

### **Topic Tasks – Summer 1**

Dear Year 6,

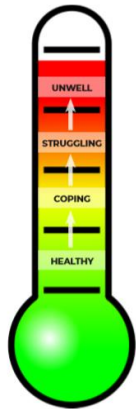
We have provided a range of topic-based activities for you to complete during your stay at home for Summer 1. You have the freedom to choose the order in which you complete the projects and we encourage you to attempt as many as possible across the varying subjects. For some activities, you can create 3D projects that you might want to bring back in to school with you – either by bringing in your physical project or through showing photo evidence. Other activities can be completed (neatly) in your homework book. If there is any learning you want to share with us, we would love to see it via the year 6 email.

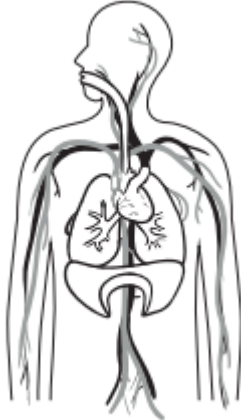


We hope you enjoy completing these topic challenges. This is your opportunity to show your adults at home the amazing work that we, as teachers, see every day in school.



From,

Year 6 teachers

Topic tasks to choose from:

| Geography   | Science   | Art   | PE   | PSHE   | RE  | French  |
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| <p><b>Volcanoes and Earthquakes</b><br/> <i>See geography links for further support</i></p> <p>Conduct research on the structure of the Earth. Draw your own diagram of the structure of the Earth and label each layer.<br/> Challenge: Can you describe each layer?</p> <p>Conduct research on what causes earthquakes. Choose how to present this information: leaflet, poster, oral or PowerPoint presentation.</p> <p>Conduct research and record your</p> | <p><b>Healthy Bodies</b><br/> <i>See science links for further support</i></p> <p><b>Think like a scientist:</b><br/> Use the following questions to develop your research skills. Create an oral or PowerPoint presentation to show your findings:</p> <ul style="list-style-type: none"> <li>• <i>What happens if you hold your breath?</i></li> <li>• <i>Can you find out what is the least healthy country in the world? Why is it and how could they change that?</i></li> <li>• <i>What happens to people's organs when they don't exercise?</i></li> <li>• <i>People say food is addictive – is this correct?</i></li> </ul> | <p><b>Photography</b></p> <p>Create a photo montage using secondary source photographs. You can use newspaper clippings, images from letters or magazines etc.<br/> <i>A photo montage is a series of individual photographs, collectively of one subject, arranged together to create a single image</i></p> <p>Use art as a message: Combine text and an image together to create a meaningful and powerful photo poster. You can decide on the message you want to portray.</p> <p>Develop a self-portrait from a photograph</p> | <p><b>Personal Challenge</b><br/> What is your new personal challenge going to be? Record your initial result. Continue working on your personal challenge each week. Measure your new personal challenge result at the end of the term.</p> <p>Did your result improve?</p> <p><b>Science Links</b></p> <p>Create an obstacle course for a budding scientist/athlete to complete. Their course must mirror the circulatory system. Which piece of equipment will you use to represent the heart? How will you</p> | <p><b>Physical, Emotional and Mental Well-being</b></p> <p>Design an informative poster/leaflet, advising how to remain calm in stressful situations.</p> <p>Brainstorm: what is meant by 'health?'</p> <p>Design your own 'mental health thermometer.'</p>  <p>Create a life events</p> | <p><b>What do religions say to us when life gets hard?</b></p> <p>Compose a list of unanswered questions or questions you would typically ask when you were little i.e Why is the sky blue?</p> <p>Write your own definition of a 'soul.' Draw an image of yourself, or use a gingerbread man template. Write words around the outside and inside of your drawing to describe yourself. Allocate a colour to each word you write i.e happy could be written in yellow. Now imagine the words represent your</p> | <p><b> Ici et là</b></p> <p>Watch the following video:<br/> <a href="https://www.youtube.com/watch?v=D_mSDQ1hyFE">https://www.youtube.com/watch?v=D_mSDQ1hyFE</a><br/> This video uses sketches to describe 'here and there.' Listen attentively to the spoken language and by join in by pausing the video after each phrase. Then draw two sketches to describe the two phrases learnt.</p> <p>Watch the following video:<br/> <a href="https://www.youtube.com/watch?v=ayX0Z6b9tLM">https://www.youtube.com/watch?v=ayX0Z6b9tLM</a><br/> Create a poster, explaining the distinction between ici and là.</p> |


