


Year 6 Curriculum Summer Week 5

To do throughout the week...

Wellbeing	Question: Are the best things in life free? What great things you can get for free, and what things you can give for free, like your time and your attention. What is the best free gift? Activity: Share a joke with someone in your house.
Daily Exercise	Keep active! Make sure you do something active each day. Maybe do the exercises here .
	The Great 8 are fun challenges suitable for the whole family. See below.

Here are the curriculum activities for the week. You can do in any order you choose. Try to do these this week as next week's activity will follow on in each subject.

Science	Using Classification Trees <ul style="list-style-type: none"> Watch a video to see how to categorise, using sweets. See guidance below. Create your own classification tree for sweets or any other objects you can find at home. Create a classification tree for one of the groups of animals in the resources below. Challenge: do this for an animal species of your choice. 	Sweets or objects at home, animals to classify *Support-Sweet Classification Guidance
History	Changes from the Stone Age to the Iron Age <ul style="list-style-type: none"> Click on Skara Brae and on Maiden Castle, read and write some facts about these two settlements. Create posters, fact sheets or visitor guides about Skara Brae and Maiden Castle. Show how life could have been like in these settlements. 	
Geography	Biome Research <ul style="list-style-type: none"> You are going to find out more about a biome of your choice. Use these websites to research your chosen biome. Website 1: Berkeley biomes Website 2: Britannica biomes Website 3: Kiddiscover biomes Website 4: BBC Bitesize biomes articles See the questions and vocabulary in Support below to help guide your research. Try to answer all these questions for your chosen biome. 	Support: See questions below
PE	Distance Running <ul style="list-style-type: none"> Record resting pulse rate(see below) and then complete each cardio activity for 10 seconds: Jog /High knees/ Hop/ Skip/ Star Jumps/ Tuck jumps/ Walk/ Jog/ Sprint Choose 3 of your favourite songs – jog continuously on the spot for the first track, relax for the second and jog again for the third Record your Pulse Rate after the third song 	*Support Technique and Record Sheet
Languages	Les vêtements <ul style="list-style-type: none"> Listen to the song about clothes. Revise the vocabulary by completing the word search Design an item of clothing Write 3 sentences to say what you are wearing. 	
Design Technology	Colour and texture in art and food! <ul style="list-style-type: none"> Recreate a part of a famous painting using only food. Think about what foods you can use to create the colours and textures you need. See sheet below for ideas. You can use old magazines to rip out colours to create a picture if you can't use food. Take a photo if you can and then eat your picture! 	You will need: Fruit, veg and other food items *Support
Music	Create an ostinato Rhythm Pattern (repeated pattern) Watch the clip and do the following: <ul style="list-style-type: none"> Clap/ stomp the different pulse patterns to the music: 1) Stamp, clap, clap, clap, clap, clap. 2) stomp, clap, stomp, clap, stomp, clap, 3) Stomp, clap, clap, stomp clap, clap. The first step is to make a simple rhythm using hands, body, instrument and make your own instrument.. Use a recording device (a phone, digital mic or a computer) to capture your sounds. Example (second clip) and write it down using word or rhythm notations. 	You will need: Hands, feet, voice Paper / pen Recording device Support: Rhythm examples



Here are some fun challenges suitable for the whole family.

Week 5

1. To talk about	Can you stop yourself from thinking?
2. To do	How many times can you throw and catch a ball in a minute? Try and beat your record each day - Use a partner or do it on your own
3. To investigate	Why are some shadows darker than others?
4. To find out more about	A dinosaur or an extinct animal
5. To design	Something to make you move faster
6. To learn	Three or more ancient gods or goddesses e.g. Greek, Roman, Egyptian, Aztec
7. To draw	Something from your kitchen e.g. a bottle, a bowl of fruit or your favourite mug
8. To create	A junk model of somewhere you have visited using household materials

Sweet classification guidance

You have a bowl of sweets which need to be sorted and classified (try not to cause any extinctions by eating the specimens!).

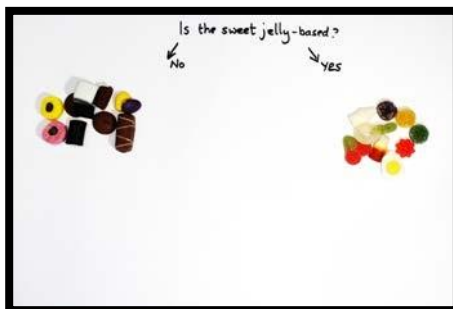
You will need to sort the sweets according to clear characteristics that can split the specimens into two new groups.

