

Y6 Transition Workbook



**Ecclesfield
SCHOOL**



Name: _____

Primary School: _____

OUR VALUES

Our values underpin all that we do as a school and are brought to life in all areas of our organisation

Work Hard

We recognise that good work comes from hard work and that hard work pays off.

Be Kind

We are polite and considerate. We celebrate our differences and help those in need.

Aim High

We are ambitious and determined and make the most of every opportunity.

Show GRIT

We overcome challenges that stand in the way of achieving our goals. We stay positive and never give up.



"Welcome to Ecclesfield School. You are about to join a fantastic school with an outstanding community and I am very much looking forward to welcoming you into our Ecco Family!"

We know that you may be feeling anxious, maybe even worried or scared at this time about starting somewhere new, but we are all here to help you along the way to feel safe and secure in your new and exciting learning environment as you move from your Y6 setting. Not only will you have a form tutor that will look after you as soon as you arrive, there will also be Mrs Foster and I who will take the lead in getting to know you and ensure that you thrive. From the very beginning, not only will you have us, you will also make new friends and form life long connections with people that have similar interests to you.

Here at Ecclesfield, you will you enjoy a diverse range of subjects and there will also be the opportunity for you to join a multitude of extra curricular activities that will ensure you broaden your talents, whatever they may be!

I cannot wait to welcome you fully into our Ecco Family! Have a wonderful Summer holiday and I look forward to meeting each and every one of you in September!"

Mrs Dean
Progress Leader - Y7

English - Perfecting the Basics



Key Terminology

For each of the key words, memorise the spellings, write out a definition and practice giving accurate examples.

| | | | | | |
|-------------|------------------|---------------|--------------|--------------------|-----------------|
| adjective | adverb | antonyms | apostrophe | brackets | colon |
| clause | comma | compound | dialogue | direct speech | determiner |
| ellipsis | exclamation mark | full stop | first person | homophones | hyphen |
| idiom | noun | plural | prefix | paragraph | personification |
| preposition | pronoun | question mark | statement | subordinate clause | semi colon |
| suffix | synonym | tense | third person | verb | |

Range of Punctuation

Create fifteen example sentences where you endeavour to use all of the below pieces of punctuation at least twice.

| Punctuation | | | |
|--------------------|------------------|---|---------------|
| /' | Apostrophe | • | Full Stop |
| () | Brackets | - | Hyphen |
| : | Colon | ? | Question Mark |
| , | Comma | ; | Semi-colon |
| ! | Exclamation Mark | " | Speech Mark |

English - Perfecting the Basics



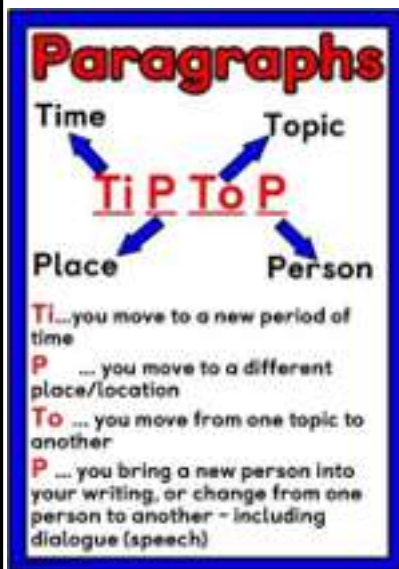
**Ecclesfield
SCHOOL**

Sentence Types

Create ten example sentences for each of the following types.

| Sentence Types | | |
|---|--|---|
| <p>Simple Sentence</p> <ul style="list-style-type: none"> Contains a subject and a predicate Expresses a complete thought. <p>Examples:</p> <p>The boys went to the park. We like pizza.</p> <p>Tip: A simple sentence is also called an independent clause.</p> | <p>Compound Sentence</p> <ul style="list-style-type: none"> Contains two or more independent clauses. Clauses are joined by a coordinating conjunction. <p>Examples:</p> <p>The boys went to the park, but they did not go to the zoo. We like pizza, and we like spaghetti.</p> <p>Tip: Look for these conjunctions: <i>for, and, nor, but, or, yet</i>.</p> | <p>Complex Sentence</p> <ul style="list-style-type: none"> Contains an independent clause and a dependent clause. Dependent clause begins with a subordinating conjunction. <p>Examples:</p> <p>Because the boys went to the park, they did not go to the zoo. The boys did not go to the zoo because they went to the park.</p> <p>Tip: Look for these subordinating conjunctions: <i>after, before, because, although, when, since, if, whenever, unless, while, so that, even though, wherever</i>.</p> |

