

Year 6

Transition Activities



Chesterton Community Sports College

Name _____

Primary _____

Session	Subject	Teacher	Link
1	Spanish	Mr Whitehead	https://youtu.be/mMtVQm-512k
2	English	Mrs Durrant	https://youtu.be/EMmrEqAzSjM
3	PE	Miss Rafferty and Mr Salt	https://youtu.be/pwkOWMK7OYM
4	Maths	Mr Kennerley	https://youtu.be/7dywyPUjaYk
5	Health and Social Studies	Mrs Baker	https://youtu.be/km2KKDFpuVg
6	Drama	Miss Owen	https://youtu.be/51N0_wWrLyM
7	History	Mr Mackin	https://youtu.be/iiq0ziVBVcE
8	Science	Miss Edwards and Miss Brownsill	https://youtu.be/qV7Qj5rJeC4
9	Computers	Mr Kelsall	https://youtu.be/pZzrAndw9X0
10	Art	Miss Machin	https://youtu.be/ZA8LBF05ZBI
11	Technology Food	Mrs Hawkins	https://youtu.be/AmdwAUyqkw https://youtu.be/m1tLLA1SZXY
12	Geography	Mr Steele	https://youtu.be/ieQXZ4LO5JQ

Session 1

Spanish

Mr Whitehead





Year 5 Worksheet – MFL – ‘La comida’

What are the names of these people?





Señorita

Señora

What’s missing?

LA COMIDA

<p>Como <i>Crucial Knowledge</i></p> <p>Bebo <i>I drink</i></p> <p>Desayuno <i>Crucial Knowledge</i></p> <p>Almuerzo / como <i>I eat... for lunch...</i></p> <p>Ceno <i>I eat... For dinner</i></p> <p>No como <i>I don't eat</i></p> <p>Mi plato favorito es... <i>Crucial Knowledge</i></p>	<p>pan <i>bread</i></p> <p>carne <i>meat</i></p> <p>huevos <i>Crucial Knowledge</i></p> <p>pescado <i>fish</i></p> <p>queso <i>Crucial Knowledge</i></p> <p>leche <i>milk</i></p> <p>helados <i>ice cream</i></p> <p>galletas <i>biscuits</i></p> <p>chocolate <i>chocolate</i></p> <p>manzanas <i>apples</i></p> <p><i>Crucial Knowledge</i> peras</p> <p>naranjas <i>oranges</i></p> <p>fresas <i>strawberries</i></p> <p>tostadas <i>toast</i></p> <p><i>Crucial Knowledge</i> cereals</p>	 <div style="text-align: center; margin-top: 20px;">  <p>Keep looking! ¿Qué falta?</p> </div>
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Crucial knowledge challenge

El queso	1.	5. naranjas	Oranges
La leche	Milk	6. Las	Strawberries
Helados	Ice-cream	Las tostadas	7.
Las galletas	Biscuits	8.	Cereals
El 2.	Chocolate	9.	I eat
Las 3.	Apples	Bebo	10.
Las peras	4.		



What do you remember??? 1 minute challenge

--

¿Que comen los profesores? (What do the teachers eat?)

Miss Moscatti	
Mrs Rutter	
Mrs Capper	
Mrs Orton	

And finally

What have you learnt?	What would you like to learn next time?

Session 2

English

Mrs Durrant



Year 5 Work: English

In English we use **SMARTPERSON** as a way of remembering all of the language techniques that we can use to make our writing exciting!

What is SMARTPERSON?

Fill in the grid for all of the **SMARTPERSON** techniques. I have done some for you already 😊



The name of the technique	A definition. Explain what it means!	Give me an example
S imile	Comparing something using 'like' or 'as'	He was as slow as a snail
M etaphor		
A lliteration		
R epetition		
T riples (rule of three)	Three adjectives to describe a noun.	
P ersonification		The trees danced in the wind
E motive language		
R hetorical Question		
S enses	Sight, hearing, smell, taste and touch.	

O nomatopoeia		
N ouns, a djectives and a dverbs	Exciting vocabulary that makes your writing interesting.	

Let's Get Writing!

I'm going to give you a sneak peek of some of the places around the school. Can you describe them using **SMARTPERSON** techniques?

The Hall:



Imagine you're standing in the hall! What noises could you hear? Use as many **SMARTPERSON** techniques as you can but you must use **onomatopoeia**, **alliteration** and **emotive language**.

The Library:



Imagine you're standing in the Library! Use as many **SMARTPERSON** techniques as you can but you must use **alliteration** and **repetition**.