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| <p>answers on the following:</p> <ul style="list-style-type: none"> <li>• What is a volcano?</li> <li>• What comes out of a volcano during an eruption?</li> <li>• What is at the top of the volcano?</li> <li>• How does molten rock travel up the mountain?</li> <li>• Where is the magma stored?</li> <li>• What are dead volcanoes called?</li> <li>• What are sleeping volcanoes?</li> </ul> <p>Create a comic strip, explaining the journey of lava before it comes out of a volcano.</p> | <p>Brainstorm all the organs in your body. Where do you think they are in the body? Draw an image of the human body and clearly label the organs.</p>  <p>Create a healthy eating food programme with yourself as the TV chef demonstrating a healthy meal. Explain the benefits of this meal on the body. Contrast this meal to an unhealthy option.</p> | <p>and translate it into a drawing.</p> <p>Look at The Scream by Edvard Munch. Recreate this image by adding an expressive self-portrait to a background of your design.</p> | <p>represent blood flow?</p> <p>Create an exercise video for your class, with the aim of promoting a healthy active lifestyle.</p> <p><b>Staying Active</b></p> <p>Stay active using the links provided below.</p> | <p>grid.</p> <p>Use the following headings:</p> <ul style="list-style-type: none"> <li>• Life event/circumstance</li> <li>• How this may affect someone</li> <li>• What can be done to help</li> </ul> <p>Imagine someone has written to you, divulging the following:</p> <p><i>'I am so worried about tests. We have a test every week in our class and I am really struggling with the reading paper. I am so worried about them! When I am doing a test, I notice everyone around me is coping fine and seem to be getting on with it. I just seem to stare at the question and go blank! Sometimes, I even feel sick! I can never sleep the night before a test, and then panic even</i></p> | <p>soul.</p> <p>Answer the following:</p> <p>1) <i>Are you happy with what your soul may appear to be like on paper? Explain why...</i></p> <p>2) <i>If you believe that the soul will live on, will this affect how you live your life now? Why?</i></p> <p>Write a list of the top ten qualities that someone must have in order to enter a happy afterlife.</p> <p>See example below:</p> <ol style="list-style-type: none"> <li>1. Do not kill</li> <li>2. Do not steal</li> </ol> <p>Imagine you scored one point for every quality that you listed. What would your score be? How does this compare with the rest of your household?</p> <p>Look at the following quotes:</p> | <p>Compare two classrooms using familiar vocabulary:</p>  <p>A classroom in England</p>  <p>A classroom in India</p> <p><b>Examples:</b></p> <p>Singular:</p> <p>Ici il y a = here there is/are...</p> <p>Une table</p> <p>Plural:</p> <p>La-bas il y a = there, there is/are</p> <p>Des tables</p> <p>Des chaises</p> <p>Des bancs</p> <p>See:</p> <p><a href="https://quizlet.com/705766/french-">https://quizlet.com/705766/french-</a></p> |
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| <p>Create a volcano chatterbox (see page 9 of KS2 Volcanoes – Scheme of Work Resource Pack on Oddizzi)</p> <p>Create a fact file on a famous volcano</p> <p>Mind map the dangerous effects of a volcanic eruption.</p> <p><b>Fabulous Finale:</b><br/>Design a travel guide to warn tourists about volcanoes and Earthquakes. Your guide could include:</p> <ul style="list-style-type: none"> <li>• A diagram of the main tectonic plates and their movements during an Earthquake</li> <li>• A map locating some key Volcanoes</li> <li>• An explanation of why Earthquakes</li> </ul> | <p>Create a game of snap, featuring an image of the organs and their scientific name.</p> <p>Investigate your lung capacity.<br/>Here's how:<br/>This activity is best done outside! Clean the end of a tube with disinfectant wipes. Half fill a bucket with water. Fill the bottle with water, then put on the lid. Hold it upside down in the bucket of water and remove the lid. Put the plastic tube inside the bottle, keeping hold of the other end. Take a very deep breath, put the tube in your mouth and blow as hard as you can until your lungs feel totally empty. Mark the side of the bottle where the water level now is.</p> <p>How does your lung</p> |  |  | <p><i>more about losing sleep. These feelings don't seem to want to go away. I think it's getting worse!'</i><br/>Create an advice card, responding to the child who has contacted you.</p> <p>Have a wellbeing day:<br/>Plan a range of wellbeing activities to complete during the day, photograph each one and create a 'well-being mood board' from it.<br/>Activities could include:</p> <ul style="list-style-type: none"> <li>• Going for a walk</li> <li>• Playing a game</li> <li>• Reading a book</li> <li>• Trying some yoga</li> <li>• Baking some food</li> <li>• Watching a film</li> <li>• Completing mindfulness activities</li> </ul> | <p><i>"Live Life To The Fullest Because It Only happens Once"</i><br/><small>Maddi Jenkins<br/>Twitter - Aug 7, 2012 (14 years)</small></p>   <p>Design your own meaningful and inspirational quote about the value of life or 'living life to the full.'</p> <p>Write a short mission statement that sets out your hopes and</p> | <p><a href="#">classroom-objects-flash-cards/</a><br/>for further vocabulary of classroom objects, including pronunciations.</p> <p><b>Colours</b><br/>Red – rouge<br/>Yellow – jaune<br/>Blue – bleu/bleue<br/>Green – vert/verte<br/>Orange – orange<br/>White – blanc/blanche<br/>Black – noir/noire<br/>Grey – gris/grise</p> <p><b>Adjectives</b><br/>Small - petit<br/>Good – bon<br/>Old – vieux<br/>Beautiful - beau<br/>New - nouveau</p> <p>After writing your sentences, practise speaking them aloud to develop your oracy skills.</p> |
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| <p>can happen and why volcanoes can erupt using key vocabulary about the Earth's processes</p> <ul style="list-style-type: none"> <li>• A description of what happens during an Earthquake and a Volcanic eruption</li> <li>• An evaluation of the impact on the landscape.</li> </ul> | <p>capacity compare to the rest of your household? Devise a way to present your findings.</p> <p>Investigate the impact of exercise on heartrate:</p> <ul style="list-style-type: none"> <li>• Measure and record your resting heart rate.</li> <li>• Do 2 minutes of exercise.</li> <li>• Immediately, measure and record your heart rate.</li> <li>• Rest for 2 minutes.</li> <li>• Measure and record your heart rate.</li> <li>• Exercise for 2 minutes.</li> <li>• Immediately, measure and record your heart rate.</li> </ul> <p>What do you notice happens to your heart rate when you exercise? Why do you</p> |  |  |  | <p>dreams in your own life. How would you ensure that you are living life to the full?</p> |  |
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|  | think this is? |  |  |  |  |  |
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| Geography   |  |
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| <a href="https://www.oddizzi.com/schools/login/">https://www.oddizzi.com/schools/login/</a> | <b>Research on Oddizzi</b><br><br>Log in<br>Username: homeschool<br>Password: oddizzi<br><br>Once you have logged in, click 'EXPLORE THE WORLD' to conduct further research. |