Paragraphs



Task One – Sort the sentences - Look at these sentences about Africa. You are going to put them into **three paragraphs**. Work out whether the sentences are about:

- Location, size and geographical features about Africa.
- The Sahara Desert
- People who live in Africa

- The Sahara desert is located in Africa and runs through 11 countries.
- Africa is the second largest continent in the world. (Asia is the largest.)
- The current population of Africa is about 680 million.
- The word 'Sahara' means 'desert' in the Arabic language.
- Today the majority of people who live there are of indigenous origin.
- Africa is three times the size of the United States.
- The Sahara is one of the hottest places on earth.
- They speak a number of different languages and practice different religions.
- Measuring north to south, Africa is 5,200 miles long!
- Over the centuries, people from all over the world have migrated to Africa and settled there.
- At its widest point, Africa is nearly as wide as it is long.
- Africa has five huge river systems. The big three, in order of size, are the Nile, the Congo, and the Niger.
- The rain in the Sahara is less than 10 inches a year.
- Back in 1400AD, thousands of African people were forced to work as slaves.
- Sandstorms are very common in the desert.
- The Atlantic and Indian Oceans meet to border Africa to the south.
- Many desert animals search for food at night as it is cooler.
- Nowadays, African people have jobs such as teachers, farmers, cleaners and traders.


Task Two – Put the sentences into paragraphs

Copy out the sentences into your book in the form of three paragraphs. Remember to leave a gap at the beginning of the line where the paragraph starts and also leave a line in between each paragraph.

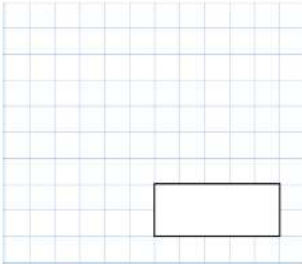
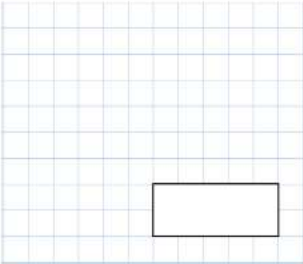
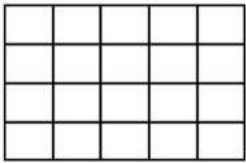


Maths


For an excellent (and free) online package, please go to www.numerise.com and try our package of work ready for Y7. Alternatively, please complete the following 5-a-day!



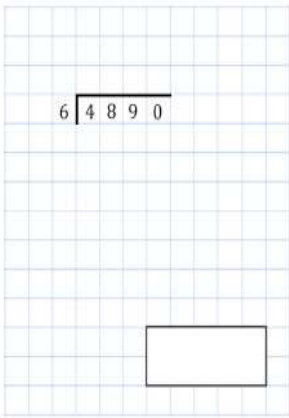
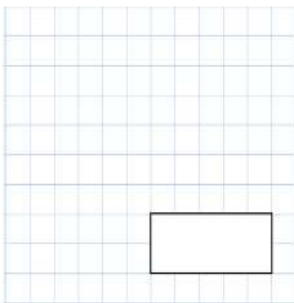
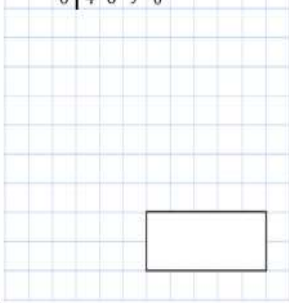


Name: _____ Primary 5-a-day Silver 

22nd July

| | |
|---|---|
| $24 \times 10 = 80 \times \square$ | $545 \div 5$ |
|  |  |
| Shade in $\frac{2}{5}$ of the grid. |  |
| The numbers in this sequence increase by the same amount each time. Write in the two missing numbers | <input type="text"/> 46 61 <input type="text"/> 91 |
| Gary buys five packets of crisps and pays with a £5 note.  Here is his change  | Work out the price of 1 packet of crisps. |