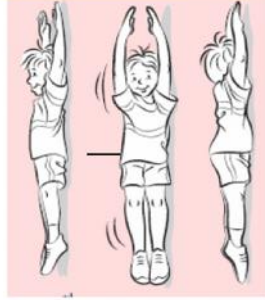
Session 3

PE

Miss Rafferty and Mr Salt



PENCIL ROLL



KEY COACHING POINTS

- Body straight
- Legs together
- Toes and fingers pointed

Make it harder! – TRY A PENCIL ROLL WHERE ONLY YOUR MID-SECTION CAN TOUCH THE FLOOR.

ROLLING

FORWARD ROLL



KEY COACHING POINTS

- Begin in a crouch position, arms reaching up.
- Take weight on hands, which are flat on the floor, shoulder width apart, fingers facing forward.
- Head tucked in so contact with the ground is made with the back of the head.
- Strong push from the feet, arms bend to provide change of balance resulting in a forward rolling movement.
- Body remains tucked with rounded back.
- Put feet on floor close to hips.
- Reach forward with arms and come to standing.

Make it harder! – TRY A FORWARD ROLL INTO A PIKE OR STRADDLE.

TEDDY BEAR ROLL



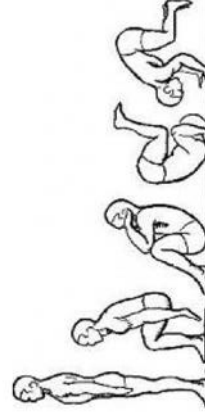
KEY COACHING POINTS





- Sit in a straddle position
- Legs straight and toes pointed
- Hands just below your knees
- Back rounded.

BACKWARD ROLL

KEY COACHING POINTS

- Lower body towards the ground with body close to your heels.
- Keep chin on chest and make back rounded.
- Hands flat on the ground with thumbs close to ears.
- Strong arm movement pushing body to upright position.
- Feet down first and use momentum to move to Standing position.

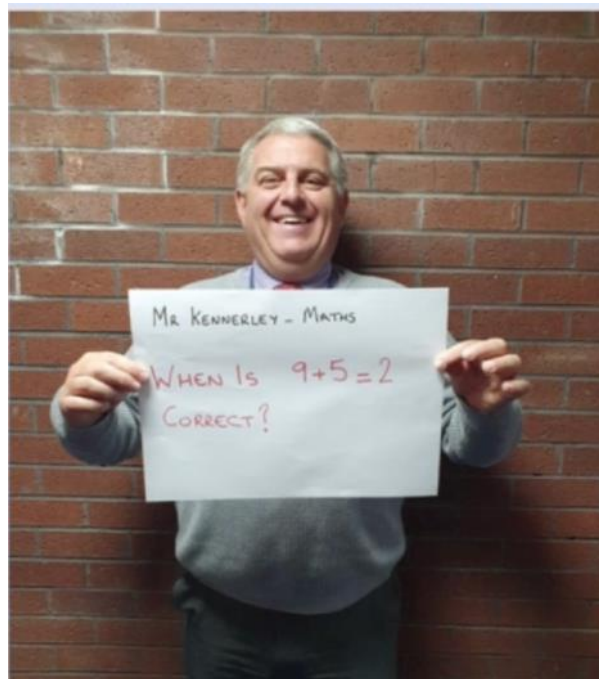


Tick the box to help assess how well you can do each of the rolls 			
	 I can do it	 I can nearly do it	 I'm still practicing
PENCIL ROLL			
TEDDY BEAR ROLL			
FORWARD ROLL			
BACKWARD ROLL			

Session 4

Maths

Mr Kennerley



Year 5 – Activity

Can you use the code below to answer the joke?

For example, the first part of the answer is 3. Reading the code, b=3. So the first word starts with the letter b.

a = 12 b = 3 c = 180 d = 15 e = 6 f = 20 g = 19 h = 24 i = 7
j = 45 k = 9 l = 10 m = 14 n = 4 o = 18 p = 2 q = 360 r = 1
s = 8 t = 54 u = 5 v = 40 w = 21 x = 16 y = 25 z = 90

Why was 6 afraid of 7?

