YEAR 6

HOME LEARNING

Oldbury Park PRIMARY RSA ACADEMY

Hello, Year 6!
This is it, your last week as Year 6s at Oldbury Park Primary RSA Academy!
You have all worked exceptionally hard all year and we are very proud of the people you have become. We would have loved to celebrate the end of your time at Oldbury Park in the normal way but things have been a little different this year. Well done to those of you who took learning at home within your stride and who have been working hard since we left school in March. We would like to take this opportunity to say thank you to all of you for making our year memorable. It has been wonderful to see how you have grown and matured since September and it is clear to see that you are all ready for high school. We would also like to thank mums and dads who have supported you at home to carry on your learning.
You will be missed at Oldbury Park but we know you will all go on to achieve great things!
Miss Moule Miss Hill Julie

EVERY DAY

Daily Maths lessons - https://whiterosemaths.com/homelearning/year-6/ (Summer term Week 12 w/c 13th July). This week, you will be learning about Nets, Pie Charts, The Mean and Circles! Watch the video and then complete the written task (some of these need printing). This is 30-40 minutes work. There is no video for Friday but there will be a Maths Challenge which will be on the website later in the week.
Mathletics – 15-20 minutes (more if you wish).
Daily Arithmetic – one box per day.
Read for at least 30 minutes.

CGP BOOKS (across the whole week)

Maths – You should now have finished your maths book. Go back to check that you have and make sure you've checked your answers!

English – Pages 70-75 (Practice Test). Please also check that you have finished this book too!

SURVIVAL OF THE FITTEST! Additional tasks for this week (13/7/20)

English

Monday
Create an advert for Oldbury Park! Think about all of the wonderful things that makes our school special that would encourage other people to join our school community. You can present your advert in any way you like!

Tuesday
Imagine you have become an illustrator and it is your job to re-design a book cover! Design a new book cover of the book you are reading now or you can choose one of your favourite books! Remember, you need to make it exciting so people want to read it but you cant give too much of the story away!

Wednesday
Reading Comprehension – The Man Who Bought A Mountain. Read the text carefully and then answer the questions as best you can!

Thursday
Escape the Room! Use the clues below to solve the SPaG questions and escape the room! You can find the full powerpoint and some othter escape challenges here: https://www.twinkl.co.uk/resource/t2-m-41486-uks2-ultimate-end-of-year-challenge-activity-pack

Friday
English CGP book – pages 70-75

TOPIC

Art – Street Art!
Have a look at the different types of street art. You may have even seen some around Worcester! See which one you like the best and have a go at recreating one for yourself! Remember, street art is different to graffiti!
https://www.bbc.co.uk/bitesize/articles/z9sq4xs

Geography – learn more about the Galapagos islands!
https://www.bbc.co.uk/bitesize/articles/zf6vtrd

Origami Frog! Use the template and instructions below to make a hopping frog!

Sports day!
We would normally have had our sports day at the end of the year! Can you create an obstacle course or sports activities for your family to complete? You could make it a competition to see who can do the most bounces on a tennis racket or who can complete a running distance the quickest!

Transition – 1 activity.
Go through the PowerPoint, videos and complete the pages for Session 9. The PowerPoint (with video links) can be found on the school website. The activity pages can be found below.

GOLD LEVEL (144) SCORE -

TIME -

X	10	5	1	2	3	4	11	8	7	6	12	9
2												
10												
1												
5												
11												
8												
4												
3												
9												
7												
6												
12												

GOLD LEVEL (144) SCORE -

TIME -

X	10	5	1	2	3	4	11	8	7	6	12	9
2												
10												
1												
5												
11												
8												
4												
3												
9												
7												
6												
12												

Daily Practice – 1

1) 6683 + 428.9 =
2) 456.3 – 73.6 =
3) 14 x 11 =
4) 523/ 3 =
5) 2/6 + 2/7 =
6) 10% of 67 =
7) 12.6 x 100 =
8) 98 + 5 x 6 =

Daily Practice – 2

1) 73.6 + 4438.3=
2) 7745 – 333 =
3) 64 x 36 =
4) 741 / 6 =
5) 5/9 + 1/3 =
6) 0.98 as a fraction =
7) 482.6 / 10 =
8) 942 - 12 x 3 =

Daily Practice – 3

1) 10268 + 945 =
2) 10.2 – 9.8 =
3) 24 x 12 =
4) 5569 / 7 =
5) 4/6 - 4/12 =
6) 50% of 686 =
7) 45.9 x 1000 =
8) 9 squared + 3 x 5 =

Daily Practice – 4

1) 2236 + 58.69 =
2) 2589.3 – 472.5 =
3) 36 x 8 =
4) 752 / 5 =
5) 5/5 - 1/3 =
6) 20% of 160
7) 78.2 / 1000 =
8) 4 x 10 - 18 =

Daily Practice – 5

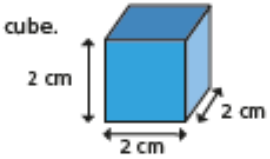
1) 4512.6 + 42.55 =
2) 858 – 488 =
3) 16 x 32 =
4) 1896 / 6 =
5) 10/12 x 2/3 =
6) 60% of 100=
7) 0.558 x 1000 =
8) 8.2 x 10 x 10 =

Daily Practice – 6

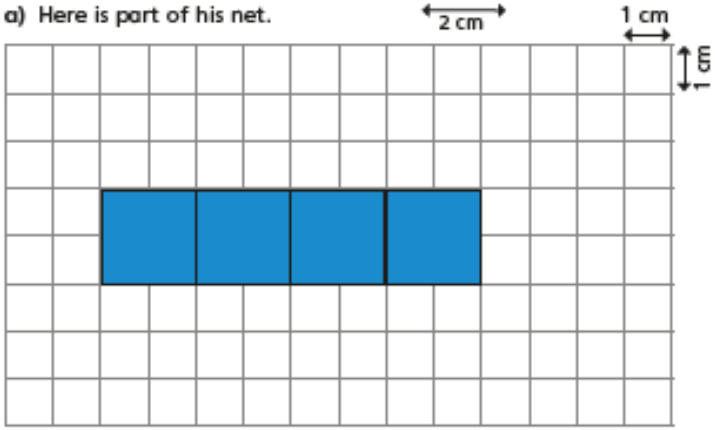
1) 135 + 46.5 =
2) 139.8 – 12.6 =
3) 8 x 24 =
4) 435 / 3 =
5) 3/10 x 5/8 =
6) 0.67 as a percentage =
7) 0.25 / 1000 =
8) 4 squared + 9 x 9 =

Draw nets of 3D shapes

1 Ron is drawing the net of this cube.

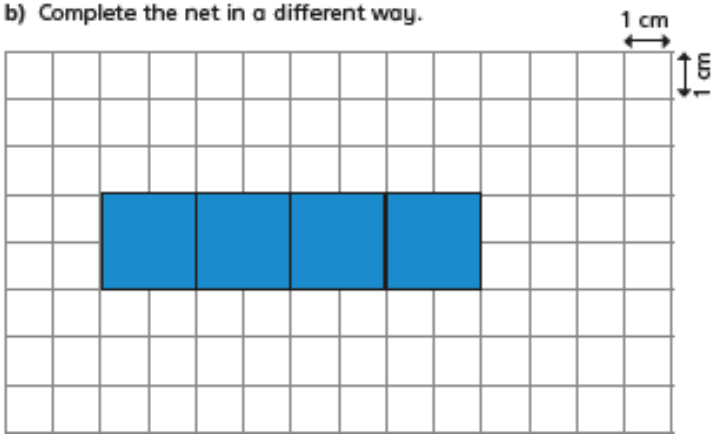


a) Here is part of his net.



