

Year 6 Curriculum Summer 2 Week 4

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	<p>Materials revision - changes</p> <ul style="list-style-type: none"> • Watch the video on dissolving from last week. Can the sugar and water be separated again? • Watch this video on separating. Answer the questions in the resources below. • Make plastic from milk using the instructions below or watch Miss Burnett do it here. <p>Can you get the milk and vinegar back again? Why? Is this a reversible or irreversible change?</p>	<p>You will need Questions on separating. Instructions for making plastic</p> <p>*Support Difference between reversible and irreversible changes</p>
PE	<p>Juggling</p> <ul style="list-style-type: none"> • Using an underarm technique, throw a ball slightly above your head and catch with same / other hand • Practice juggling progressions on sheet below • Record your personal best with two balls 	<p>You will need Trainers Balls /socks</p> <p>*Support See sheet</p>
RSE	<p>Relationship & Sex Education -lesson 1</p> <ul style="list-style-type: none"> • Schools will contact parents about this 	
RSE	<p>Relationship & Sex Education -lesson 2</p> <ul style="list-style-type: none"> • Schools will contact parents about this 	

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>Vikings come to Britain</p> <ul style="list-style-type: none"> • Tell someone in your family where the Anglo-Saxons came from and how they changed Britain (watch this video to help you). • Find out who the Vikings were and where they came from using this video to help you. • Draw and label a map of the journey the Vikings made to Britain using the attached picture to help (Resource). 	
Geography	<p>Global Exports</p> <ul style="list-style-type: none"> • Watch this video to remind you about trade. • Predict which 10 countries the UK exports the most to. See if you were close in the resource below. Use Earth to find these countries. Do you notice any patterns? • The resource shows the top 10 exports of 2019. Make these into a graph. Use this website or Excel or you can create a handwritten one using a ruler. 	<p>You will need Resource</p>
Languages	<p>Les Vêtements et les couleurs</p> <ul style="list-style-type: none"> • Watch this clip about clothes. • Open the video and revise clothes and colours. • Complete activities 1, 2 and 3. 	<p>You will need Internet access Papers Colouring pencils</p>
Design Technology	<p>Escher Tessellation</p> <p>Look at the work by Escher below– what do you notice about the pictures? When a shape is repeated to form a matching pattern, we call it tessellation. Watch this short video</p> <ul style="list-style-type: none"> • Take a small square piece of card and draw a line squiggly or curved from corner to corner on two adjacent sides (see support below). • Cut along one of the lines and move the cut part to the opposite side and tape into place. Cut along the second line and then move that bit to the opposite side and tape into place. • Now trace around your shape onto a piece of paper. When you have finished, move the shape along so that it fits against your first drawn shape. Repeat until you have filled up your paper and then colour them in. 	<p>You will need: Card (any will do) Paper Pencil or fine black pen/felt tip. Scissors sellotape</p> <p>*Support</p>
Music	<p>Compose your Melody for your minimalist loop</p> <p>Watch the fourth Clip</p> <ul style="list-style-type: none"> • Using the patterns from last few sessions you can start to create minimalist music. Choose any four notes on your instrument or sing any four notes and turn your rhythm into a melodic ostinato. • Play a pattern, repeat it and add or take out notes as you play. Repeat these two steps for each rhythm. Example • Perform your minimalist loops by: record one rhythm into a phone, then ask people in your home to sing or play one of the other rhythms and then play/sing one yourself. 	<p>You will need: Other people in your family Your voice An instrument or a virtual instrument</p>

Science - Resources

1. Match the process to its description:

Evaporating and condensing	Decanting	Magnetism	Filtering	Sieving
Separates insoluble solids from liquids	Separates two liquids which have different 'weights'	Separates different sized solids	Separates soluble solids from liquids	Separates iron and steel from non-magnetic materials

2. I have a mixture of salty water, fine sand and gravel. If I didn't want to keep the water at the end, what three steps would I take to separate them and in what order? Fill in the table to show what you would do:

	The process I would carry out	The special equipment I would need	The material that would be removed
Step 1			
Step 2			
Step 3			

Plastic from Milk - Instructions

Plastics and proteins are made from polymers which are very long chains of carbon atoms joined together. Casein is a type of protein found in milk and can be used to make plastic buttons. In this experiment we will be extracting casein from milk and using it to make our own plastic.

Equipment

- 150ml milk
- 15ml vinegar
- Measuring jug
- Beaker/cup/bowl
- Stove/hob
- Elastic bands
- Piece of linen/cloth/tea towel
- Tissue
- Oven
- Spoon/spatula

CAUTION: TAKE CARE WHEN HEATING THE MILK AND HANDLING HOT OBJECTS; MAKE SURE YOU HAVE ADULT SUPERVISION.