3 / 6 / 180 / 12 / 5 / 8 / 6 8 / 6 / 40 / 6 / 4

b

6 / 7 / 19 / 24 / 54 4 / 7 / 4 / 6

Session 5

Health and Social Studies

Mrs Baker



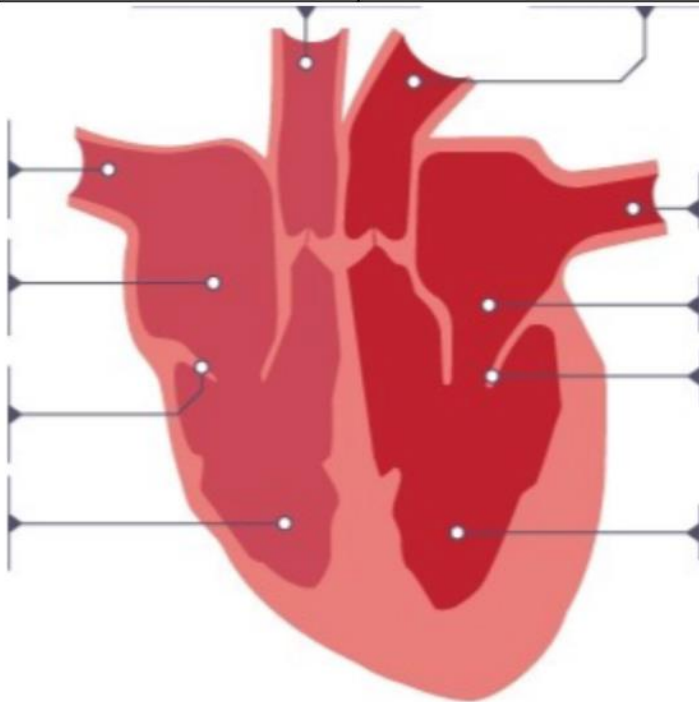
Health & Social Care
Understanding Body Systems Worksheet

What does the question refer to?

1. These prevent blood from flowing backwards?
2. Blood returns to the heart by this type of blood vessel?
3. Blood on the left side of the heart is?
4. Blood on the right side of the heart is?
5. The heart muscle is what type of muscle?
6. These arteries give the heart its own blood supply?

Label the heart

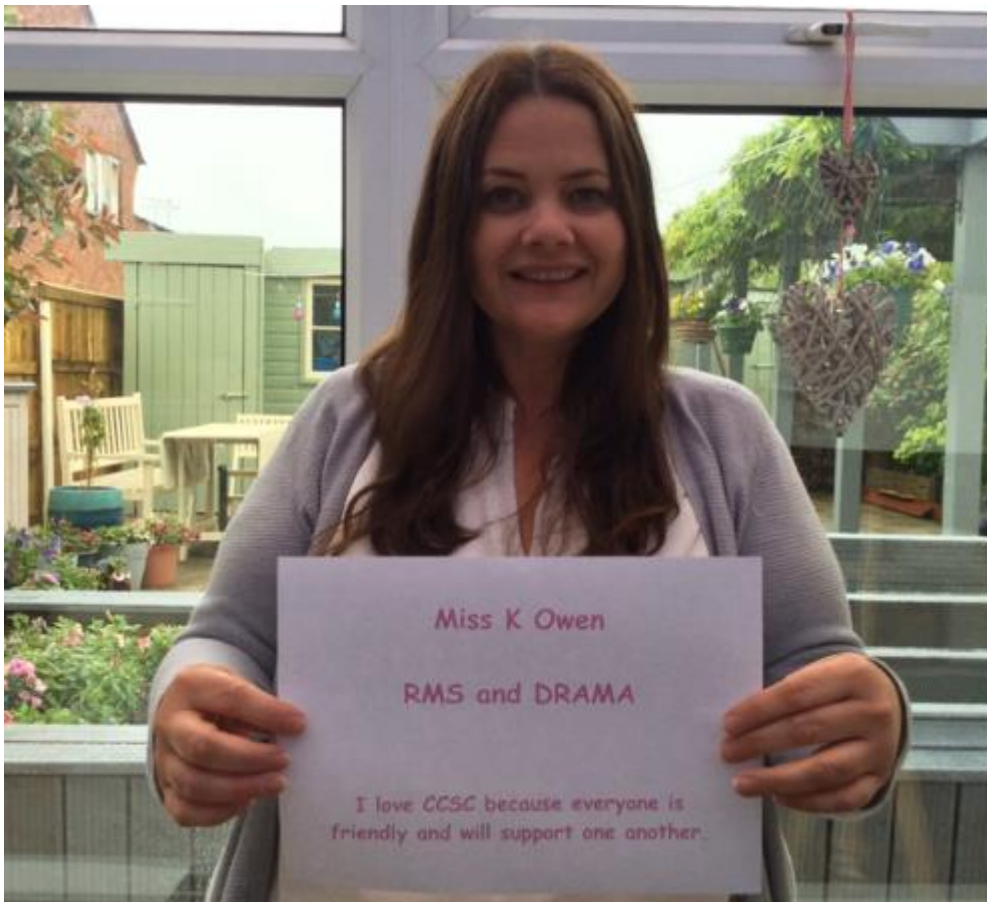
Pulmonary artery	Aorta	Left atrium
Vena Cava	Pulmonary vein	Right ventricle
Right atrium	Left ventricle	Bicuspid valve
Tricuspid valve		



Session 6

Drama

Miss Owen



Monologues

You are going to have a go at performing one of the monologues below. Remember to think about how you use your voice, facial expression and physical expression.