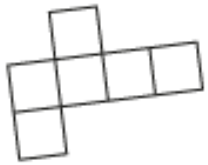
Complete the net.

b) Complete the net in a different way.

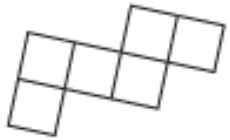


2 Tick the nets that will make a cube.

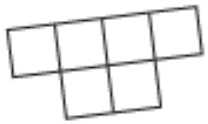
A



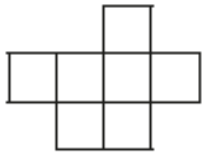
C



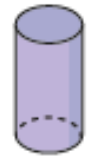
B

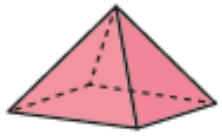


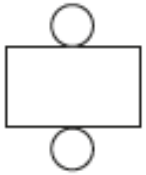
D

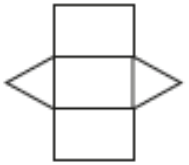


3 Match each net to its 3D shape.

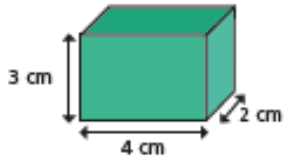


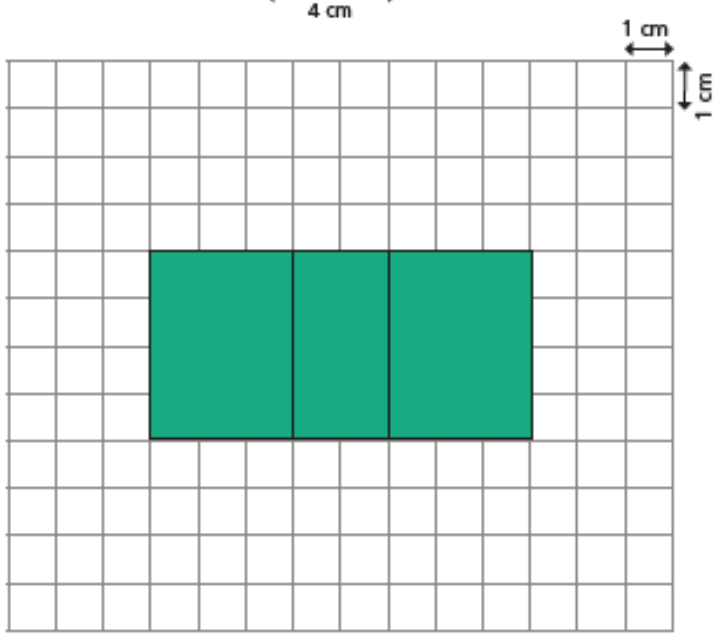






4 Complete the net of the cuboid.



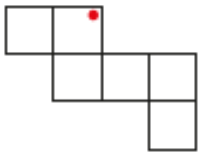


5 Here is the net of a cube.

The net is made into a cube.

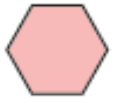
Which two corners will meet the corner marked with •?

Mark them with a cross.



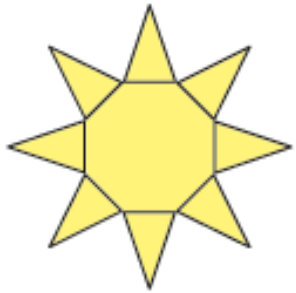
6 a) Complete a drawing of the net for the tetrahedron.

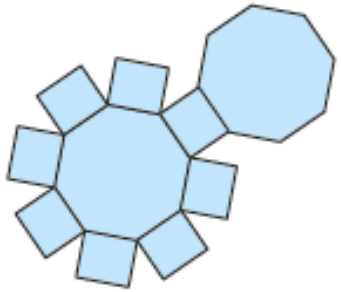
b) Draw the net of this hexagonal pyramid.



7 Which of these shapes is the net of a prism? Tick your answer.

Talk about your reasoning with a partner.





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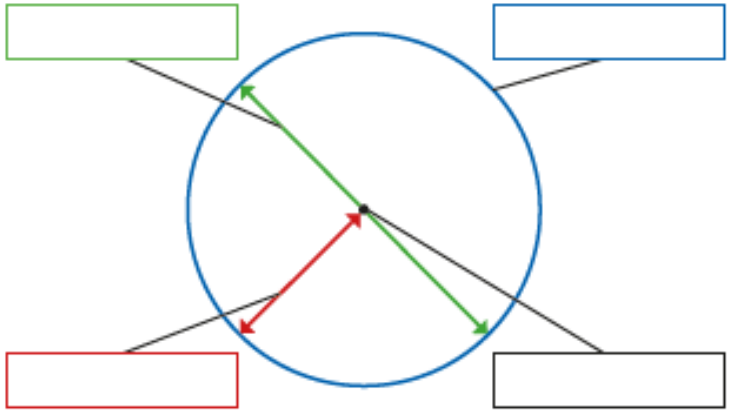
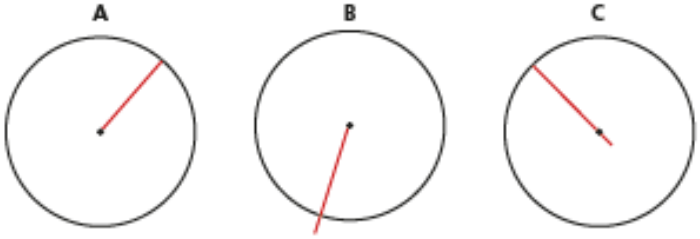
Circles

1 Use the words to label the parts of the circle.

radius | diameter | circumference | centre



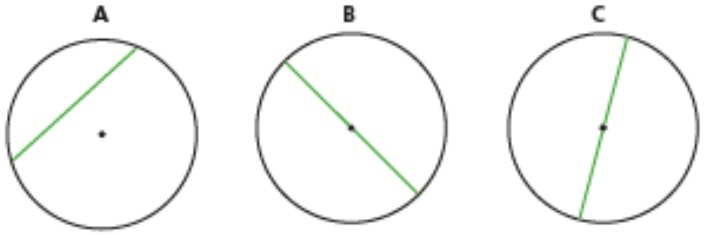
2 The radius has been marked on each circle.



Is the statement true or false? _____

Explain your answer.

3 The diameter has been marked on each circle.



Is the statement true or false? _____

Explain your answer.

4

I know the radius of a circle is 12 cm, so the diameter must be 6 cm.

Do you agree with Dexter? _____

Explain your answer.

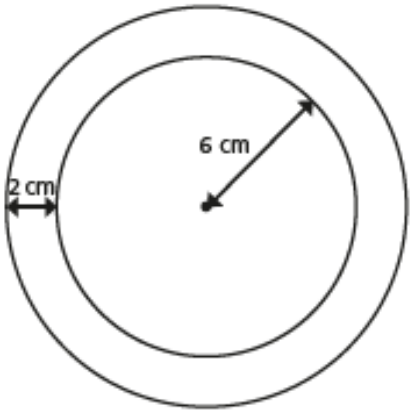
_____

_____

5 Complete the table.

Radius	Diameter
4 cm	
	12 m
	9 mm
3.5 km	
	12.6 cm

6 The two circles have the same centre.



Complete the sentences.

