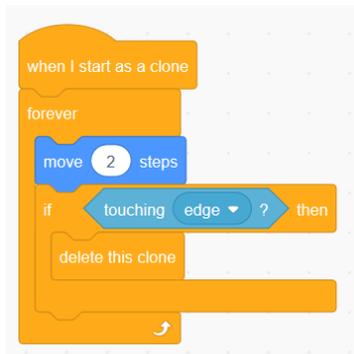
How are we going to start the clones moving?

3. To make the clones move, add this script. Discuss what is happening.

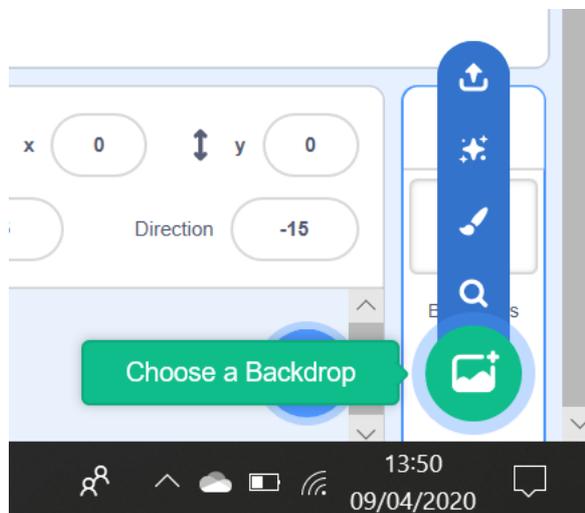


Why have the clones stopped?

4. In Scratch, the maximum number of clones on a stage is 300. We need to delete the clones when they hit the edge of the stage. How can we do this?



5. Create a dark background to show your kaleidoscope.



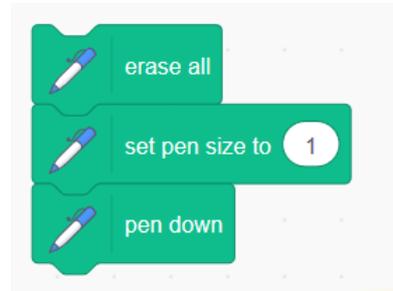
6. I want my balls to draw a pattern. To do this I am going to use the pen.

Click on 'add extension' in the bottom left hand corner.
Add 'Pen'.

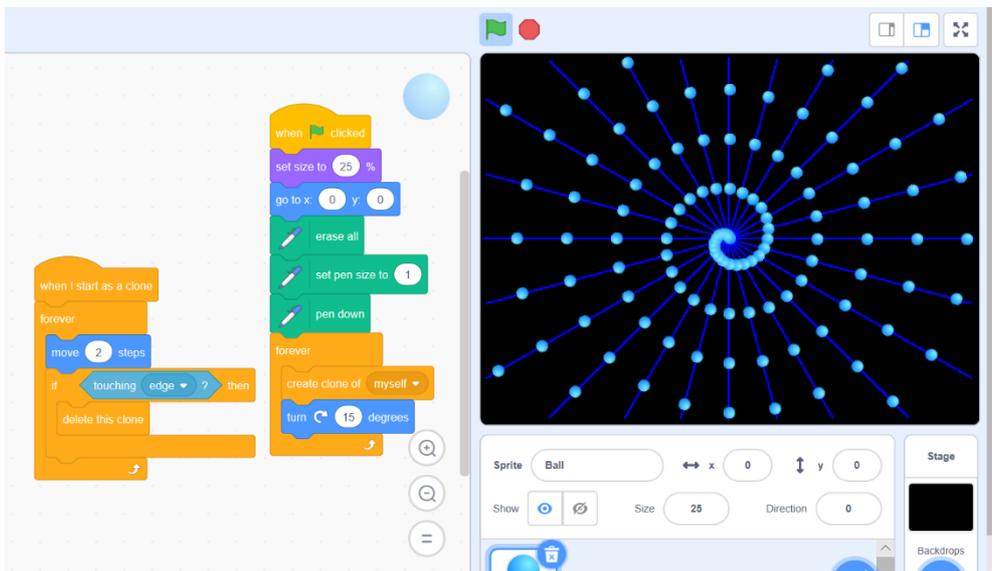
The blocks will appear in your choices. They are dark green.

Erase all gets rid of anything that has been left from the last time you pressed the green flag. You can experiment with pen size, but for now I am making my pen thin.