Name: _____ Primary 5-a-day Gold 

22nd July

| | |
|---|---|
| 50% of 28 |  |
|  |  |
| A bus leaves Antrim Bus Station every 15 minutes. A train leaves Antrim Train Station every 18 minutes. At 8am a bus and a train leave the stations at the same time. | When is the next time that a bus and a train leave at the same time?   |
| Jemima receives £5 pocket money. She spends £3. What percentage of the £5 does she have left? | |
| A square number and a prime number have a total of 17. What are the two numbers? | $\square + \square = 17$ square number prime number |

Maths

For an excellent (and free) online package, please go to www.numerise.com and try our package of work ready for Y7. Alternatively, please complete the following 5-a-day!



Name: _____

Primary 5-a-day

Platinum

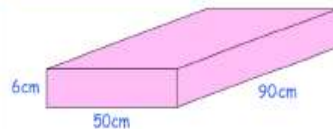


22nd July

$$\begin{array}{r} 354 \\ \times 126 \\ \hline \end{array}$$

$$\frac{\square}{0.1} = 20$$

Work out the volume of the cuboid



Convert 2.5 kilometres into millimetres

B is 5 times heavier than A
B is 18kg heavier than A

How heavy is B?



What do the following mathematical phrases mean?

1. Decimal place
2. Multiply
3. Numerator
4. Denominator
5. Prime number
6. Squared number
7. Right angle
8. Approximate value
9. nth term
10. Algebra

Science

Pick one of the following experiments to try at home. Always have the supervision from an adult. Write a scientific report about it using the following template:

Title - What are you doing? Try to phrase it as a question e.g. Will the number of components in a circuit make a difference?

Introduction - What are you trying to find out? What do you already know? What questions are you trying to answer?

Prediction/ Hypothesis - What do you think will happen and why do you think that? e.g. I predict... because...

I predict that the plants on the window sill will grow more efficiently than the plants in the cupboard as I know one of the things plants require is sunlight.

Your prediction doesn't have to be 'right' but remember to refer back to it in your conclusion.

Methodology - How are you going to test the experiment? What will be the same and what will change (variable)? What equipment do you need to carry out the experiment? Draw any diagrams you may need to (make sure they are drawn with a ruler and labelled if appropriate)

Results - Remember to record results in a neat style; you may wish to use a table or make notes next to diagrams.

Where appropriate, use different visual representations of data such as bar charts or line graphs

Remember to refer back to your set of results in your conclusion.

Conclusion - Answer your original question, state whether or not your original prediction was correct, use scientific knowledge to explain your results, how could you further investigate? Describe what your data shows

Where appropriate, identify patterns in your data, describe possible limitations imposed by techniques or equipment, and suggest improvements to your methods or equipment

Dissolving

Which solids dissolve in water?

You Will Need

- Water (hot and cold)
- Transparent Containers
- Substances to try and dissolve; sand, sugar, salt, coffee etc



Method

- 1 Add a teaspoon of whichever solid you are testing to a glass of cold water and a glass of hot water, stir and observe the difference.
- 2 Look to see if the solid dissolves in the hot water and cold water and if one is better than the other.
- 3 Can you design a chart to record your observation?

The Science Bit

Things like salt, sugar and coffee dissolve in water. They are soluble. They usually dissolve faster and better in hot water. Pepper and sand are insoluble, they will not dissolve even in hot water.

For Older Children

Everything is made of particles which are always moving. When a soluble solid (solute) is mixed with the right liquid (solvent), it forms a solution. This process is called dissolving.

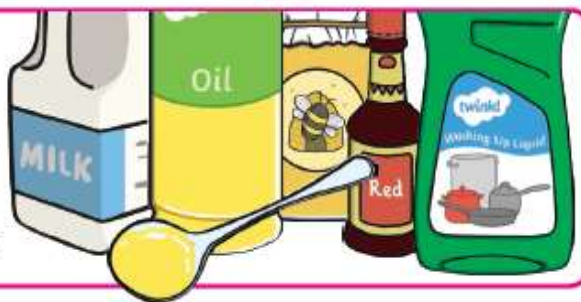
Two things that affect the speed at which the solid dissolves are temperature and the size of the grains of the solid. Caster sugar which is made of fine particles will dissolve quickly, but bigger sugar particles will take longer.