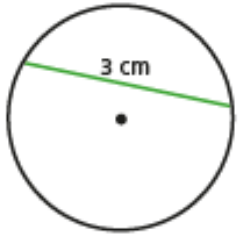
The radius of the inner circle is ☐

The diameter of the inner circle is ☐

The radius of the outer circle is ☐

The diameter of the outer circle is ☐

7 Annie thinks she has accurately measured and labelled the diameter of the circle.



a) Is Annie correct? _____

Explain your answer.

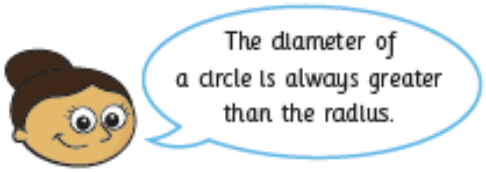
_____

_____

b) Is the diameter greater or less than 3 cm?

Explain how you know to a partner.

8



Is Dora correct? _____

Explain your answer.

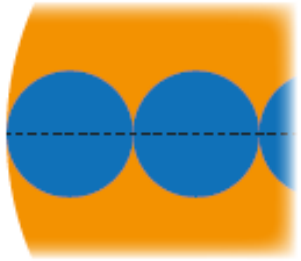
_____

_____

9 Filip has a large circle with a diameter of 20 cm.

He also has several smaller circles with a radius of 2 cm.

He places the small circles along the diameter of the larger circle as shown.

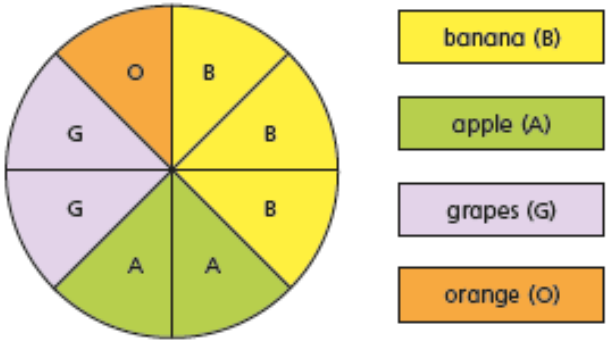


How many small circles will fit across the larger circle?

☐ small circles

Read and interpret pie charts

1 The pie chart shows the favourite fruit of 48 children.



a) How many children chose banana?

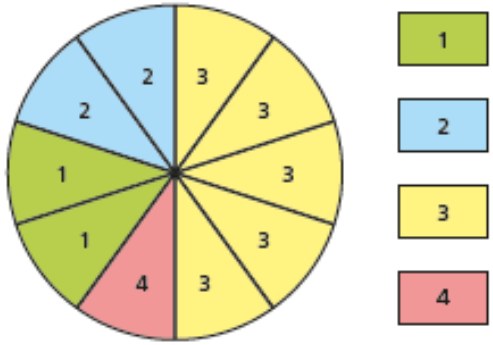
b) How many children chose apple?

c) What fraction of the children chose orange?

d) What fraction of the children chose grapes?

2 A survey asked 1,200 people how many televisions they have in their home.

The results are shown in the pie chart.



a) How many people have two televisions in their home?

people

b) How many people have more than two televisions in their home?

people

c) What fraction of the people have fewer than three televisions in their homes?

Give your answer in its simplest form.

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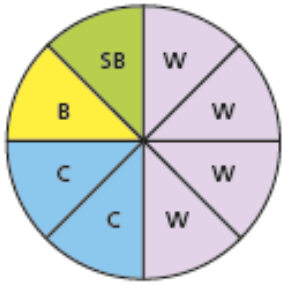
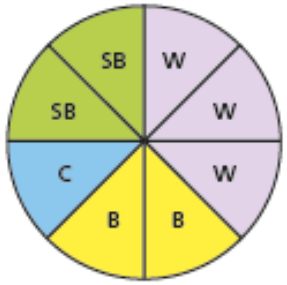
3 Children from two schools were asked how they travel to school.

The results are shown in the pie charts.

Hockton Primary:
160 children



Turleton Academy:
320 children



car (C)

bike (B)

school bus (SB)

walk (W)

a)

More children from Hockton Primary walk to school because more pieces show 'walk'.

Do you agree with Tommy? _____

Explain your answer.

_____

_____

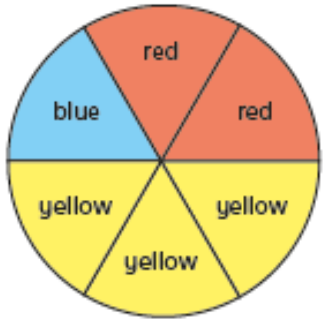
b) How many children from each school travel by car?

Hockton Primary ☐

Turleton Academy ☐

4 A bag contains red, yellow and blue counters.

The pie chart shows the proportion of counters of each colour.



a) There are 30 red counters in the bag.

How many counters are in the bag in total?

☐ counters

b) What is the difference between the number of blue counters and the number of yellow counters?

☐ counters

c) Complete the sentences.

There are half as many _____ counters

as _____ counters.

There are three times as many _____ counters

as _____ counters.

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The mean

1 Scott has 2 counters.

Dani has 7 counters.

Kim has 3 counters.

Share the counters evenly in order to find the mean number of counters.

The mean number of counters is ☐

2 Find the mean of each set of numbers.

a) 3 2 7 4 4

☐

b) 12 8 15 11 6 2

☐

c) 5 2 2 9 7 5 6 5 3 7

☐

3 Huan collects football cards.

The table shows how many he collected over four years.

Year	Number of cards
2016	56
2017	104
2018	81
2019	103

Work out the mean number of cards collected per year.

☐

4 a) The mean of four numbers is 9

What is the total of the four numbers?

☐

b) Write an example of what the four numbers could be if none of them are 9

☐ ☐ ☐ ☐

Compare answers with a partner.

How many different solutions can you find?

5 The table shows how many pets a number of children have.

One value is missing.

Name	Number of pets
Brett	4
Nijah	0
Rosie	1
Teddy	2
Esther	
Tom	7

The mean number of pets is 3

How many pets does Esther have?

6 Six numbers are written on cards.

The mean of the numbers is 12

Fill in the two missing numbers if one is double the other.

13		4	16	6	

7 A basketball team played four games.

The mean number of points was 45

a) How many points did they score in total in the four games?

b) After the fifth game, the mean increased to 50

How many points did they score in the fifth game?