101 DALMATIANS: *Cruella De Ville*

Well, just be sure the puppies don't do it again! I don't want the yowls and growls of spotted little furry creatures..... Spotted little furrycreatures..... Why, I don't think I've quite seen anything like them. Look at the depth! Look at the patterns! Why, they're practically works of art! And just what I need to complete my collection! You know what? I've changed my mind. I've been without a pet long enough. No one to play with. I can't wait to wear.....I mean, care for all the little puppies. I'll buy the whole litter! How much?

ALADDIN: *Aladdin*

But I do like Jasmine. I mean, "The Princess!" Ugh! I must've sounded so silly! Then again, what does it matter? I'm never going to see her again. Me, the "street rat!" Besides, she deserves a prince. Or at least someone better than me. Oh, why did I ever meet her? Boy, I'm glad I met her! Look at this junk! I bet no one's been in here for years. Something's written on this thing.
Let's see here.....

FINDING NEMO: *Dory*

No. No, you can't. ...STOP! Please don't go away. Please? No one's ever stuck with me for so long before. And if you leave...if you leave... I just, I remember things better with you! I do, look!
P. Sherman, forty-two...forty-two... I remember it, I do. It's there, I know it is, because when I look at you, I can feel it. And...and I look at you, and I...and I'm home!
Please...I don't want that to go away. I don't want to forget.

CHARLIE & THE CHOCOLATE FACTORY: *Slugworth*

I congratulate you, little boy. Well done. You found the fifth Golden Ticket. May I introduce myself. Arthur Slugworth, President of Slugworth Chocolates, Incorporated. Now listen carefully because I'm going to make you very rich indeed. Mr. Wonka is at

this moment working on a fantastic invention: the Everlasting Gobstopper. If he succeeds, he'll ruin me.

So all I want you to do is to get hold of just one Everlasting Gobstopper and bring it to me so that I can find the secret formula. Your reward will be ten thousand of these. *(he flips through a stack of money)*

Think it over, will you. A new house for your family, and good food and comfort for the rest of their lives. And don't forget the name: Everlasting Gobstopper.

The Muppet Movie: *Kermit*

Yeah, well, I've got a dream too. But it's about singing and dancing and making people happy. That's the kind of dream that gets better the more people you share it with. And, well, I've found a whole bunch of friends who have the same dream. And, well, it kind of makes us like a family. You have anyone like that, Hopper? I mean, once you get all those restaurants, who are you gonna share it with? Who are your friends, Doc? Those guys? ...I don't think you're a bad man, Doc. And I think if you look in your heart, you'll find you really want to let me and my friends go to follow our dream. But if that's not the kind of man you are and if what I'm saying doesn't make any sense to you, well, then, go ahead and kill me.

THE WIZARD OF OZ: *Dorothy*

But it wasn't a dream. It was a place. And you and you and you...and you were there. But you couldn't have been could you? No, Aunt Em, this was a real truly live place and I remember some of it wasn't very nice, but most of it was beautiful--but just the same all I kept saying to everybody was "I want to go home," and they sent me home! Doesn't anybody believe me? But anyway, Toto, we're home! Home. And this is my room, and you're all here and I'm not going to leave here ever, ever again. Because I love you all. And... Oh Auntie Em! There's no place like home!

Session 7

History

Mr Mackin





CCSC History – World War One



Europe in 1914

Task 1: List the countries in each alliance and then colour them on the map.

Countries in the 'Triple Entente':

- 1.
- 2.
- 3.



Countries in the 'Central Powers':

- 1.
- 2.
- 3.



Alliance: Where two or more countries work together against their enemy.

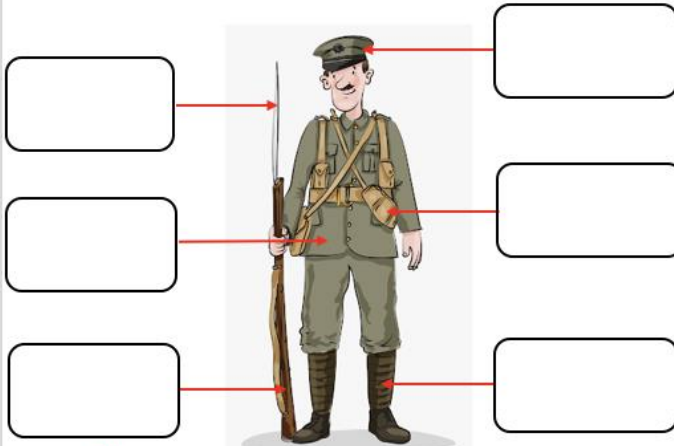
Task 2: List 3 dangers of WW1:

-
-
-

Task 3: List 3 reasons that men still joined the army

-
-
-

Task 4: What 'kit' would a British soldier have?