Solids dissolve faster in hot water as in hot water the water molecules are moving faster, so bump into the solid more often which increases the rate of reaction.

Fun with Density

You Will Need

- Honey
- Vegetable oil
- Milk
- Food colourings
- Water
- Golden syrup
- A Glass
- Washing up liquid

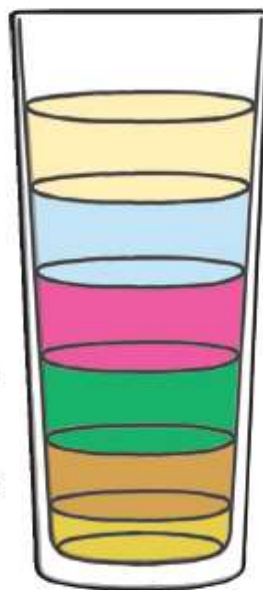


Density is a really tough concept to grasp. We confuse ourselves by referring to our weight all the time when we really mean our **mass**. **Mass** is effectively 'how much stuff' is there. **Density** is how much mass is in a volume (or space).

One way to illustrate density is to pour different liquids (which have different densities) on top of each other. The liquids with the greatest density sink to the bottom.

Method

- 1 Measure out the same volume of each of the liquids. Colour the water and the milk if you wish.
- 2 Starting from the bottom, pour in the honey. Make sure it goes into the middle of the glass and that you don't get any honey on the sides.
- 3 Slowly pour the golden syrup on top, followed by the washing up liquid.
- 4 Then add the milk, followed by the water.
- 5 Finally top with vegetable oil and admire your rainbow glass!



The Science Bit

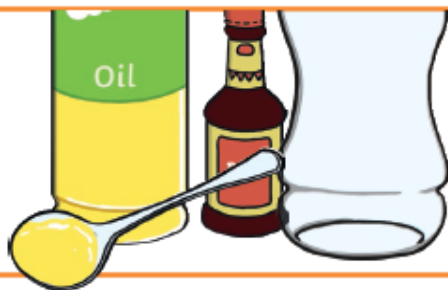
Each of the liquids have a different mass of molecules or different numbers of parts squashed into the same volume of liquid, this makes them have different densities and therefore one can sit on top of the other – the more dense a liquid is the heavier it is.

Do you think you could float small objects on each of the different levels? We'd love to see a photo if you can.

Lava Lamp

You Will Need

- Water
- Vegetable Oil
- A Clear Plastic Bottle or Jar
- Food Colouring
- Effervescent Tablets



Method

- 1 Fill the bottle or jar a quarter full with water.
- 2 Top up, almost to the top with the vegetable oil
- 3 They should separate into two layers, water at the bottom and oil sitting on top.
- 4 Add about 6-8 drops of food colouring once the oil and water separate.
- 5 The colour will mix with the water at the bottom.
- 6 Pop in half an effervescent tablets and watch the bubbles form. Add more effervescent tablets bit by bit to keep the bubbles rising and falling.

The Science Bit

Firstly water and oil will not mix – this is because we say that water is a polar molecule – its structure means that it has a positive charge on one end and a negative charge on the other. Water molecules stick together because the positive end of one water molecule is attracted to the negative end of another. Oil molecule structure is different – it is non polar, meaning that its charge is more evenly spread out, so the oil is not attracted to water – in fact we call it hydrophobic (water fearing) so it tries to get as far away from water as possible and will not mix. The reason that oil rests on top of the water rather than underneath is because it has a different density to water.

As the effervescent tablets are added (this is made of citric acid and sodium bicarbonate) it reacts with the water and forms carbon dioxide gas and sodium citrate. It is the carbon dioxide bubbles that carry the coloured water to the top.

Computer Studies

BE SAFE

WHAT IS A STRONG PASSWORD?

WHERE IS ENCRYPTION USED?

