Year 6 Student Transition Tasks 2025

Contents

Introduction

This pack of work has been designed by teachers at Caroline Chisholm School. The work is to help you continue to enjoy some aspects of learning over the summer break.

We don't want you to spend all your time doing schoolwork! It is important to enjoy time with your family and friends; doing things you enjoy; trying new activities and keeping fit and healthy. Make sure those are priorities so that you are happy and ready to start secondary school in September 2025.

However, we also know that exercising our brains is important too. So, if you can, select as many activities from the booklet as possible. You aren't expected to do them all, but you can if you want to!

Keep your completed work together and bring it into school on your first day. Your form tutors would love to see what you have done.

We will look for evidence of your development as a 'High Performance Learner'. (You'll learn a lot more about that when you join us, but below are the key aspects of 'High Performance Learning'.)

What is High Performance Learning?

High Performance Learning (HPL) is how Caroline Chisholm School teaches students how to be the best learners. We help students to develop 'Advanced Cognitive Performance Characteristics' (ACPs – how our students learn) and the 'Values, Attitudes and Attributes' (VAAs - how our students behave) through everything we do. You will learn all about HPL during your time at Caroline Chisholm School.

More information on the HPL Advanced Cognitive Performance Characteristics (ACPs) and Values, Attitudes and Attributes (VAAs) can be found on the following page.

ACPs.

ANALYSING	
	Critical or logical thinking
	Precision
	Complex and multi-step problem solving

META-THINKING	
	Meta-cognition
	Self-regulation
	Strategy-planning
	Intellectual confidence

REALISING	
	Automaticity
	Speed and accuracy

CREATING	
	Intellectual playfulness
	Flexible Thinking
	Fluent thinking
	Originality
	Evolutionary and revolutionary thinking

LINKING	
	Generalisation
	Connection finding
	Big picture thinking
	Abstraction
	Imagination
	Seeing alternative perspectives

VAAs.

AGILE	
	Enquiring
	Creative and enterprising
	Open-minded
	Risk-taking

EMPATHETIC	
	Collaborative
	Concerned for society
	Confident

HARD WORKING	
	Practice
	Perseverance
	Resilience

Art

We would like you to research a famous tower of your choice (see examples below). Can you use the name of the tower as the title, add information about the tower which should include: when it was made, where it was made, who made it, why it was made, how it was made and why you have chosen this particular tower (please also include images of the tower in your research).

The second part of your assignment is to make your own tower using anything appropriate you can find at home (see examples below). You could use card, Lego, dried spaghetti, dominoes, cuddly toys, tin cans, food or anything else that is suitable. The more extraordinary the materials the better. Try to think about the overall shape and form of your tower, how to construct it and don't forget the tower should be aesthetically pleasing (it should look good). Once completed, take a photo and put it with the rest of your work in either a Power Point or Word document. Good luck and enjoy.

Famous towers:


Ideas for making your own tower:

Computing

Creating an app prototype

As part of Caroline Chisholm School values of ambition, confidence and success, we the Computing Department challenge you to design an app. This app should be designed for use on a smart mobile device. Before you begin you will need to know what the app's focus will be, who will use your app and what will your app allow the user to do. Your app could be something similar to one that already exists, or it could be something completely new and wild! It could focus on something that young people would find useful such as health and wellbeing, mental health checker, homework tracker etc.

Task 1 - Create a mind-map of the different app ideas you would like to create.
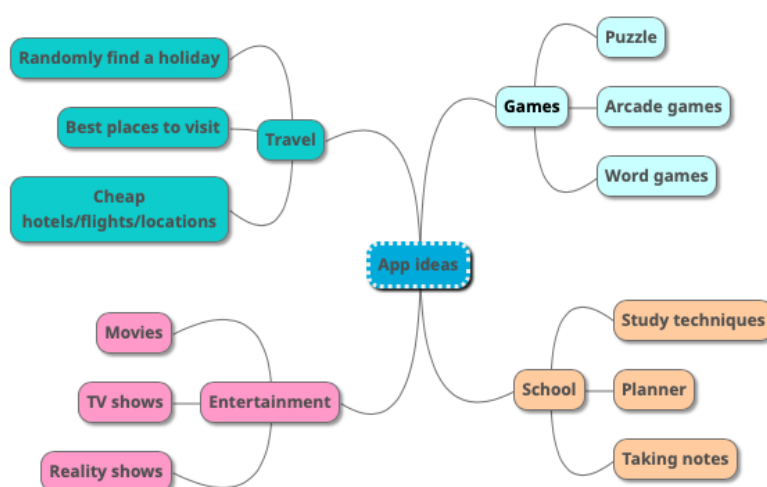
Task 2 - From your mind-map select your favourite idea. Now you will now need to think about the design of the individual screens of your app and how it will work. For this prototype application you will need to ensure that you meet the following criteria:

a) Must be created for a smart mobile device.
b) Must be your own original design.
c) You include a homepage. This will include all essential buttons that will allow the user to access all parts of your application (navigation)
d) Three screens. Four in total to include your homepage (see next page)

This challenge can be completed on a computer or a tablet or on paper.
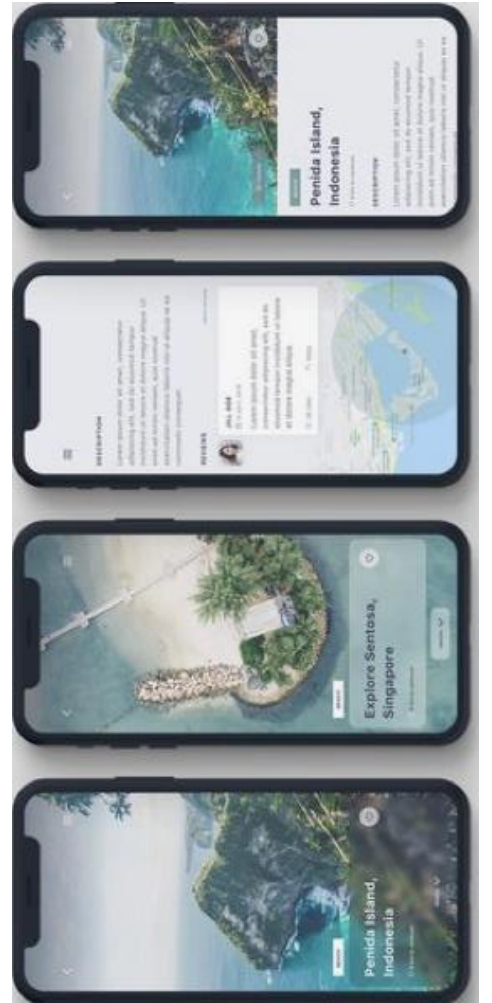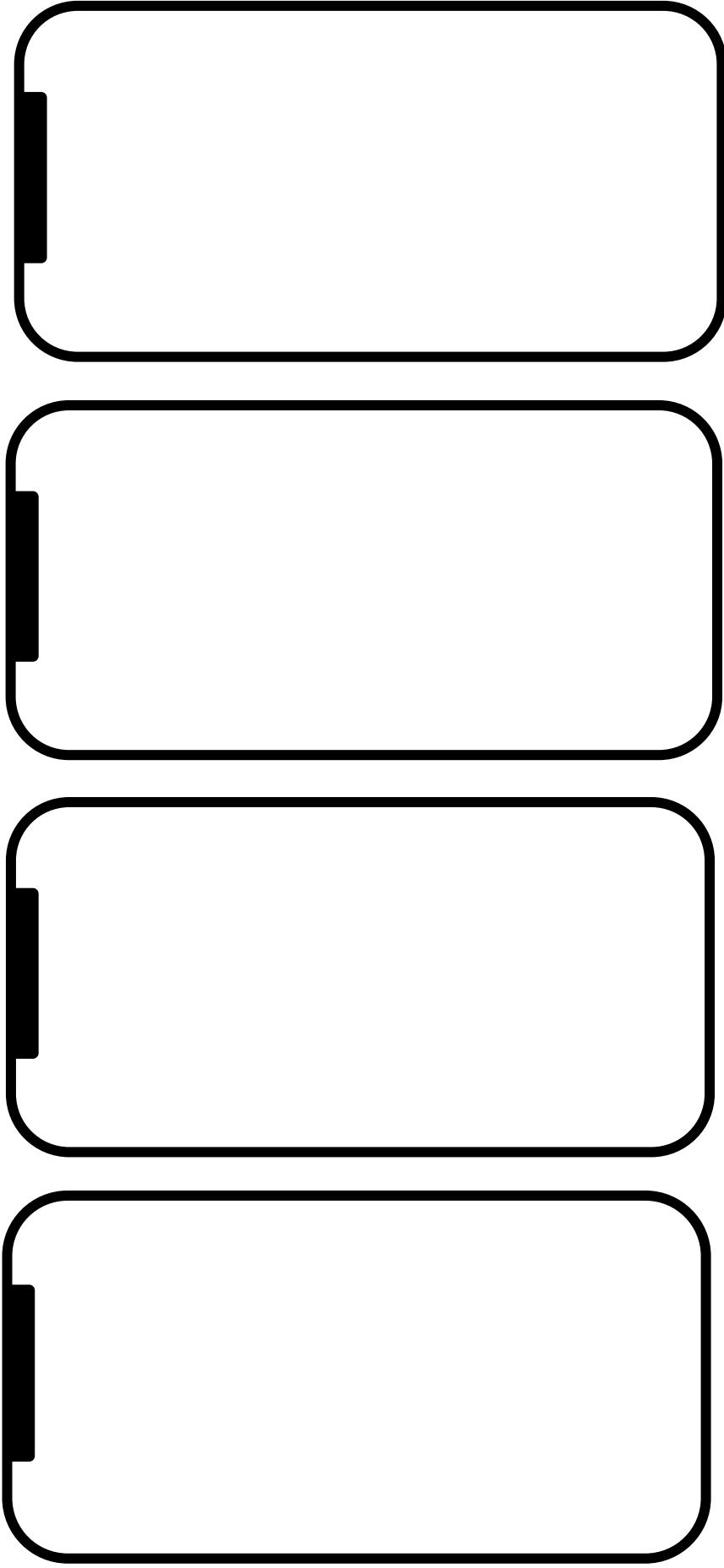
Computing Challenge 2:

Programming an app

Now you have designed your app you will need to start to think about how it will function. In computing we often use algorithms. Algorithms is a word used to explain a simple step of instructions. Below is a simple algorithm to explain how to use the app shown below.
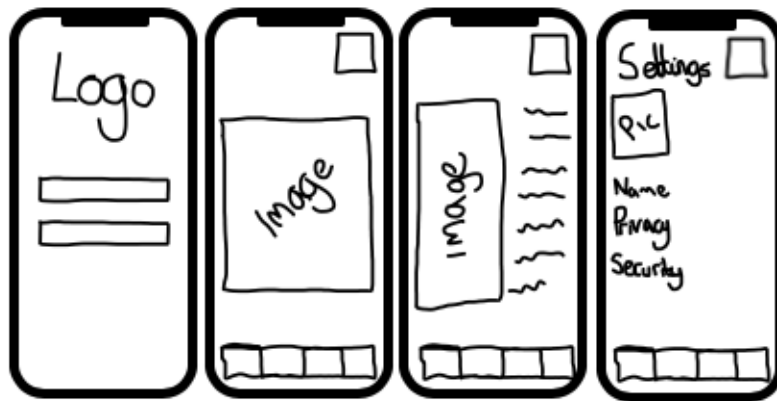
1.   Enter username in the top box.
2.   Enter password in the bottom box.
3.   Display main page.
4.   Click on "search" feature button located on the bottom of the screen.
5.   Display search options and results screen.
6.   Click on "settings" button located on the bottom of the screen.
7.   Display settings screen.

Your challenge is can you explain how the different features of your app would function by writing algorithms for each feature of the app. Good luck!

Design Technology

Biomimicry

Starter – Name/ describe the product and object from it's based on. Why have you decided this?
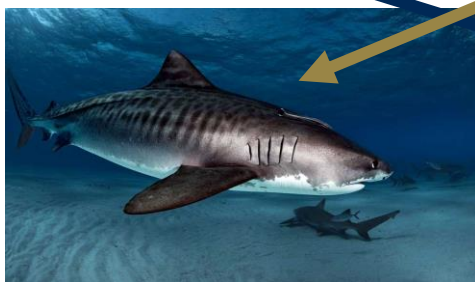
Task 1:

Please watch the video above for an introduction to Biomimicry.

What is biomimicry?
 • **Bio**: from the Greek word for *life*
Biomimicry using ideas from nature to inspire human solutions.