Instructions

1. Use elastic bands to secure the linen over the top of the other beaker in such a way that a deep dip in the middle is formed.
2. Measure out 150ml of milk and 15ml vinegar.
3. Heat the milk in a pan.
4. When simmering, take off the heat and add 15ml of vinegar to the milk.
5. Stir for a few minutes. The mixture will separate out into a liquid and a solid known as "curds and whey". Leave to cool for a few more minutes.
6. Pour the mixture through the linen to filter off the solid from the liquid. This can be quite slow.
7. Gather up the solid in the linen and squeeze off as much liquid as possible by twisting.
8. Pat the solid as dry as possible with some tissue.
9. Squash it together and mould it.
10. Leave it somewhere warm (windowsill) for a few days to dry out. You should be left with a brittle plastic.

Make sure you clean up after yourself!

Science - Resource

Answers

Evaporating and condensing	Decanting	Magnetism	Filtering	Sieving
Separates soluble solids from liquids	Separates two liquids which have different 'weights'	Separates iron and steel from non-magnetic materials	Separates insoluble solids from liquids	Separates different sized solids

	The process I would carry out	The special equipment I would need	The material that would be removed
Step 1	Sieving	A sieve	Gravel
Step 2	Filtering	Filter paper	Sand
Step 3	Evaporation	Shallow dish (& warmth)	Water

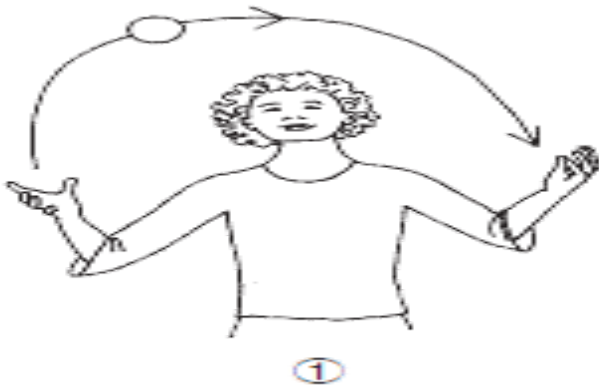
Science - Support

Difference between reversible changes and irreversible changes

Reversible changes	Irreversible changes
A substance can return to its original state.	A substance cannot return to its original state.
The chemical properties of the substance do not change.	The chemical properties of the substance change.
Most physical changes are reversible changes.	All chemical changes are irreversible changes.

Year 5 & 6 PE

Juggling



Throw ball 1 with right hand slightly above head and catch with left hand and repeat

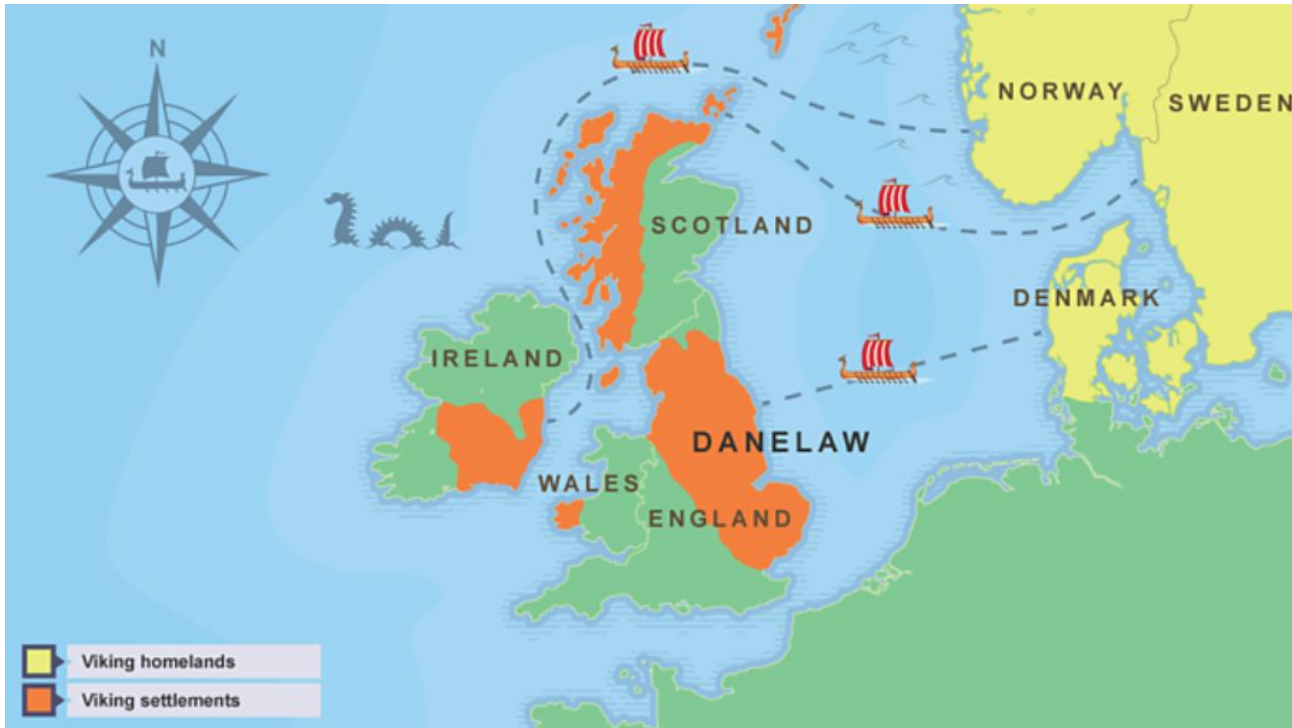
Throw ball 1 with right hand, when ball is in the air throw ball 2 with left hand