Technology makes it easier to communicate with friends and family. But the same tools make it easier for others to steal that information and use it to damage your devices, relationships, and reputations. Protecting yourself means doing simple, smart things like using screen locks on phones, being careful about sharing

BE RESPONSIBLE

Your digital footprint is everything on the internet about you. This includes photos, audio, videos, texts, your posts on friends' pages, etc.

Remember that your digital footprint could be seen by anyone in the world and once something's out there, there's no turning back.

PLAY INTERLAND



WHAT IS A DIGITAL FOOTPRINT?

WHY DOES KINDNESS MATTER?

WHAT DOES RESPECT LOOK LIKE?

BE RESPECTFUL

Remember that behind every online profile is a real person with feelings.

Your goal is to call out bad behaviour and stand up for kindness and positivity because it can go a long way. But the opposite is also true: A little negativity can spread into something serious, with upsetting and possibly harmful consequences.

GET HELP AND ADVICE ABOUT A
WIDE RANGE OF ISSUES

CEOP REPORT
ceop.police.uk



BE AWARE

Everyday you make decisions about what to believe and what not to believe.

It is important to understand that the things you see online might not be true. Phishing and other online scams encourage you to give up information so they can steal your information

IS PRIVACY IMPORTANT?

IS THEIR IDENTITY REAL?

BE BRAVE

If you come across something confusing or tricky online, talk to a trusted adult. This may include: your account has been hacked, you are unsure whether something is a scam, someone tries to discuss something online with you that makes you feel uncomfortable, you receive suspicious messages from a stranger, you are concerned that something may have been shared online that should not have.

HOW CAN I GET HELP?

Athletics

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| R | E | T | R | A | T | S | N | O | F | G | R | N | H |
| T | I | N | P | I | T | M | U | A | F | T | D | I | R |
| H | N | P | T | E | M | B | U | T | O | K | E | D | U |
| R | J | E | S | A | A | A | T | H | E | F | A | J | N |
| O | F | R | T | G | I | T | P | L | K | E | T | U | N |
| W | I | S | I | R | N | N | A | E | A | C | O | M | I |
| I | E | O | M | N | T | E | K | T | T | N | F | P | N |
| N | L | N | E | I | O | V | C | E | I | A | F | I | G |
| G | D | A | K | O | E | E | A | O | G | T | I | N | N |
| C | C | L | E | S | T | H | R | I | S | S | C | G | U |
| R | R | B | E | R | J | O | T | F | S | I | I | N | I |
| T | C | E | P | O | S | U | E | S | M | D | A | N | N |
| I | T | S | E | S | E | L | D | R | U | H | L | G | E |
| T | C | T | R | S | P | O | S | T | U | R | E | E | T |

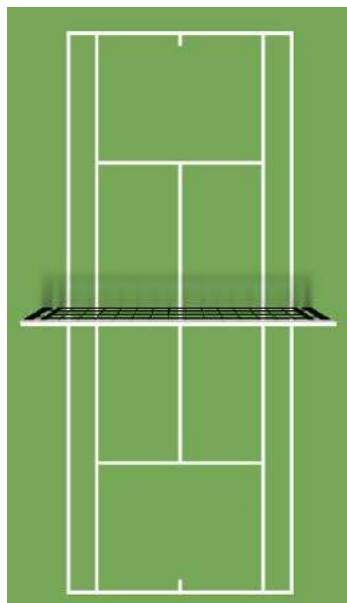
DISTANCE
PERSONAL BEST
STARTER
TAKE OFF
POSTURE
TRACK
JUMPING
THROWING
FIELD
ATHLETE
HURDLES
TIMEKEEPER
RUNNING
EVENT
OFFICIAL

Challenge-

Name 5 ways to win a point in tennis

-
-
-
-
-

Find your PB



Label the parts of a tennis court.

Challenge 1 – Speed Bounce

Count how many repetitions of the speed bounce you can complete in 60secs.



- 1:
- 2:
- 3:

Personal Best:

Challenge 2 – Standing Long Jump

Measure how far you can jump from a standing start.



- 1:
- 2:
- 3:

Personal Best:

Challenge 3 – Chest Push

Using a ball (football, netball or medicine ball). Perform the chest push and measure how far you can throw it.



Calculate your PB after three attempts.