Task 5: What were trenches like?



Kit: the equipment each soldier was given.



Trench: A deep hole dug to protect soldiers from Bullets and bombs



CCSC History – World War One



What did each part of the trenches do?

Now you know what each part of the trenches was, try and explain what each part was for. The first one has been done for you as an example:

Sandbags - Bags filled with sand so that if a bullet hit them the sand would stop it and protect the soldier behind the sandbags.

Dugout -

Duckboards -

Fire step -

Ammo shelf -

Elbow rest -

Barbed wire -



CCSC History – World War One



Task 7: What would a British soldier eat and drink in the trenches?

What is the mystery food that would have been eaten by British soldiers in the trenches during World War One?

Food : _____

How did this food:

- Reason - _____
- Taste - _____
- Texture - _____

I think this food is:

Food: _____

How did this food:

- Reason - _____
- Taste - _____
- Texture - _____

I think this food is:



Food: _____

How did this food:

- Reason - _____
- Taste - _____
- Texture - _____

I think this food is:

Food: _____

How did this food:

- Reason - _____
- Taste - _____
- Texture - _____

I think this food is:



Mess tins: These tins were issued to all soldiers fighting in the trenches during World War One. They could be opened up and acted like bowls for eating foods like stew. Spoons would have been kept inside the empty mess tins.





CCSC History – World War One



Task 8: Imagine that you are a British soldier in the trenches. Write a letter home to your family explaining what you see, hear smell, taste, touch and feel.

A large, rounded rectangular area containing 20 horizontal lines for writing a letter.

Session 8

Science

Miss Brownsill and Miss Edwards





Burning candles

Aim: which cup lets your candle burn for the longest?

You will need: 2 tealights, 2 different sized glasses, matches.

How to do it: light both tealights (ask an adult!) then place the glass over the top of the candle.

What to look for: the candle in the smallest beaker should extinguish itself first!



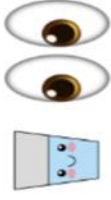
Mini volcano

Aim: create your own mini volcanic eruption!

You will need: a bottle, vinegar, bicarbonate of soda, food colouring (optional), a tray/tea towel.

How to do it: place some vinegar and food colouring into the bottle, place it onto the tray/tea towel. Then add a spoon of bicarbonate of soda!

What to look for: foam, fizzing and bubbles!



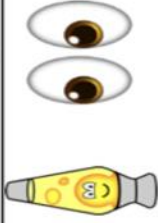
Rising water

Aim: try and get the water to rise up the beaker using a candle!

You will need: a tealight, a plate, water, a glass, food colouring (optional)

How to do it: place some water and food colouring on the plate, place the candle on the plate and light it. Place the glass over the top and watch the water rise.

What to look for: the water should start to rise up the glass!



Lava lamp

Aim: create your own lava lamp!

You will need: water, a glass, vegetable oil, table salt and food colouring.

How to do it: fill the glass 2/3 full of water. Add a few drops of food colouring, then add the oil and leave an inch free at the top. Then add your table salt.

What to look for: a lava lamp effect should be seen!

Session 9

Computing

Mr Kelsall



JAMBOT

THE TASK

Work with a partner or on your own to write an algorithm that someone can follow safely to make a jam sandwich.

They have forgotten everything they ever knew about making a sandwich! They are not even sure how the knife works, how to open a jam jar, or spread butter.

They do know the names of everything.

Write your algorithm in the box below. Someone else will read it to the teacher, so make sure it is readable.

THE ALGORITHM

VERSION 1

Write a list of instructions to explain how to make a jam sandwich



JAMBOT V2.0

THE TASK

Try to spot the mistakes in your algorithm and fix them!

Work with a partner or on your own to write an algorithm that your teacher can follow safely to make a jam sandwich.

Remember that your teacher will follow your instructions exactly

Write your algorithm as a numbered list. Someone else will read it to the teacher, so make sure it is readable.

THE ALGORITHM

VERSION 2

Debug your last instructions, using the word list and numbering them to make a better algorithm



WORD BANK

Objects

Right hand
Left hand
Jam jar
Lid
Butter
Knife
Handle
Blade
Bread
Packet

Verbs

Unscrew
Open
Close
Lift
Lower
Raise
Spread
Drop
Pick up

HINTS

Don't forget to instruct your teacher to pick things up first.

Which hand will you tell your teacher to use?