Catch ball 1 with left hand and ball 2 with right hand

History - Resource

Where did the Vikings settle in Britain?

Vikings travelled from Scandinavia to Britain. They mostly settled in the **Danelaw**, to the north and east of England. Some Norwegian Vikings or 'Norse' sailed to Scotland. They made settlements in the north, and on the Shetland and Orkney Islands. Vikings also settled on the Isle of Man and often raided Wales, but few made homes there. In Ireland, the Vikings founded the city of Dublin.

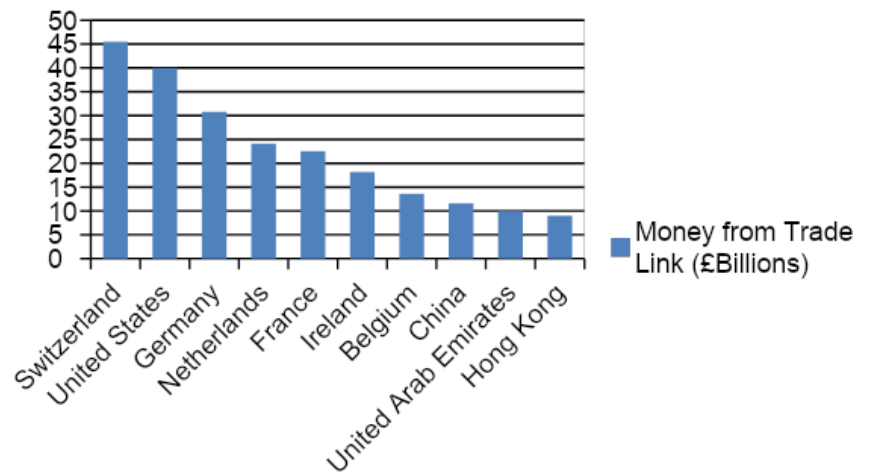


Geography

UK Trade partners:

Type of export	Amount of Money (Billions of pounds)
Aircrafts and space crafts	4.6
Petrol	12.4
Scientific instruments	4.8
Other oils	9.9
Alcoholic drinks	4.6
Cars	11.8
Communication technologies	5.6
Chemicals	5.3
Engines	9.6
Medicines	16.9

Export destination	Money from trade link
Switzerland	£45.5 billion
United States	£40 billion
Germany	£30.8 billion
Netherlands	£24.1 billion
France	£22.5 billion
Ireland	£18.2 billion
Belgium	£13.6 billion
China	£11.6 billion
United Arab Emirates	£10 billion
Hong Kong	£9 billion



UK Exports 2019

Support:

Use this [website](#) to create the graph.

French - Les vêtements et les couleurs

Activity 1

Read the four boxes and answer the questions:

1- Marc:

Je porte des baskets ,
un pantalon noir et
un t-shirt bleu à rayures
jaunes.

2-Lisa:

Je porte une robe
jaune à pois rouges et des
chaussures noires.

3- Lucas:

Je porte une chemise
verte à carreaux blancs, un
short noir et
des tennis blanches.

4- Louise:

Je porte un t-shirt
bleu, une jupe violette et
rose et des chaussures
marron.

1- Who wears black shoes ?

2- Who wears a green and white tartan shirt ?

3- Who wears black trousers ?

4- Who wears brown shoes ?

5- Who wears a yellow dress with red polka dots ?

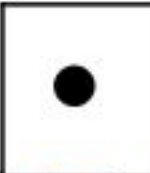
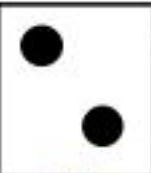

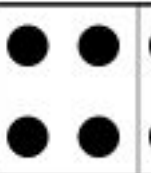
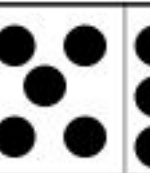













6- Who wears a blue t-shirt with yellow stripes ?