- 1.
- 2.
- 3.

Personal Best:

Challenge 4 – High Knees

Complete as many high knees on the spot for 60 secs.



- 1.
- 2.
- 3.

Personal Best:

Home-learning Quilt

| | | | | |
|---|---|--|--|---|
| Follow a French/German/Spanish recipe | Research a French/German/Spanish festival | Change the language to French/German/Spanish on your favourite game Eg FIFA | Watch an episode of Peppa Pig on youtube in French/German/Spanish | Find and read a poem in French/German/Spanish Help is on youtube |
| Learn the lyrics to a French/German/Spanish song | Adopt a French/German/Spanish football team and support them through the season! | Research a region of France/Germany/Spain | Research a French/German/Spanish speaking country | Find out about a famous French/German/Spanish celebrity |
| Research a French/German/Spanish artist - you could do you own piece in their style | Research a French/German/Spanish scientist - What did they invent? How has it improved your life? | Find out about these important historical events: French - French revolution German - Berlin Wall Spanish - Spanish Civil War | Find out what different sporting events take place in France/Germany/Spain? | Try making a French/German/Spanish breakfast for your family! Research! Buy-make! Enjoy! |
| Watch a French/German/Spanish film | Watch a French/German/Spanish version of a game show/reality show | Change the language on your phone to French/German/Spanish | Send a text to your friend in French/German/Spanish - can you find out any text shortcuts? | Find a French/German/Spanish tongue twister and practice saying it quickly |

History

TASK 1: Key Historical Words There are lots of key words we use in history so can you match up some of them to their meanings? Use a dictionary to help you if you get stuck! **Write the correct word next to the definition.**

| <u>DEFINITION</u> | <u>HISTORICAL WORD</u> |
|---|------------------------|
| 1. A period of 100 years. | |
| 2. A person's point of view or opinion about something. | |
| 3. The reason why something happens. For example, Emma did not do her homework because she forgot. | |
| 4. A period 1000 years | |
| 5. Before the birth of Christ | |
| 6. A list of events in the order that they happened. | |
| 7. Things people have made. | |
| 8. A period of 10 years. | |
| 9. A period in history. | |
| 10. Latin words that mean after the birth of Christ | |
| 11. A person who studies the past by digging up objects from the ground. | |
| 12. Different objects (e.g. books, diaries, paintings) which historians use to find out about the past. | |

Archaeologist Era B.C. Artefact Century Millennium

Sources Decade Chronology Cause Interpretation A.D. (Anno Domini)

History

TASK 2: Types of Evidence. Historians collect lots of evidence about people and events from the past. This evidence is categorised as:

a) Oral evidence = evidence that people can listen to (e.g. songs about the Vietnam War like Fortunate Son)

b) Written evidence = evidence that can be read (e.g. the diary of Anne Frank)

c) Visual evidence = evidence that you can look at e.g. a photograph of an evacuee in WWII

d) Artefacts = objects that people have made (e.g. WWI tank or a medieval castle built in)

Can you EITHER write a list OR include pictures of 6 pieces of evidence that will tell people about YOU and write next to it which type of evidence (oral/visual/written or artefact) it is. This will help your new teachers to learn about you!!

1. _____ evidence

2. _____ evidence

4. _____ evidence

3. _____ evidence

6. _____ evidence

5. _____ evidence

Exploring the world From home.

You will be exploring how connected you are with the wider world, from the comfort of your home! Try to complete the following challenges to the best of your ability.

Challenge one: Geography of Fashion:

Geography

Task: How many different countries do clothes in your house come from? Try to find at least 5

| <u>Clothing Item</u> | <u>Country</u> |
|----------------------|----------------|
| | |
| | |
| | |
| | |
| | |

Challenge: Why do you think your clothes come from different countries?

Challenge two: Food Miles:





Task: look at the packaging on different food products around your house. Try to find 5 products from different countries.

| <u>Food Item</u> | <u>Country</u> |
|------------------|----------------|
| | |
| | |
| | |
| | |
| | |

Challenge: Suggest why we get different food from so many different places.