Session 10

Art

Miss Machin



POP

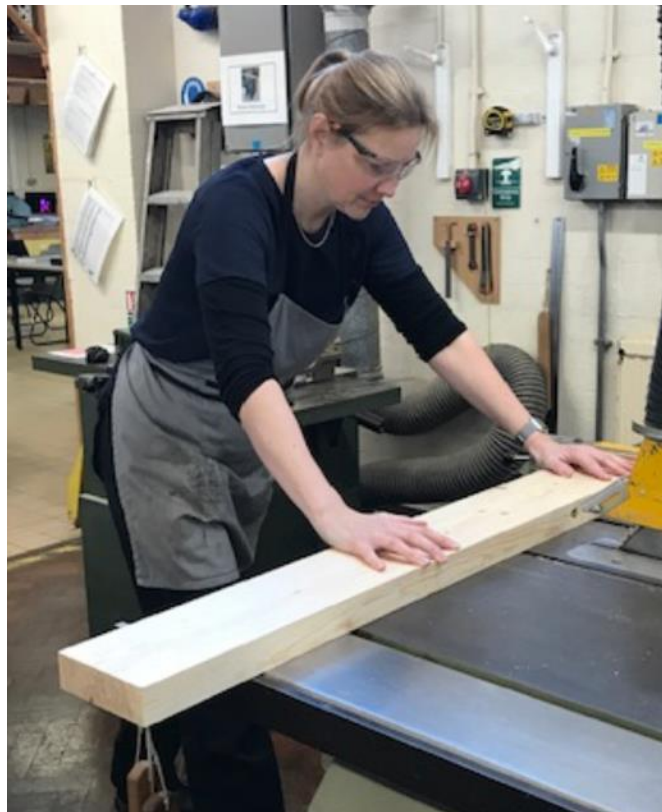


BANG

Session 11

Technology

Mrs Hawkins

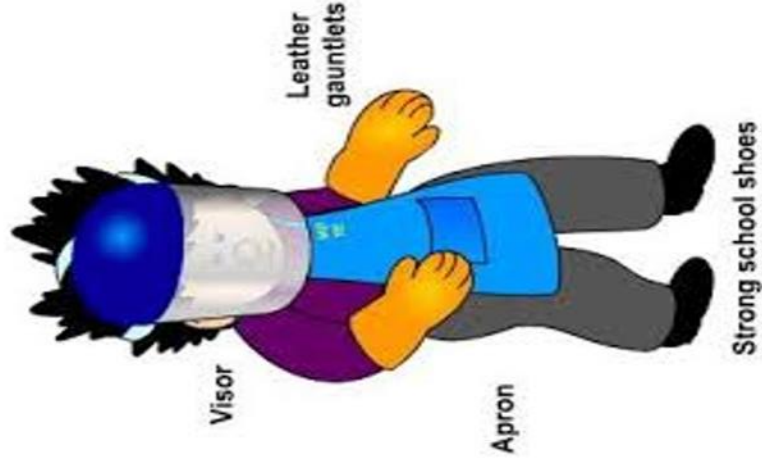


Design and Technology

Within the D&T workshop there are many potential hazards that can cause people harm. This means it is really important that safety rules are followed. There are several general safety rules that should be followed when working in a D&T workshop:

Follow all instruction, Wear an apron, remove any loose clothing, Tie back long hair, Always walk, leave the workspace clean and tidy.

Personal protective equipment (PPE) is equipment that provides a barrier between the person wearing it and a potential Hazard.



Activity

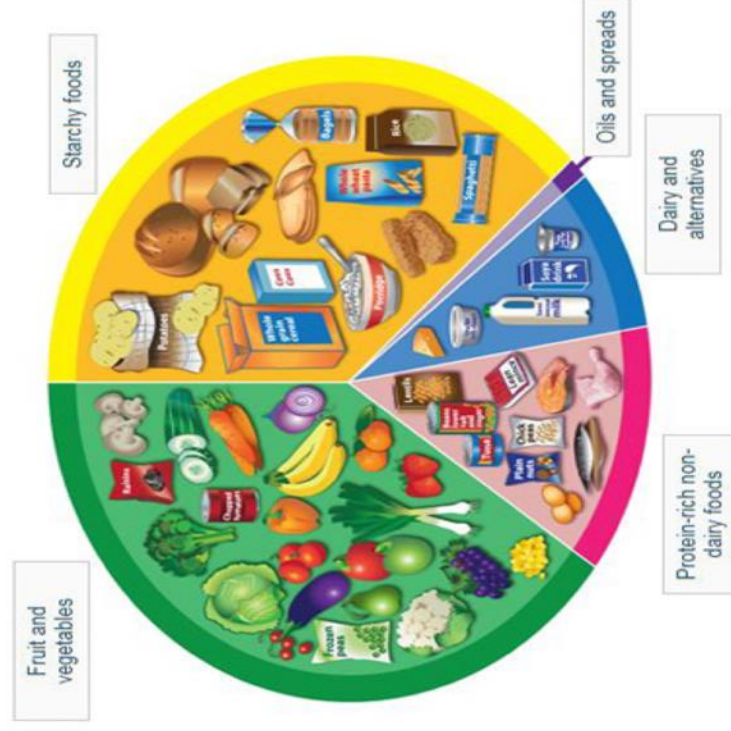
- 1a Make a list of the potential safety hazards in your classroom or home.
- b Explain how your each of your safety hazards could be prevented.
- 2a Have you seen anyone using PPE recently? If so where?
- b Give two examples of PPE and explain there purpose.
- 3a Why do you think it is important to have safety rules at school and home?
- b Produce a safety poster for your kitchen at home.