8 A group of children have a mean height of 1.4 m.

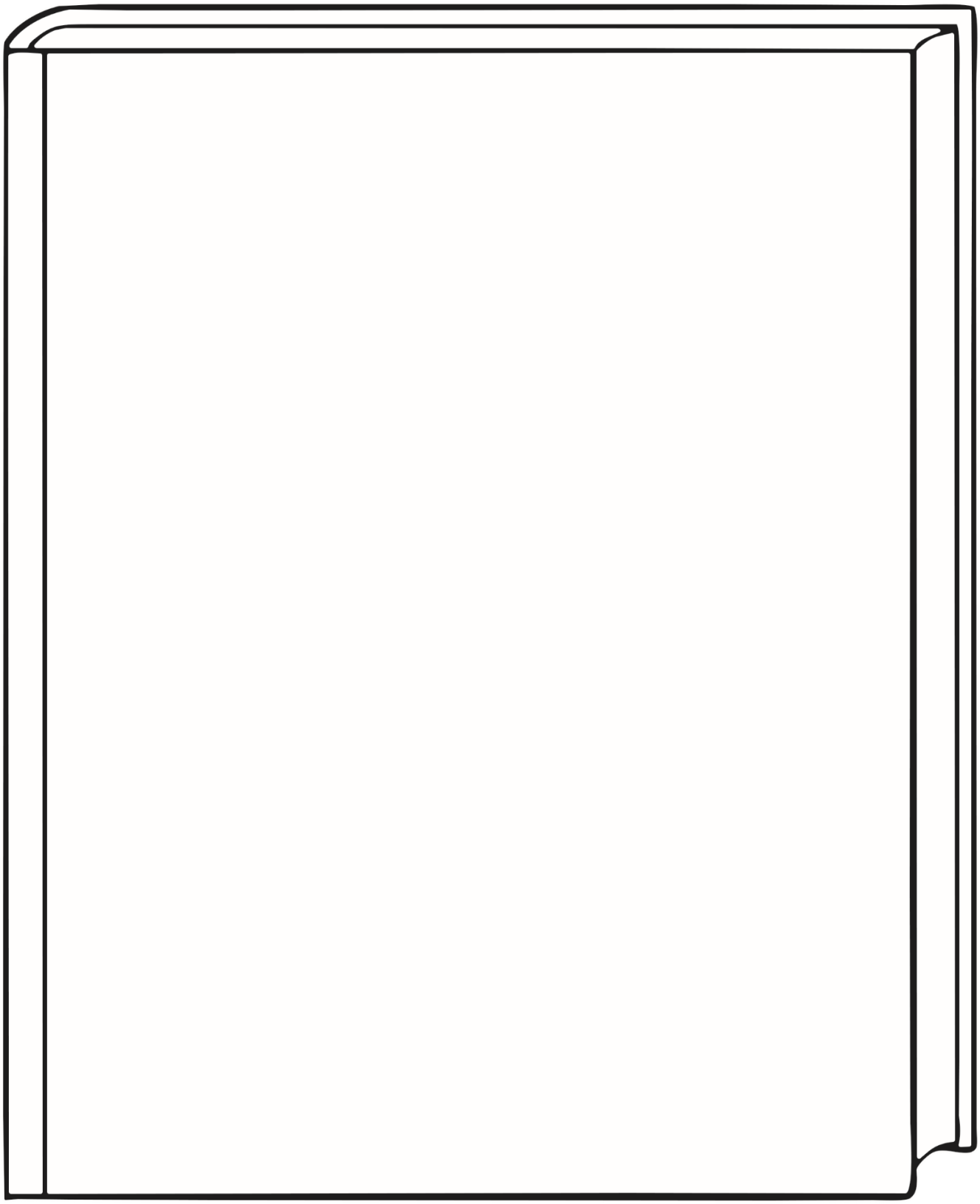
Another child joins the group.

a) What will happen to the mean if the child is 1.5 m tall?

b) What will happen to the mean if the child is 1.4 m tall?

c) What will happen to the mean if the child is 1.3 m tall?

Design a new book cover!



The Man Who Bought a Mountain

"Everyone: stick together, look out for each other and stay on the trail, please. The path is really rocky and steep. It's mostly uphill from here – but I suppose you'd all guessed that! As the elders say, the longest journey begins with a single step."

Yash finished his speech and smiled at the weather-beaten faces looking back at him. He had spoken loudly and clearly to the group of nine men and women, most of whom shuffled from foot to foot, adjusting huge rucksacks as they listened.

"Jeez! How old is this kid, eleven?" muttered one man towards the back.

"Actually, I'm twelve." Yash gritted his teeth.

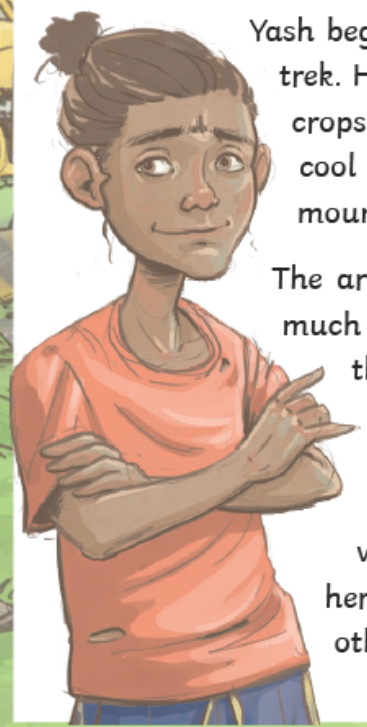
Twelve years living at the base of this mountain, he thought to himself, *compared with the twelve hours since you got off the plane.*

A wise voice then echoed in his head.

Always be welcoming to friends but be even more welcoming to visitors.

He forced another smile and then fastened his rarely brushed brown hair into a messy knot with a plain elasticated band which he took from his wrist.

"Right, follow me. It's a few hours to the base camp. The Jagurdwa mountain is home to thousands of different species of animals and plants..."



Yash began his ritual of information and storytelling as he led the trek. He weaved his familiar route through the fields of amaranth crops, up a steep slope and past the Spring of Hope, where clear, cool ground water pooled gently before tumbling down the mountain rocks.

The area around the Spring of Hope always reminded him how much new life came from even the tiniest nooks and crannies on the vast Jagurdwa mountain. Cracks and crevices along the side of the steep path were home to beetles and spiders and, behind the cascading waterfall, a damp, shallow cave served as a perfect hiding place for other small creatures who preferred the darkness. The river that cascaded from here with its streams and pools provided homes for fish and other creatures, and food for people.

Some visitors squealed or jumped in fright at the sight of the many animal species living on its slopes, but Yash loved to see them and took pleasure in trying to identify one set of distinguishing features from another. He knew that some animals lived only in this mountain region and nowhere else.

The group wound their way along the rocky track which led to the path of yaks. Yash's scratched and faded boots glided deftly over each section of the rough ground. He gripped a finely crafted stick with his right hand, made by his grandfather. The tip of it reached shoulder height and he planted it into the ground with every alternate footstep. Yash knew this – and every – path up the mountain like the back of his hand, and he adored every inch of the familiar landscape.

Behind him trudged the group, each kitted out with walking boots and hats and weighed down with their heavy bags. Sometimes, the groups were chatty and asked lots of questions; sometimes, they marched silently as though they had been sent as a punishment. Thankfully, this lot seemed like a fairly interesting bunch.

Several hours and two short stops later, he had delivered most of his repertoire.

"Some people believe that the mountains were created by the gods. They point to the skies, see?" Yash extended an arm up towards the nearby peaks that were visible around them as they climbed. "Lots of our people believe that they are sacred and a way for us to get closer to the gods."

With that, he showed a final flourish of energy, dashing to greet his uncle, Ranj, as they arrived at their destination. At eye level, the sight was little more than a colourful array of dome-shaped tents pitched on some flat, rocky ground. It looked like alien pods had landed on a moonscape. Above was the most breathtaking view – the one which always drew gasps from the visitors when they first rounded the corner approaching base camp. All around, jagged mountain peaks pointed skyward, stretching their cold fingers towards the clouds. Straight ahead, the highest tip of the Jagurdwa rose above them all.