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| <p><a href="https://www.oddizzi.com/schools/login/">https://www.oddizzi.com/schools/login/</a></p> <p>Topic of Volcanoes:<br/> <a href="https://www.oddizzi.com/teachers/help/topic-planning/volcanoes/">https://www.oddizzi.com/teachers/help/topic-planning/volcanoes/</a></p> <p>Topic of earthquakes:<br/> <a href="https://www.oddizzi.com/teachers/help/topic-planning/earthquakes/">https://www.oddizzi.com/teachers/help/topic-planning/earthquakes/</a></p> | <p><b>Access to worksheets and resources on Oddizzi</b></p> <p>Log in<br/>         Username: Parklands<br/>         Password: oddizzi</p> <p>Through this log in, you will have access to ‘explore the world’ and ‘teachers.’ Once on ‘teachers’, you can go to ‘topic planning’ and download resources. To download resources, use the email address - <a href="mailto:home@oddizzi.com">home@oddizzi.com</a> - and the resource will then download direct to their device.</p> |
| <b>Science</b>   |  |
| <a href="https://kidshealth.org/en/kids/digestive-system.html">https://kidshealth.org/en/kids/digestive-system.html</a>  | <b>Information on the digestive system</b>   |
| <a href="https://www.neok12.com/Circulatory-System.htm">https://www.neok12.com/Circulatory-System.htm</a>  | <b>Information on the circulatory system</b>   |
| <b>Art</b>   |  |
| <a href="https://drawpaintacademy.com/the-scream/">https://drawpaintacademy.com/the-scream/</a>  | <b>‘The Scream’ by Edvard Munch</b>  |
| <b>PE</b>  |  |
| <a href="https://haveringsportscollective.org/covid-19/">https://haveringsportscollective.org/covid-19/</a>  | <b>Havering Sports Collective</b>  |
| <a href="https://www.youtube.com/playlist?list=PLyCLoPd4VxBvPHOpzoEk5onAEbq">https://www.youtube.com/playlist?list=PLyCLoPd4VxBvPHOpzoEk5onAEbq</a>  | <b>Joe Wicks – The Body Coach</b>  |