Food and Nutrition

What is the Eatwell Guide? The Eatwell Guide shows how eating different foods can make a healthy and balanced diet. The food groups in the Eatwell Guide and how much of each food group is needed are:

Fruit and vegetables, Starchy carbohydrates, Protein, Dairy and alternatives, Oils and spreads.



Activity

- 1a Using a blank piece of paper draw the outline of the Eatwell Guide and write in all the foods you ate yesterday.
- b Look at your guide, how full are your segments? Using a different coloured pen or pencil, add some extra foods to make your diet more healthy and balanced

Drinks

We should drink between six and eight cups a day. These drinks could include:

Water, lower fat milk, sugar-free drinks, tea and coffee.

Fruit juices and smoothies are high in sugar; a maximum of 150 ml per day is recommended.

- 2 Pour 150 ml of fruit juice (or water) into a measuring jug to see what this serving looks like. Estimate how many ml of fruit juice you would normally drink in one serving.

Session 12

Geography

Mr Steele



Geography is...

Geography to me is...

Things to think about...

What countries are your clothes made in?

For the last song you listened to, where was the band/singer from?

The food you ate last night, where was it grown?

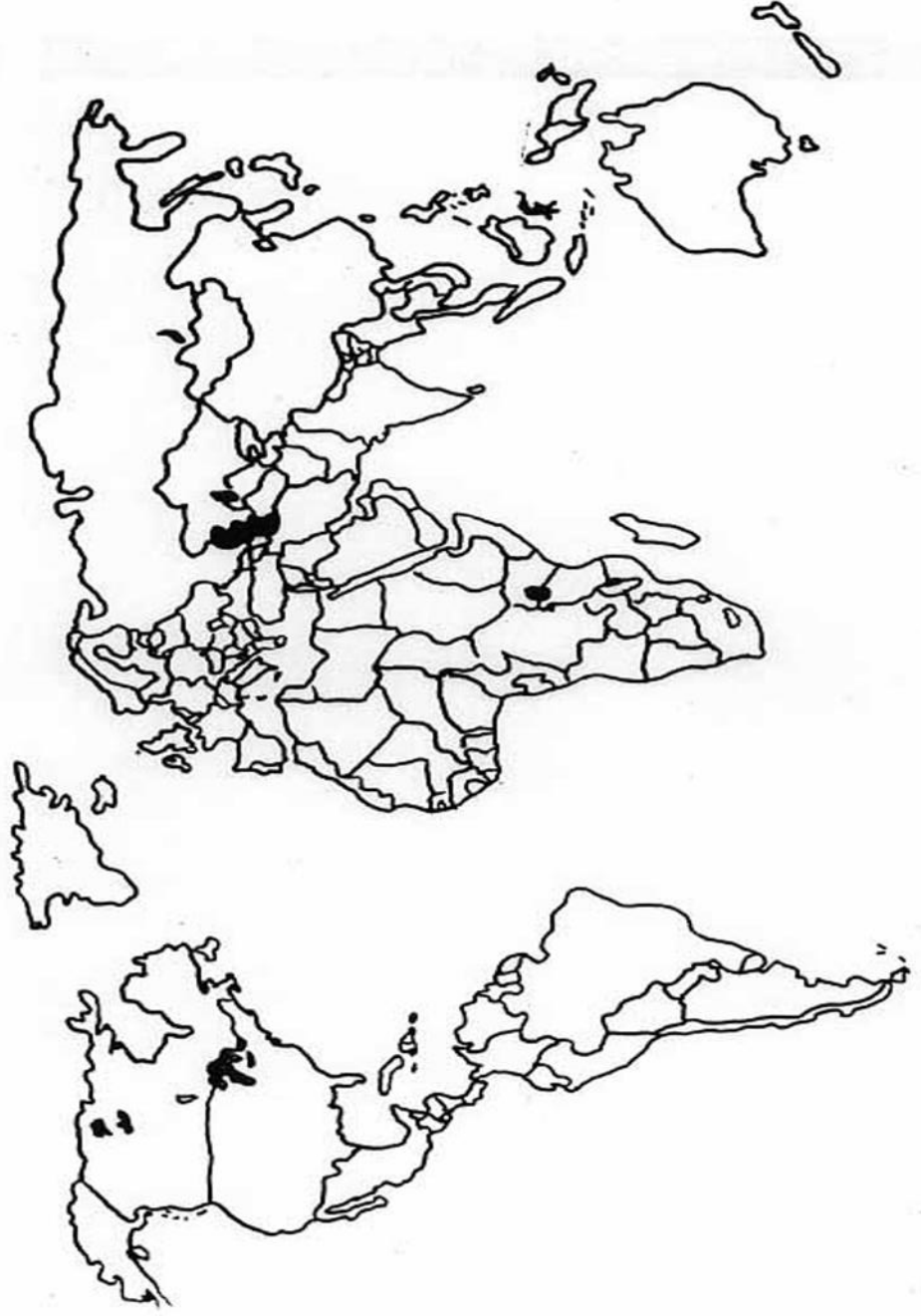
Are any of your friends or family living in other countries?