"They're all yours," Yash said to his uncle.

"A good group?" he asked, out of earshot.

"Pretty good, Uncle," Yash replied. "Not too fit – but we've seen worse!"

Questions

1. Look at the first paragraph.
   Why do you think that Yash tells the group that the path is rocky and steep?

2. *"Actually, I'm twelve." Yash gritted his teeth.*
   What does this extract tell us about how Yash is feeling?

3. *Always be welcoming to friends but be even more welcoming to visitors.*
   Why is this line written in italics?

4. The text says that Yash '...fastened his rarely brushed brown hair into a messy knot with a plain elasticated band which he took from his wrist.'
   Give two impressions of Yash's character or background that are suggested by this sentence.

1	
2	

5. Look at the paragraph beginning 'The area around the Spring of Hope...'.
   Give two examples of habitats for living creatures mentioned in this section.

6. Look at the paragraph beginning 'The group wound their way along...'.
   How does this section give the impression that Yash is an expert in guiding the trek? Give evidence to support your answer.

_____

_____

_____

7. Explain what is meant by the phrase 'out of earshot'.

_____

8. What do you think Yash's feelings are about the mountain? Use the text to support your answer.

_____

_____

9. Which of these statements are **Fact** and which are **Opinion**? Tick one for each row.

	Fact	Opinion
The animals on the mountain were fascinating.		
The ground at base camp was rocky and flat.		
There were many tents of different colours.		
The view above them was breathtaking.		

10. Which of these words do you think best describes Yash as a guide? **Circle one**.

immature confident knowledgeable uncaring

Explain your answer using evidence from the text.

_____

_____

_____

Answers

1. Look at the first paragraph.
   Why do you think that Yash tells the group that the path is rocky and steep?
   Accept a reference to Yash preparing the group in his role as a guide or sharing his knowledge about the route ahead.
   - Yash was helping the group by telling them what the path ahead is like.
   - He is an expert so he was letting the group know what to expect.

2. *Actually, I'm twelve." Yash gritted his teeth.*
   What does this extract tell us about how Yash is feeling?
   Accept feelings of frustration, annoyance, and accept a reference to him deliberately trying not to show his feelings to the group.

3. *Always be welcoming to friends but be even more welcoming to visitors.*
   Why is this line written in italics?
   Accept reference to the idea that the words are inside his own head or that they are a memory of something said by somebody else.

4. The text says that Yash '...fastened his rarely brushed brown hair into a messy knot with a plain elasticated band which he took from his wrist.'
   Give two impressions of Yash's character or background that are suggested by this sentence.

   Any reasonable inferences, including:

   - **Yash does not care much about his appearance because his hair is rarely brushed/ is in a messy knot;**
   - **Yash may not have lots of money or material possessions as he uses a plan elasticated band;**
   - **Yash is organised because he kept an elasticated band on his wrist.**

5. Look at the paragraph beginning 'The area around the Spring of Hope...'.
   Give two examples of habitats for living creatures mentioned in this section.
   Accept reasonable suggestions of habitats from the stated paragraph, such as: 'Cracks and crevices along the side of the steep path were home to beetles and spiders'; 'a damp, shallow cave served as a perfect hiding place for other small creatures who preferred the darkness'; 'streams and pools provided homes for fish and other creatures'.

6. Look at the paragraph beginning 'The group wound their way along...'.
   How does this section give the impression that Yash is an expert in guiding the trek? Give evidence to support your answer.

   Answers should include at least two different points with evidence from the text for at least one of the points. For example:

   - **Yash's boots were scratched and faded, which suggests they were well worn or used often.**
   - **His boots 'glided deftly' over each section of the rough ground, which suggests that he can move quickly and confidently and knows the area well**

7. Explain what is meant by the phrase 'out of earshot'.

   without the group being able to hear what was said

8. What do you think Yash's feelings are about the mountain? Use the text to support your answer.

   Accept any positive feeling supported by evidence from the text. For example, Yash 'adores' the landscape which shows that he has a deep respect and love for the environment.

9. Which of these statements are **Fact** and which are **Opinion**? Tick one for each row.

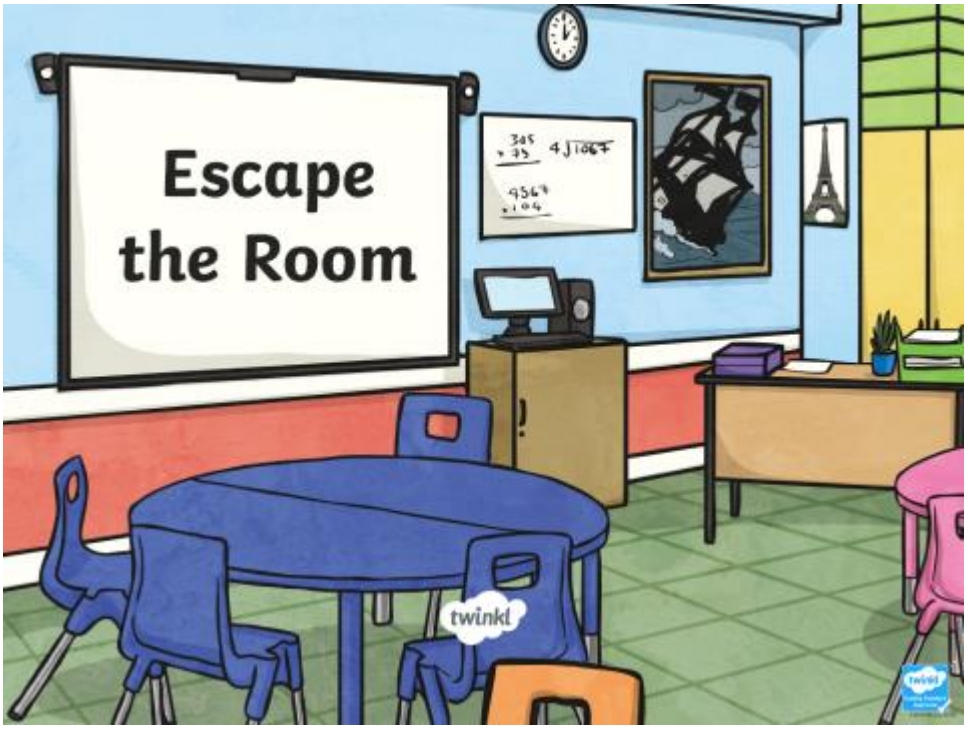
	Fact	Opinion
The animals on the mountain were fascinating.		✓
The ground at base camp was rocky and flat.	✓	
There were many tents of different colours.	✓	
The view above them was breathtaking.		✓

10. Which of these words do you think best describes Yash as a guide? **Circle one.**

    immature confident knowledgeable uncaring

    Explain your answer using evidence from the text.

    Accept any opinion that is supported by evidence from the text. For example:
    [knowledgeable] I think that Yash is a knowledgeable guide because he is able to find his way up the mountain quickly and knows every route 'like the back of his hand'. He is also able to tell the group stories while he leads the way.