Think of some questions that may help you to sort and split the sweets. Think about the following characteristics or features:

- Main ingredient
- Structure (layered, encased in a shell)
- Shape
- Size
- Colour

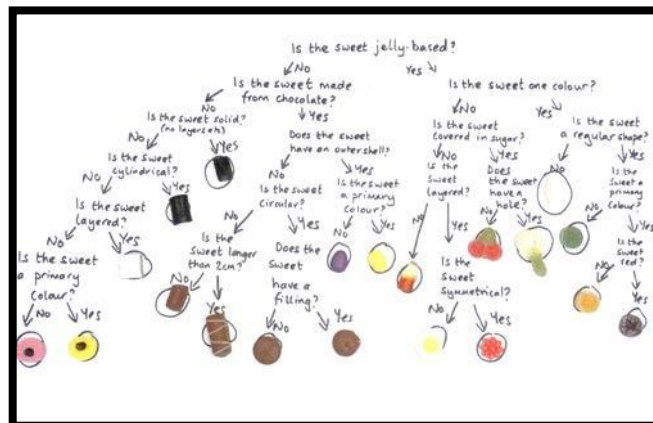
Make your questions interesting and ensure that they always need a 'yes'/'no' answer, for example, 'Is the sweet a primary colour?'

Use your large sheet of paper to organise your sweets and to record your classification system a bit like this:



As you sort your sweets add in 'branches' that are labelled to show each feature and put a question in where the sweets have just been (e.g. your question might be, 'Is the sweet jelly based?' with a 'yes' and 'no' branch off).

Once your sweets have been fully sorted your sheet should look something like this:



Birds to classify



Blackbird



Chaffinch



Great tit



Blue tit



Grey Heron



Puffin



Magpie



Yellowhammer



Bullfinch



Woodpigeon

Butterflies to classify



b
blue



Small blue



e
d yellow



Large white



Swallowtail



Orange tip



Peacock



h

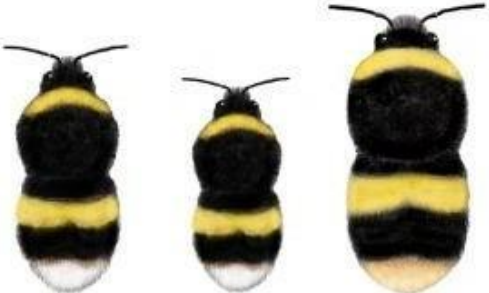
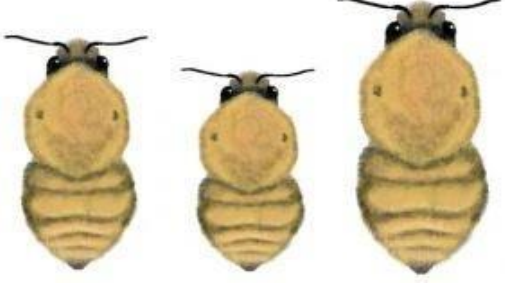




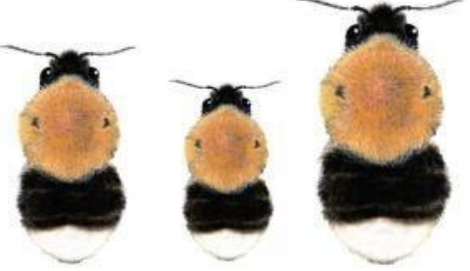
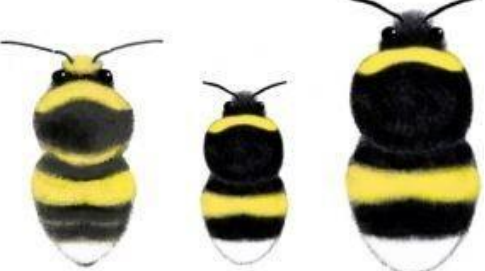


Marbled white



Red admiral

Bees to Classify

<p>Buff-tailed bumblebee <i>Bombus terrestris</i></p>  <p style="text-align: center;">Male Worker Queen</p>	<p>Common carder bee <i>Bombus pascuorum</i></p>  <p style="text-align: center;">Male Worker Queen</p>
<p>Early bumblebee <i>Bombus pratorum</i></p>  <p style="text-align: center;">Male Worker Queen</p>	<p>Garden bumblebee <i>Bombus hortorum</i></p>  <p style="text-align: center;">Male Worker Queen Face</p>
<p>Heath bumblebee <i>Bombus jonellus</i></p>  <p style="text-align: center;">Male Worker Queen Face</p>	<p>Red-tailed bumblebee <i>Bombus lapidarius</i></p>  <p style="text-align: center;">Male Worker Queen</p>
<p>Tree bumblebee <i>Bombus hypnorum</i></p>  <p style="text-align: center;">Male Worker Queen</p>	<p>White-tailed bumblebee <i>Bombus lucorum</i></p>  <p style="text-align: center;">Male Worker Queen</p>

Geography

Use these questions to help guide your research about 2 chosen biomes.

1. Where does the biome exist?

Vocab to use: Northern / Southern hemisphere, East / West of UK

2. What plants and animals live in the biome?

3. What is the climate like in the biome?

Vocab to use: warm, wet, cold, dry, high temperatures, low temperatures, rainfall.

4. What landforms exist in the biome?

Vocab to use: mountains, volcanoes, valleys, glaciers, rivers

5. What makes this biome interesting to visit?

6. How is this biome similar and different to the UK? (If investigating Temperate Deciduous Forest then compare to another biome of choice).

