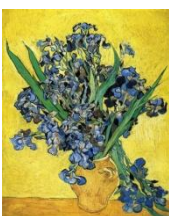
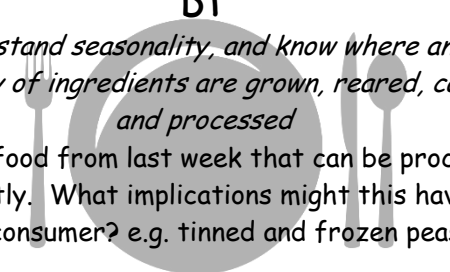
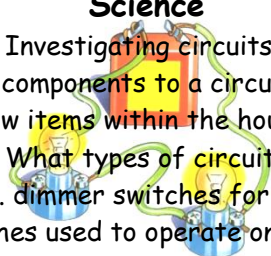


GS Year 6 Optional Extra Work: Week Commencing 25th May 2020

Topic Extreme Earth: Earthquakes Download a blank world map image. Can we locate major earthquakes on the world map? Is there anything noticeable about the locations?	RE https://www.bbc.co.uk/programmes/articles/1pYRg2f202rqWHrp3ywhTyX/religions-of-the-world Use the above link to explore the origins and stories of a variety of religions. Look at the teacher resources section of this link – complete some of the ‘teaching religious studies?’ section. 	Computing Use Espresso Coding and work through “Year 6 - Starter Unit” Lesson 8 - Lesson 11 Use your Espresso username and password to login (in your reading record book). https://central.espresso.co.uk/espresso/coding/unit.html#/unit6s/lesson1 
PSHE Making negative thoughts into positive thoughts Design a poster showing how someone can change their outlook on a situation by simply changing their mindset.	Music What are melody and pitch? Watch BBC Bitesize KS2 Music https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/zp99cj6 Work with other members of your household. Create a band where each person is responsible for at least two items. Create a melody and record music.  	PE Kids workout 25 minutes - keep that momentum going!! https://www.youtube.com/watch?v=aNI_WIGS3Cg&list=P_LJ_VoGBcjVsoqSEjPSUI5HajeNjoSbyF0&index=6 
Art Still Life with Irises Vincent Van Gogh (1890) Compare this piece of art with your own work. Do they have the same impact? Has the same style been used? What is the result of use of contrasting colours? Make alterations to your piece of work, e.g. change colour, size of vase, size of petals. What impact does this have? 	DT <i>To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</i> Select a food from last week that can be processed differently. What implications might this have for the consumer? e.g. tinned and frozen peas. 	Science Electricity: Investigating circuits and adapting components to a circuit Think about how items within the house are operated (mains supply). What types of circuit do you think are being used? E.g. dimmer switches for lights, having two sets of switches used to operate one set of lights. 



Bonus activity:



We are adding to comments made last week on home learning.

What impact is your learning having on other family members? When do you prioritise 'family time'? Are you managing to get outside during the day? Have you left the house? Are you still able to socialise with your friends? Add these comments to previous work.