Escape
the Room
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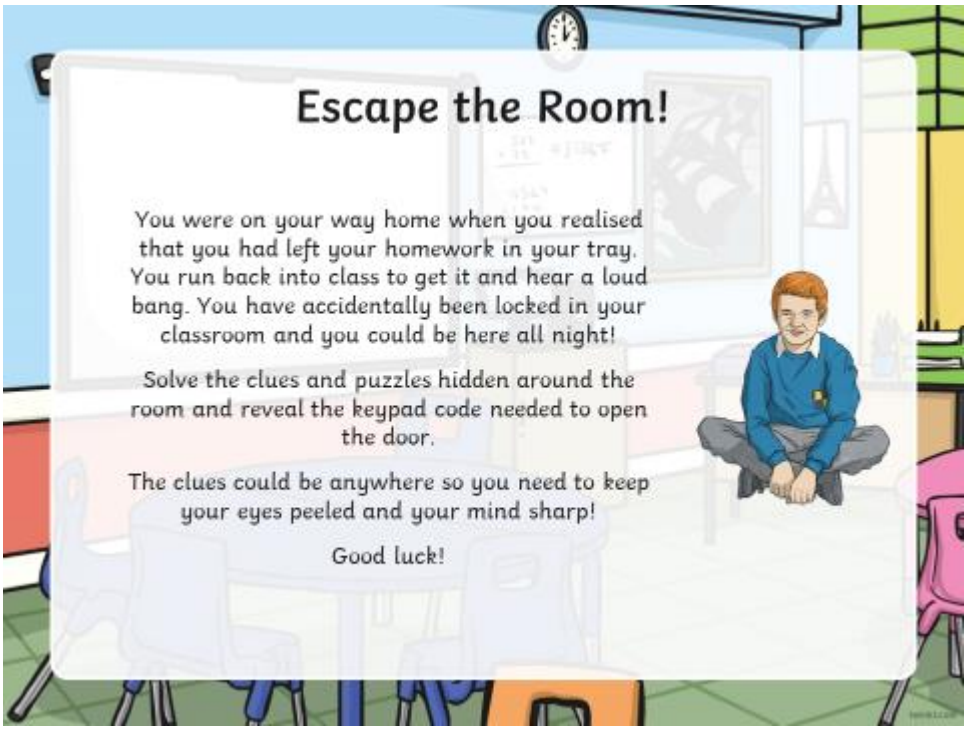

Escape the Room!
You were on your way home when you realised that you had left your homework in your tray. You run back into class to get it and hear a loud bang. You have accidentally been locked in your classroom and you could be here all night!
Solve the clues and puzzles hidden around the room and reveal the keypad code needed to open the door.
The clues could be anywhere so you need to keep your eyes peeled and your mind sharp!
Good luck!

Escape the Room — Clue for Digit 1

Match each of these words to its homophone. It may have more than one. There will be one word left over. What homophone should match with this word and how many letters are in it?

farther	guessed	aisle
advice	father	serial
I'll	precede	isle
guest	advise	proceed

Escape the Room — Clue for Digit 2

Read the words below. Decide which are **adverbs of possibility** and which are **modal verbs**. How many are **modal verbs**?

certainly	might	definitely
must	maybe	possibly
will	surely	obviously
perhaps	shall	should

Escape the Room — Clue for Digit 3

One word in each of these sentences is missing a **verb prefix**. Add the missing prefixes and count how many times the **prefix over-** is used.

Stan's teacher suddenly ____appeared.

"I'm not ____reacting!" argued Mum.

I was so ____appointed when the trip was cancelled.

The party was over; it was time to ___flate the bouncy castle.

"You've ruined it! I'll have to ____do it now!" scolded Jim.

Sue thought she saw Lizzie but she was ____taken.

Annie was ____joyed to see her parents arrive at the station.

Escape the Room — Clue for Digit 4

These words are all missing two letters. Add in the missing letters to correctly spell the words. How many words are missing the '**ie**' spelling pattern?

dec__ve	cash__r	conc__ve
rec__ve	bel__ve	perc__ve
c__ling	ach__ve	ch__f
w__ght	w__rd	v__n

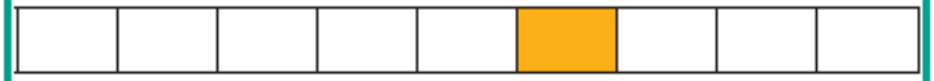
Escape the Room — Clue for Digit 5

Read the clue and write the answer with one letter in each box. Spell the answers correctly to reveal the hidden number in the coloured boxes.

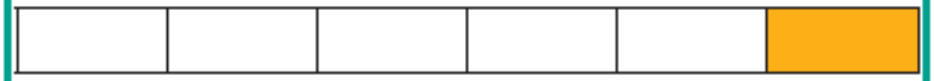
Something from the very distance past.

A person who serves in the army.

Often seen during a thunderstorm.



Soft tissue which helps to move the body.



Escape the Room — Clue for Digit 6

Read the sentences below. How many of them are written in the **passive voice**?

The zebras munch on the luscious, green grass.

The broken vehicle was fixed by the mechanic.

My best friend is coming over to my house.

Training will be attended by all teachers at the school.

My bedroom will be decorated this weekend.

Mrs Smith always answers my questions.

We love visiting the cinema as a class treat.

Escape the Room — Clue for Digit 7

Read the vocabulary choices below. How many of these are examples of **formal language**?

find out	sacrifice	discover
sufficient	enough	give up
now	chance	opportunity
injustice	not fair	immediately

Escape the Room — Clue for Digit 8

How many of these words belong in the word family **gram**?

grunge	garage	hologram
grandma	telegram	grammatical
granular	grammar	diagram
grant	grange	grandeur

Escape the Room — Clue for Digit 9

Read the sentences below. How many of these sentences contain **correctly punctuated parenthesis**? Correct any errors you find.

Lydia although short – did the longest jump in the class.

Mrs Riaz (my Spanish teacher always makes me laugh.

I love reading (especially non-fiction texts).

I paused not knowing what to say, before answering.

After running, I checked my pulse 94 beats per minute).

Katie my sister – is always getting on my nerves.

Sammy, the best runner in our class struggled with the race.

Escape the Room — Clue for Digit 10

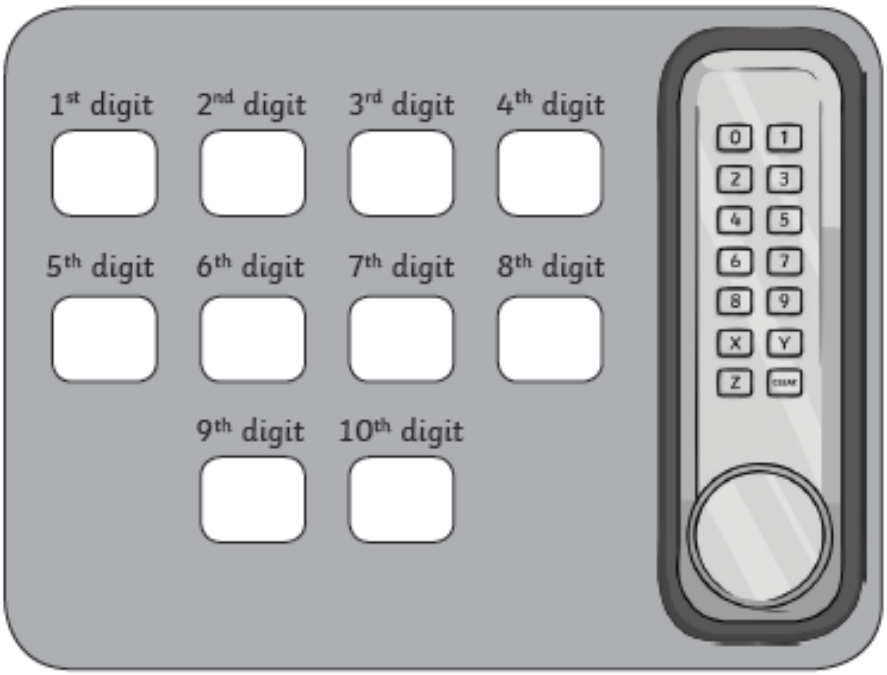
Read the words below. How many of them are **synonyms** for the word 'sad'?

sorrowful	felicitous	dejected
delighted	downcast	miserable
satisfied	despondent	mournful
melancholy	inconsolable	contented

Escape the Room

Solve the clues hidden around the room to reveal the ten-digit code needed to escape the room.