**Extra: translate one of
the 4 boxes into English.**



Activity 2: throw the dice; say the sentence and write it down.

						
Je porte						
et						

Exemple:

1. Je porte un jean bleu et des baskets blanches.

2.

3.-----

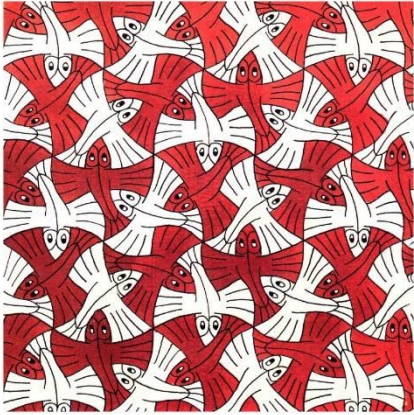
4.-----

5.-----

6.-----

Activity 3: Design your ideal school uniform. Create a poster and include: a description in French, drawings or images and colours.

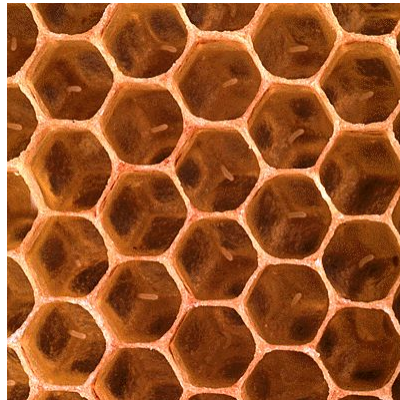
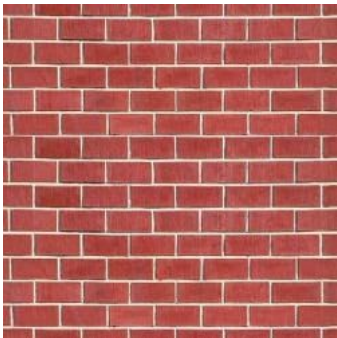
Design Technology – Escher and tessellation.

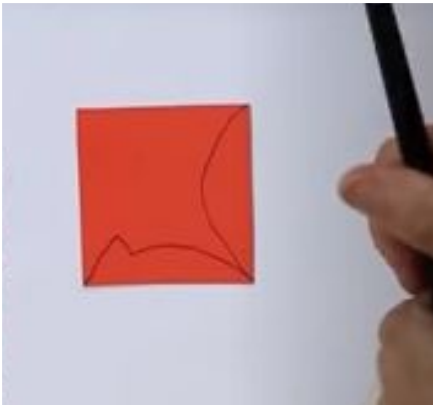


Look at this artwork by Escher – can you see how he has used the shapes to create a repeating pattern with no gaps in between? This is called Tessellation.



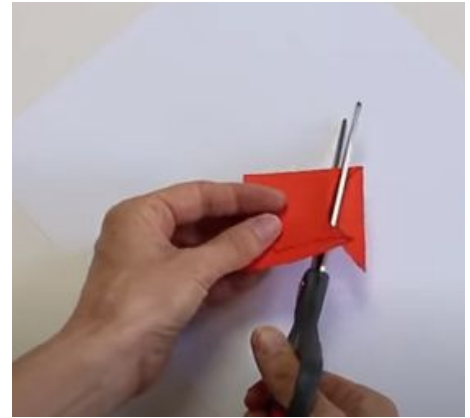
Tessellation can also be found around us – in nature and in things that we create ourselves.





When making your own tessellating pattern start with a square piece of card – old food packing would work well.

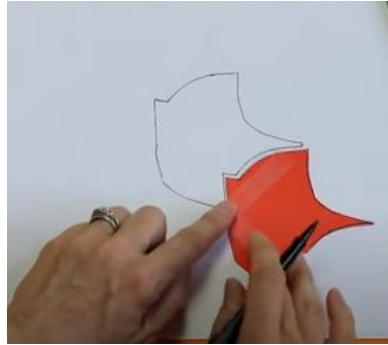
Don't make your lines too squiggly or curvy.



After you have cut along the first line, move the cut piece to the **OPPOSITE** side (see arrows) and then stick it down using Sellotape. Then, do the same with the second cut piece.



After drawing around your shape for the first time, carefully move it along so that the shape still faces the same direction – you should find that the shape fits well into the outline you drew first. You can then continue to trace around the shape until it fills the page.



When you have finished look at your shape. Does it remind you of anything? A fish, an animal, a leaf....maybe just a blob-shaped monster! Colour your shape in and add any extra details like eyes if mouths. Remember to add exactly the same detail to each shape and in exactly the same place if you want your tessellation to remain the same as each other.

Why not try out other shapes...

