Year 6 **Marvellous Me Project** – Week 1

|  |  |  |  |
| --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** |
| **This term will involve lots of learning all about the children themselves. Exploring their bodies, transitions, healthy lifestyles, future choices and so on.**  Design a front cover for the project book with your own personal title. ‘Marvellous Me’ can be magpied if you are stuck for ideas. | PE  Design a 20minute fitness programme to help improve the fitness results taken yesterday.  Think about a range of activities from cardio to muscle strengthening.  Consider the repetitions and sets for each exercise.  **Record in a table in your project book.**  Carry out your fitness programme. | French  Look at the transcript and explore the different French activities. What do you think they mean?  Find out and practice remembering the words.  Discuss meaning of encore.  Look at the paragraph. Circle words you think express likes and dislikes and colour the hobby words.  There are just 3 words left: mais aussi and et  Get the meanings.  Finally on lined paper ‘create’ your own paragraph using the previously leaned vocabulary. Include extra words if you know them.  **Copy cat from the example and write the paragraph into your project book.** | PE  Carry out your fitness programme. |
|  |  |  |  |
| PSHCE Healthy Eating.  Recap the healthy eating plate and what the sections mean.  Use the food diary to write what you eat/drink in a day and work out the food group it is from.  Consider composite foods – for example a sandwich has many food groups in it.  Use the next sheet to work out what percentage you eat in a day.  Choose three different types of people (e.g. a child, teenager, athlete, teacher etc.) and draw a plate of food that will ensure they are eating a healthy, balanced diet. Underneath each plate, justify why you have chosen these foods. Think about the calorie intake each of these individuals might need. Can some people have more of one type of food group? If yes, why can they?  **All sheets go into the project book.** | Maths  Explore the difference between ratio and proportion.  Ratio is ‘part to part’  Proportion is ‘part out the whole’  Carry out the following activities and record them as both ratio and proportion:  Dice rolls – how many sixes out of 12 rolls.  Coin throws – how many heads out of 6 flips.  Outside – sprint runs – how many out of 20 in 30 seconds.  Counters – how many can you flick onto a piece of paper out of ten  Cubes/Lego – how tall a balancing tower can you build without it falling out of 20  **Table goes into project book.** | RE  Thinking about the impact of pilgrimage on believer’s lives  Discuss the different commitments in your lives before lockdown e.g. scouts, learning an instrument, a sports team, choir, family commitments etc. Write a diary/timetable of your week. Think about the time spent on your commitment, and the benefits and sacrifices associated with it, e.g. On Wednesday I always miss my favourite TV programme to train with my football team; On Fridays some of my friends go swimming but I go to my Dad’s house for tea.  Think about a special journey you might go on when lockdown is ended e.g. going to a football match/visiting a relative/going to watch your mum in a play… What kinds of things would you need to do to prepare? Would you have to sacrifice anything?  **Plans go into project books.** | PSHCE – Internet Safety  Know how to protect our digital footprint and how to respond safely to contact from others.  What online pictures do you have?  Do they know how they could be visible to everyone? (privacy settings)  Discuss ways to message online.  How can someone send messages to you who you don’t know?  How might you feel receiving messages or pictures from someone you don’t know?  How can you reduce the risk of being contacted?  What other problems can come from sharing pictures online?  Design a poster discussing the problems,  ways to help prevent it and what to do if you are contacted.  Remember and put the 2 main points on your poster: **it is never your fault if it happens and privacy settings are important.**  **Posters into project books.** |
|  |  |  |  |
| PE  How many sit ups can you do in a minute?  How many press ups can you do in a minute?  Choose a set distance EG 20mins. How many shuttle runs can you do before you need to either stop or walk?  **In school we will be doing the ‘bleep’ test.**  **Record results in the project book.** | RE  What do you know about Jesus’ life journey?  Discuss the statement:  ‘Every time we do something new can this be seen as a journey?’  Either: Make a collage of your own life [or the life of someone close to you] as a journey.  Pictures and feelings words could be included.  What does your artwork say?  How have different experiences changed you for good or bad?  Do bad experiences always have negative outcomes?  Do good experiences always make us change for the better? | PSHCE/Maths – Money  How much money do you think you would like to eventually earn? Are you aware that not everybody earns the same amount of money?  Can you think of at least three different reasons which might affect how much people earn.  Look at the Job Profiles activity sheet. This gives information about skills, conditions, qualifications, and salary for a chef’s job. Complete a similar  profile for either a nurse or a police officer.  Use the accompanying answer sheet to compare your answers.  Write a few questions that you might ask an employer before you accepted a job. | Science  Give as many examples of recurring event patterns as you can E.g. the seasons.  Animals and humans also have a life cycles pattern.  Read Shakespeare’s ‘All the World’s a Stage’ – this describes the life cycle of a human in seven stages. What does he describe each stage is like?  Think what you can do now, that you could not do when you were a baby.  Is there anything that you could do when you were a baby that you can no longer do? Are you able to completely look after yourself yet?  Is the human lifecycle and development the same as other animals? Are all species as dependent on their parents as we are?  <https://www.bbc.co.uk/bitesize/topics/zgssgk7>  for video clips.  Human Life Cycle.  foetus  Infant – *fed on milk, then bottle until about 2years, then normal diet – weaned.*  Child – *grows, sit, stand, walk other activities.*  Adolescence/Teenager (12-18) – *humans develop organs for reproduction/puberty*  Adult (18) – *establish a way of life.*  Adult (21-55) – *relationships, children, grandchildren, careers, (44-55 – woman cant reproduce anymore),*  Middle age – (55-65) – *body ages – wrinkles, put on weight, muscles less strong but can stay fit.*  Old age (65+) – *wrinkling, weight changes, strength loss, injuries take longer to heal, organs work less well, brain loses memory.*  **Key question:** What is the difference between a human timeline and a human life cycle?  **Draw a human life cycle in your topic book and label with the key stages.**  **In another colour add timeline events to your life cycle. Include some wishes for when you are older.** |
|  |  |  |  |
| Story – 15mins reading.  In School, Year 6 will be reading  Pig Heart Boy by Malorie Blackman. | Story – 15mins reading.  In School, Year 6 will be reading  Pig Heart Boy by Malorie Blackman. | Story – 15mins reading.  In school, Year 6 will be reading  Pig Heart Boy by Malorie Blackman. | Story – 15mins reading.  In School, Year 6 will be reading  Pig Heart Boy by Malorie Blackman. |