Challenge Three: Ecosystems:

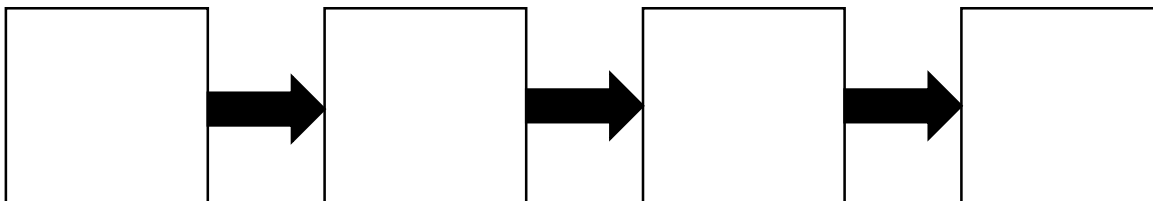
Task: we rely on, use and live in different ecosystems. Complete the following tasks to find out about our own ecosystem (biome) and how we depend on others in the world.





| Activities: | ✓ |
|---|---|
| Find a plant in your home or garden <ul style="list-style-type: none">• Draw it• Label its features• Explain how it has adapted to its environment | |
| Create a food chain for a small scale ecosystem around your home or garden. | |
| Can you find items around your home with any of these labels on?     | |

Ecosystem activity templates:

Plant sketch:

Food chain:



| Label | What does it mean? | Items that I found it on. |
|---|--------------------|---------------------------|
|  | | |
|  | | |
|  | | |
|  | | |

Challenge four: Map Skills

Task: Label the countries that you have shown links to throughout the three challenges.



Challenge: research countries that you have not labelled and find out what they sell/provide to the UK

Music



Music...it soothes the soul

When we are stressed or anxious music can be incredibly useful. Listening to it, singing along, even dancing. Listening to music releases dopamine (a chemical which makes us feel good) within our brains.

However, we should consider what music we choose.

As music makes us feel emotions we should avoid listening to music that makes us feel sad or angry when we are already experiencing stress or anxiety.

A good idea is to create playlists for when we are not feeling so good.

Start to think of what songs you could include and list below. Then create some playlists; happy, dancing, energy, good memories, relaxing etc.

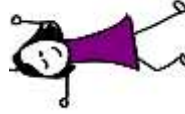
Songs that make me feel happy:



Songs that remind me of good times:



Songs that make me feel energised:



Art



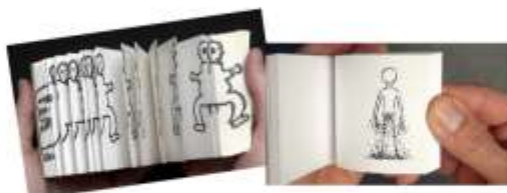
Try to be as detailed and accurate as you can. You must complete all 30 drawings and remember that they have to all be 5cm x 5cm.

Drawing challenge!
 *Draw all 30 images on the list.
 *You can use any materials you like to draw the images with, for example pen, pencil, paint, digital etc.
 *Present them all on one sheet of A3 or several smaller sheets of A4 or A5

| | |
|---|---|
| <ol style="list-style-type: none"> 1. Your hand 2. A character from a book 3. A plant or flower 4. Your own mythical creature 5. Yourself as a superhero 6. An insect 7. Your favourite food 8. A drinks can or bottle 9. A zombie 10. Something red 11. A building 12. Sweets 13. Something green 14. Your initials in an interesting font 15. A weird fish | <ol style="list-style-type: none"> 16. Favourite film character 17. A song lyric 18. A treasure map 19. A car 20. A bird 21. Knife and fork 22. Something that makes you laugh 23. A childhood memory 24. Something you love 25. Your eye 26. A reflection 27. A phone 28. A cake 29. A shoe 30. A key |
|---|---|

A great website to look at for Art activities and ideas is <https://www.tate.org.uk/kids>

These could be recorded on one sheet or made up into a booklet/flip book/folded booklet. You can use any materials to create this too.



Or try some origami! <https://www.origamiway.com/origami-step-by-step.shtml>



TASK- Draw around your hand! Then draw lines across the paper, creating an arc over the actual arm and hand. This creates the 3D effect. You don't need to use rulers, and the lines do not need to be evenly spread apart.