Record the digits in the table as you crack the clues.



Once you have discovered the ten-digit code for the keypad, check it with your teacher and find out if you can escape the room!

Answers

The first digit of the code is **6**

Serial is the only word which does not have a homophone. Its homophone is **cereal**. There are **six** letters in the word cereal.

The second digit of the code is **5**

Five of these words are modal verbs. They are **might**, **must**, **will**, **shall** and **should**. The rest are adverbs of possibility.

The third digit of the code is **2**

Only two words are used which have the **prefix over-**, meaning 'excessively'. These are **over**reacting and **over**joyed.

The fourth digit of the code is **4**

Four of these words are missing the '**ie**' spelling pattern. Did you use the rule 'i' before 'e' except after 'c' to help you?

The fifth digit of the code is **9**

The answers are 'ancient', 'soldier', 'lightning' and 'muscle'. The hidden number spelt out in the yellow squares is **nine**.

The sixth digit of the code is **3**

Only **three** of these sentences are written in the **passive voice**. The rest are written in the active voice.

The seventh digit of the code is **6**

Six of these words are examples of **formal language**: **sacrifice**; **discover**; **sufficient**; **opportunity**; **injustice**; **immediately**. The rest are informal.

The eighth digit of the code is **5**

Five of these words belong in the **gram** word family. They are **hologram, telegram, grammatical, grammar** and **diagram.**

The ninth digit of the code is **1**

Only **one** of these sentences contains correctly punctuated parenthesis. The rest are missing one piece of punctuation to contain the extra information.

The tenth digit of the code is **8**

Eight of these words are **synonyms** for the word 'sad'. They are **sorrowful**, **dejected**, **downcast**, **miserable**, **despondent**, **mournful**, **melancholy** and **inconsolable**. The rest of the words are **antonyms**.

Origami Frog Hopper Instructions

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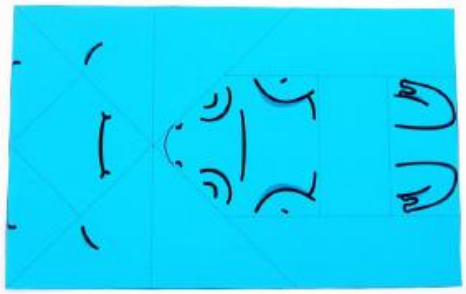

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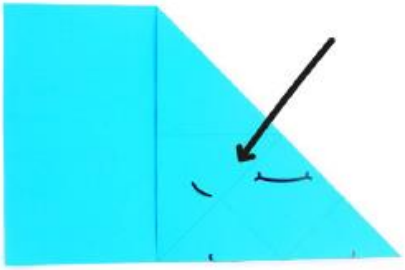

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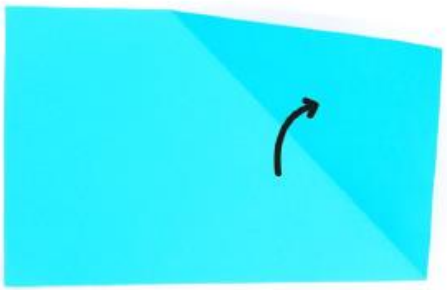

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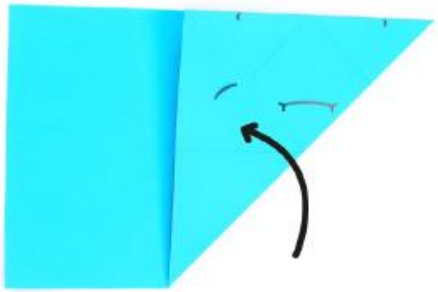

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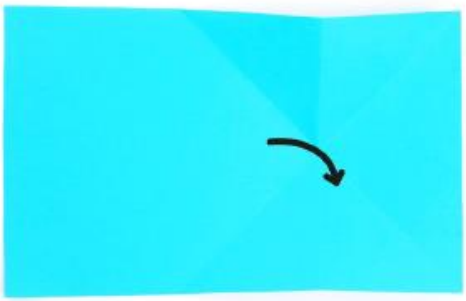

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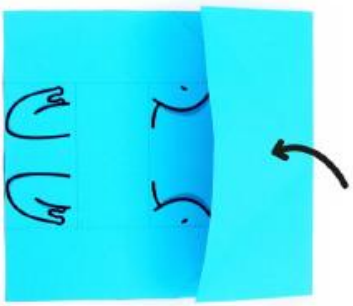

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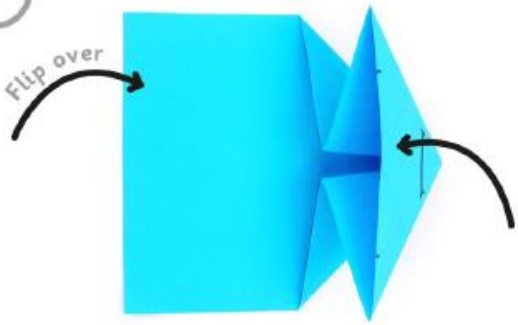

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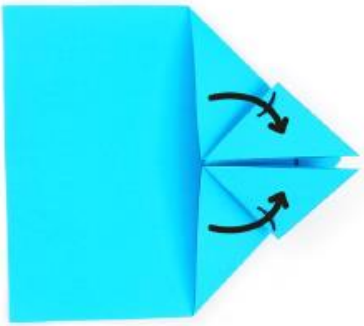

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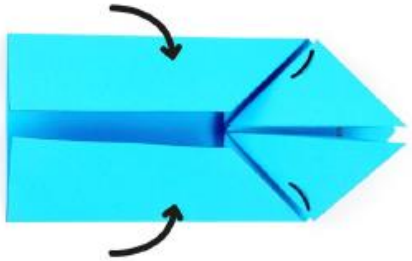

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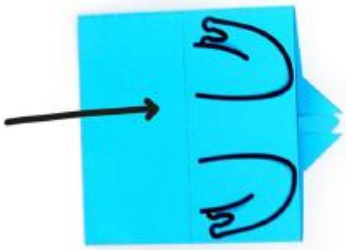