7. What are the threats to this biome?

8. How can we reduce threats and risks to this biome?

Year 5 & 6 Athletics

Measuring Pulse Rates



To find your pulse in your wrist:

- hold out one of your hands, with your palm facing upwards
- press the first (index) finger and middle finger of your other hand on the inside of your wrist, at the base of your thumb – don't use your thumb as it has its own pulse
- press your skin lightly until you can feel your pulse – if you can't find it, try pressing a little harder or move your fingers around

To find your pulse in your neck:

- press your first finger and middle finger to the side of your neck, just under your jaw and beside your windpipe – don't use your thumb
- press your skin lightly to feel your pulse – if you can't find it, try pressing a bit harder or move your fingers around

Checking your pulse

When you find your pulse, either:

- count the number of beats you feel for 60 seconds
- count the number for 30 seconds and multiply by 2

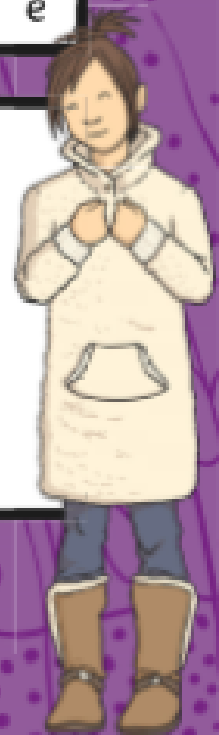
This gives you your heart rate – the number of times your heart beats per minute (bpm)

What's in the Wardrobe?

o	g	c	i	t	s	c	r	c	d	b	t
q	h	h	a	e	h	h	y	h	h	p	o
e	b	e	a	e	o	a	o	a	q	r	r
e	d	m	r	s	r	u	q	u	f	o	g
p	o	i	f	h	t	s	e	s	c	b	a
s	n	s	t	i	s	s	j	s	o	e	r
l	x	e	n	r	b	e	u	u	s	g	d
o	r	d	c	t	m	t	p	r	w	j	e
p	d	v	a	f	x	t	e	e	e	g	r
u	s	l	i	p	o	e	q	s	a	h	o
l	z	v	m	x	x	s	f	m	t	k	b
l	f	a	p	a	n	t	a	l	o	n	e

jupe
pantalon
teeshirt
chemise
pull
sweat

chaussures
short
chaussettes
robe
garde-robe
slip



Qu'est-ce Que Tu Portes?

(What Are You Wearing?)

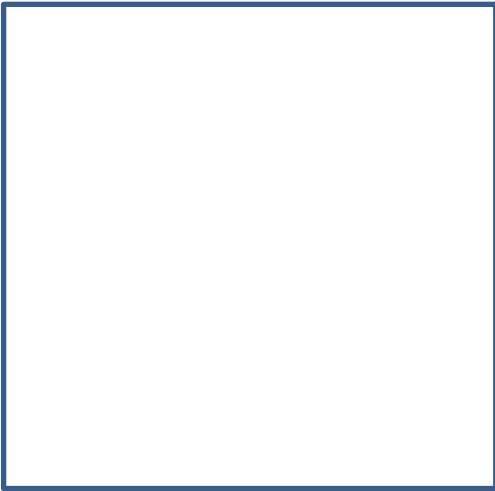


Activity 2: design an outfit (sports, weekend, special occasion...) using some of the vocabulary in French in the table. Label your design and make it colourful.

une jupe	un pantalon	un tee-shirt	une chemise
un pull	un sweat	des chaussures	un short
des chaussettes	une robe	des gants	une écharpe
un chapeau	un manteau	un imperméable	des lunettes

My design

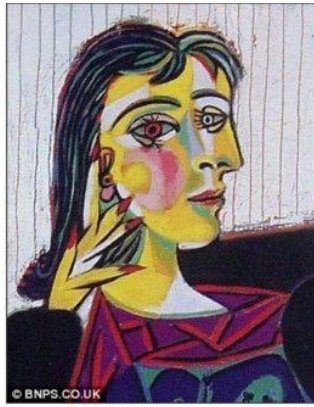
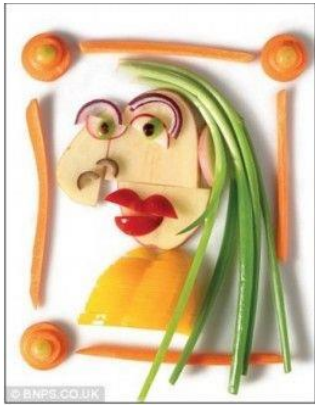
Activity 3: Choose your items of clothing , draw them and write 3 sentences to say what **you are wearing**. Use the word bank to help you. For example: **Je porte** une jupe, un sweat et des lunettes.







Art - Colour and texture: art and food.



Can you recreate a famous work of art using only food? Think carefully about how you can use the colours and textures of the food to create the effects you need. How will you chop, grate or cut the food? Make sure you seek permission from an adult in your home if you plan to use and cut food. Alternatively create your own portrait, landscape or abstract artwork.

Pablo Picasso

Ideas and inspiration: [Google arts and culture](https://www.google.com/cultural/institute/)



Leonardo Da Vinci



Renee Magritte



Kandinsky



Vincent Van Gogh



Wasily