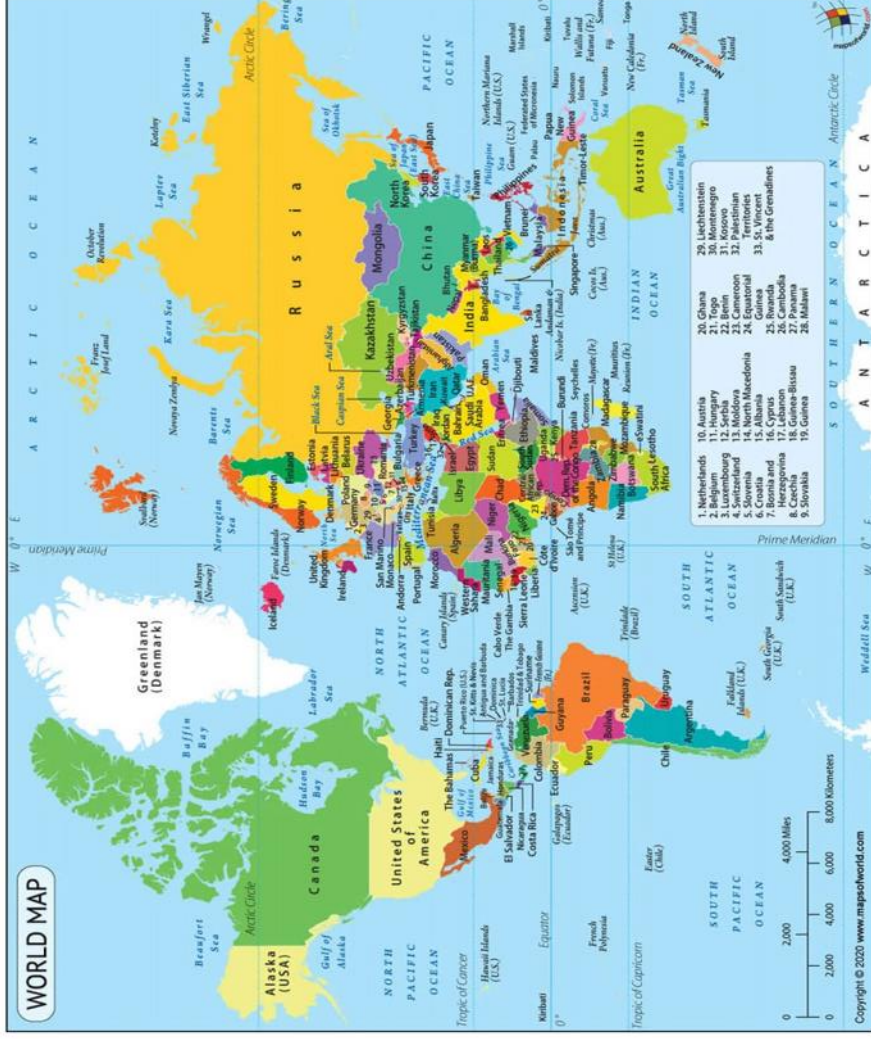
What languages do you learn in school?

For the last film you watched where was it set?

Where have you been on holiday?

My Global Connections





How do you think geography affects you?

Why do you think it is important to study geography?

What does geography mean to you now?