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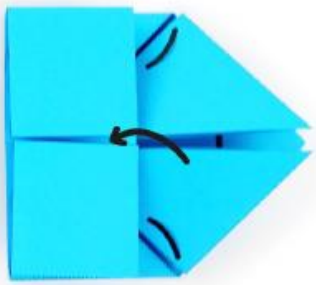
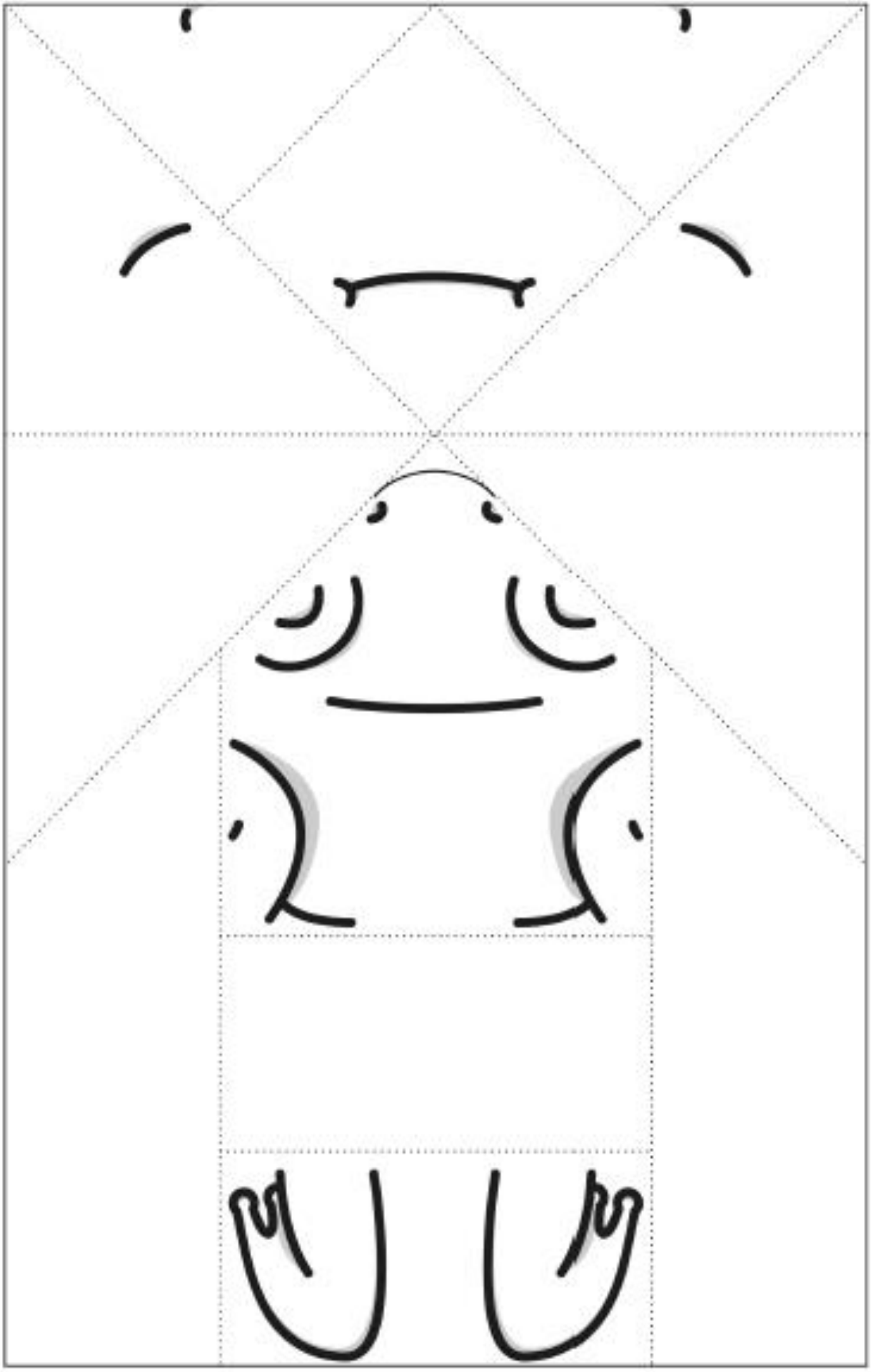


Flip over

12



Session 9

Living well

Keeping yourself well

Write down three things that you are going to do when starting your new school to help you stay well.

1.

2.

3.

Getting Ready to Go Big

While you are working from home, try and complete AS MANY of these as possible. As you complete the activities, write the date or colour in the box to help you keep track. You can paste any photos/links to your work into a PowerPoint document.

If you or your parents use social media, please share photos of you doing any of the challenges and tag **#BeAwesomeGoBig**

GOOD LUCK!

Write a letter to your future self. You could put it somewhere safe to open in a year's time. What is happening right now? How do you feel about it all? What are your biggest hopes and fears about moving school?	Write a letter to a teacher who has had a positive impact on your life so far. What do you want to thank them for? How have they impacted on your life?	Write your own autobiography. You might include: • When and where you were born • Important events in your life and how they made you into the person you are now • Things you would have done differently, if you had the chance • What your hopes are for the future.	Write down three ways you can be kind to someone this week.	'I am' poem: you will be meeting a lot of new people and friends when starting secondary school. Write an 'I am' poem to introduce yourself. It should be a minimum of 5 lines and a maximum of 10. e.g. I am excited to see my friends I am nervous about the different lessons I am worried about finding my way around I am looking forward to new subjects I am going to take part in sport
Take your first name, or that of a family member/friend and write it vertically on different lines. Complete each line with something positive which starts with the letter given (for example strengths and skills they/you have). This could be one word or ten!	Write a Haiku – a 3-line poem (1st line 5 syllables, 2nd line 7 syllables, 3rd line 5 syllables) on what it means to be kind in school.	Create your own musical instrument using household objects. You could use items from your recycling, dried beans, elastic bands etc. Experiment with different ways you could use the items to create sounds.	Have a conversation with the oldest person you know about their life. This could be a grandparent, friend, aunt or uncle. Before you do, think about the questions you would like to ask, such as: • Tell me about the food you ate. What were your meals like? What were your favourite sweets? • What games did you play? • What was it like being at school? Who was your favourite teacher? Was it strict? Did you have a favourite lesson? Was there a lesson you hated? • What was your favourite book or comic when you were my age?	Make your interview into a radio or television programme. Or, if you prefer, turn it into a magazine article with photos. Send it to the person you interviewed as a memento.
Write down three things you would do if a friend of yours was anxious about starting a new school.	Come up with three questions about the world around you that you would like to ask your new science teacher. For example, why does my cat have stripes?	Watch your favourite film or read your favourite book again. Write a letter to a friend explaining why you think that they should read it.	You will be studying maths at secondary school. Can you identify five times you have used maths in your daily life?	Make your own map of the neighbourhood. Identify key buildings, parks, statues, schools and anything else you can think of/that you notice. Perhaps use contour lines to show the height of different areas.
You'll study science at secondary school and you will need to understand about managing risk. Make a list of hazards involved when cooking dinner.	Create a powerful speech on something you feel passionate about. It might be a local issue, something global or a topic relevant to only you.	Find a recipe and work out the ingredients needed for 30 people.	Write a letter to the reception children starting at your old primary school. Tell them the best things about the school and what they have to look forward to during their time there.	Learn to tie three different types of knots.
Design a flying car of the future, imagining you are living in the year 2300.	Design a new logo for your secondary school.	Turn a favourite song or story into a picture that summarises it.	Write a newspaper article persuading people why it is important to study maths.	Write down three things you would do if you saw someone being unkind.