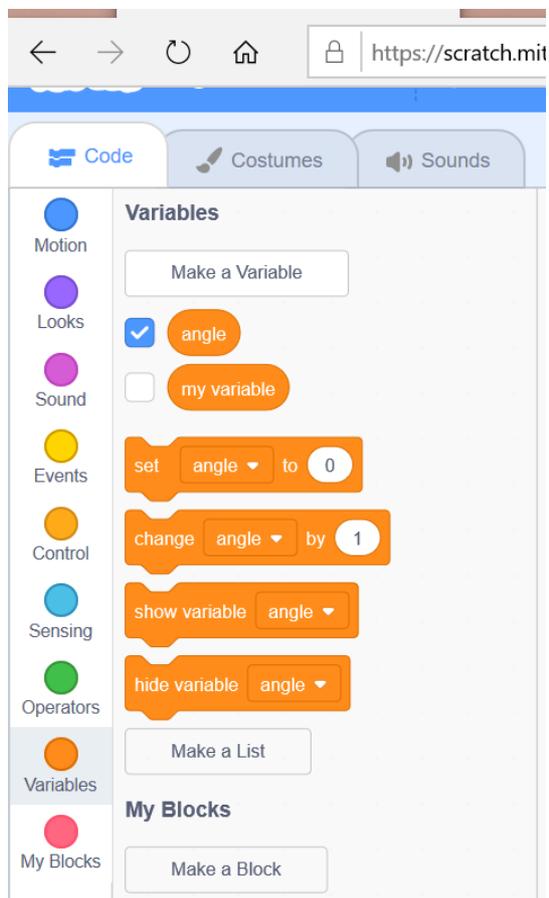
Then you select pen down, as if you are putting the pen on a piece of paper.
Whereabouts in your code can you put these blocks?



7. Click on the green flag to test out your code.



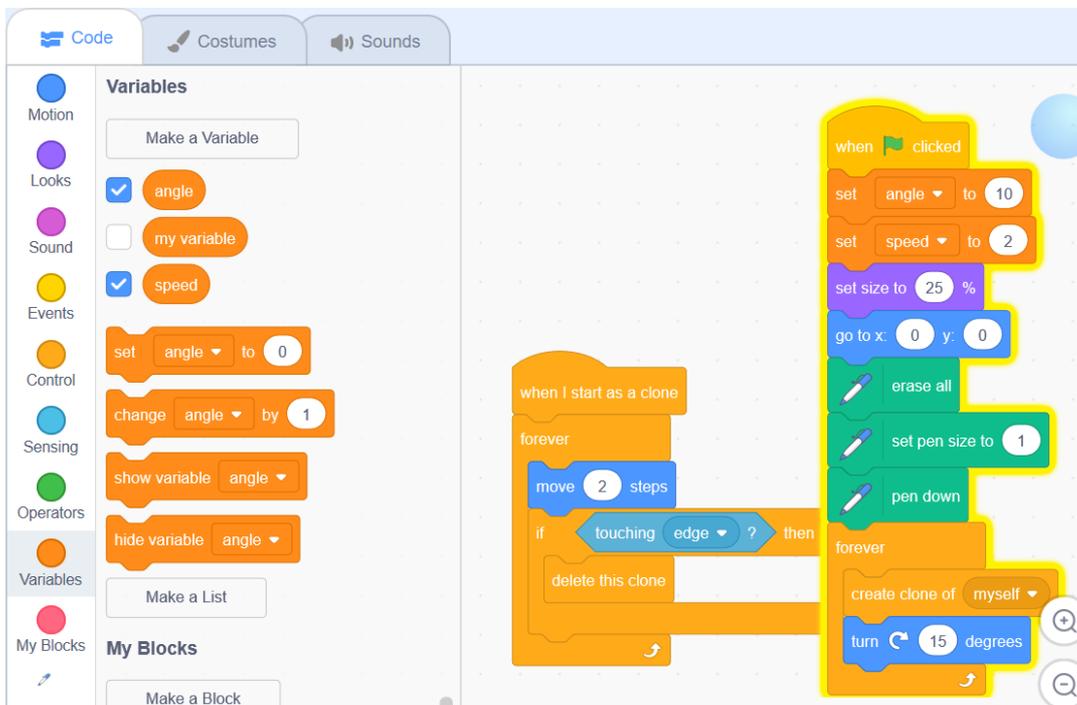
8. Make a variable and name it 'angle'.