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| <a href="#">40g2-k</a>  |  |
| <a href="https://www.youtube.com/results?search_query=just+dance">https://www.youtube.com/results?search_query=just+dance</a>   | <b>Just Dance</b>  |
| <b>PSHE</b>   |  |
| <a href="https://www.bbc.co.uk/bitesize/topics/ztkk7ty">https://www.bbc.co.uk/bitesize/topics/ztkk7ty</a>   | <b>Emotional wellbeing</b>   |
| <a href="https://www.twinkl.co.uk/resource/us-a-183-yoga-movement-cards">https://www.twinkl.co.uk/resource/us-a-183-yoga-movement-cards</a>   | <b>Yoga Gross Motor Activity Cards</b><br>Parents can create a free login to access this work. Use the code:<br>CVDTWINKLHELPS                         |
| <a href="https://www.twinkl.co.uk/resource/us-p-12-mindful-minute-brain-break-cards">https://www.twinkl.co.uk/resource/us-p-12-mindful-minute-brain-break-cards</a>                   | <b>Mindful Minute Brain Break Cards</b><br>Parents can create a free login to access this work. Use the code:<br>CVDTWINKLHELPS                        |
| <a href="https://www.twinkl.co.uk/resource/t-c-1551-mindfulness-colouring-sheets-bumper-pack">https://www.twinkl.co.uk/resource/t-c-1551-mindfulness-colouring-sheets-bumper-pack</a> | <b>Mindfulness Colouring Sheets for Children - Bumper Pack</b><br>Parents can create a free login to access this work. Use the code:<br>CVDTWINKLHELPS |
| <b>French</b>   |  |
| <a href="https://www.youtube.com/watch?v=D_mSDQ1hyFE">https://www.youtube.com/watch?v=D_mSDQ1hyFE</a>   | <b>ICI, LÀ, LÀ BAS - HERE, THERE in French</b>   |
| <a href="https://www.youtube.com/watch?v=ayX0Z6b9tLM">https://www.youtube.com/watch?v=ayX0Z6b9tLM</a>   | <b>Ici là in French</b>  |
| <a href="https://quizlet.com/705766/french-classroom-objects-flash-cards/">https://quizlet.com/705766/french-classroom-objects-flash-cards/</a>                                       | <b>French classroom objects</b>  |