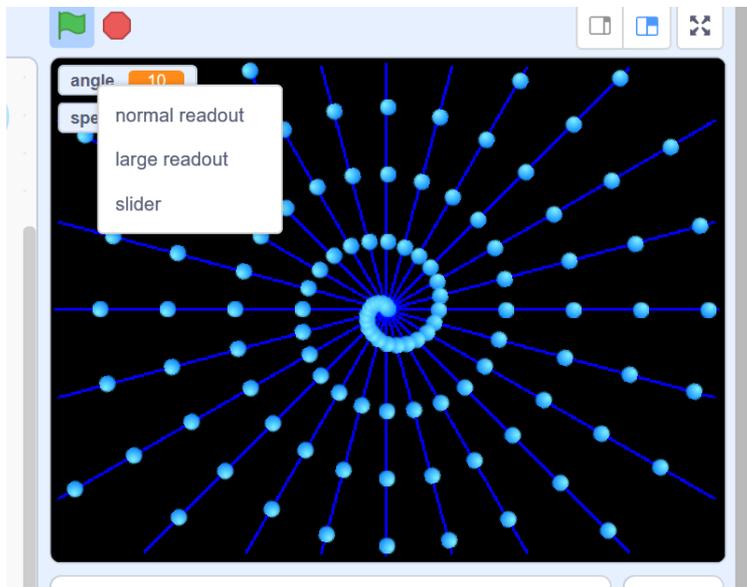
9. Make a variable and name it speed.

10. Keep the variables ticked in the blocks palette so they appear on the stage.

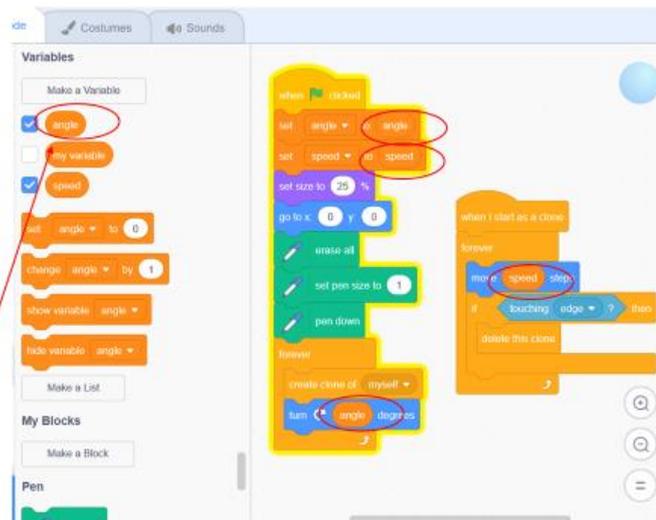
11. Insert the 'set variable' blocks into your code. You don't have to assign a value (give them a number) as we are going to use a slider.



12. Right click on both variables on your stage and select 'slider'.



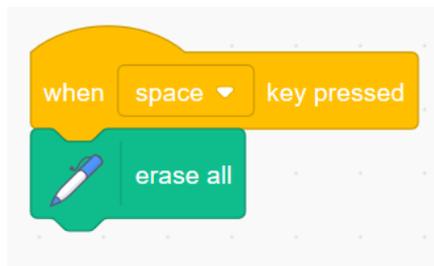
13. We are going to use the slider to change the speed and the angle. This can be done before we click the green flag and whilst our code is running.



Here is the angle block to drag into your code.

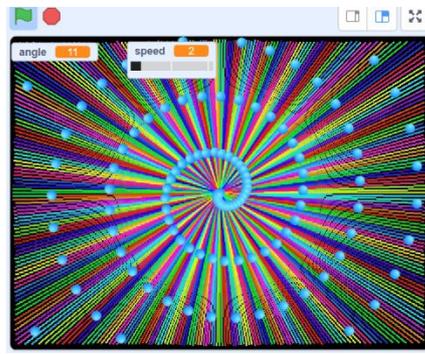
14. Try out your code, changing the angle and speed.

15. Add a code sequence to remove the drawing when the space bar is pressed.



16. Now we could change the pen colour for each clone.

(Here is one of my spiral designs. Where in my code would I put the 'change colour' block?)



17. Think of other ways to alter how the code works. I have my ball changing colours and have played with the pen size.

18. Have fun. I'd love to see how you do, so if you'd like to show me, email a link to:
ict@churchfields.bromley.sch.uk