 • *And* **mimicry**, from the Latin *mimicus*, to **mimic, imitate**, portray by means of imitation."

Inspired by Nature

The lotus effect speaks about the properties of the lotus leaf, which has a micro-rough surface that naturally repels dust and dirt particles, keeping its petals sparkling clean. If you ever look at a lotus leaf under a microscope, you'll see a sea of tiny nail-like protuberances that can fend off specks of dust. When water rolls over a lotus leaf, it collects anything on the surface, leaving a clean and healthy leaf behind.

Surface finishes inspired by the self-cleaning mechanism of lotus plants and other organisms (e.g., many large-winged insects) have now been applied to paints, glass, textiles, and more, reducing the need for chemical detergents and costly labour required for cleaning.
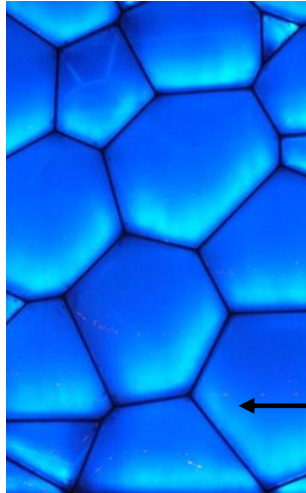
The material on this image mimics the natural formation of soap bubbles.

Beijing National Aquatics Centre or "The Watercube"

Self cleaning surface inspired by nature
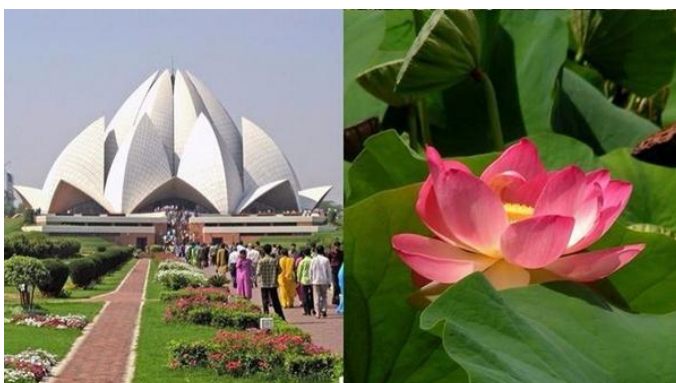
Temple in New Delhi. Inspired by a Lotus flower

National stadium in China. Inspired by a bird's nest

Esplanade theatre in Singapore. Inspired by the Durian plant

Why is biomimicry a good idea? How does it help engineers and designers?

https://www.youtube.com/watch?v=dqVSf7IkiMU&t=117s

Task 2:

Using the Design inspiration pictures on the next page, create at least 4 sketches of chairs inspired by nature.

Inspiration page:

Using the Design inspiration page, create at least 4 sketches of chairs inspired by nature.
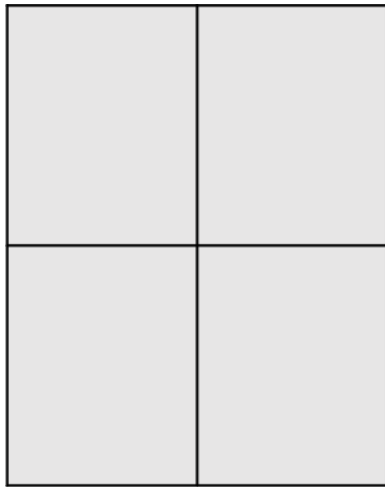
Take an A4 piece of paper, split this into 4.

Draw your design in each of the squares.
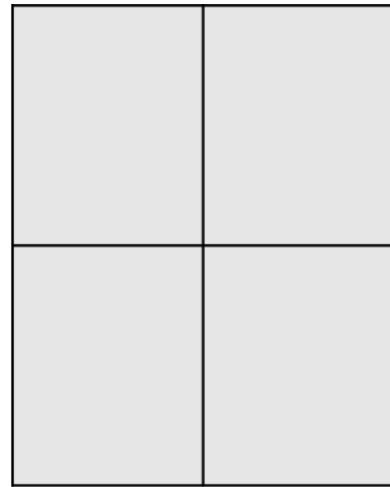
Draw the chair in sections.

You can use guidelines to help you.

Back

Seat

Legs
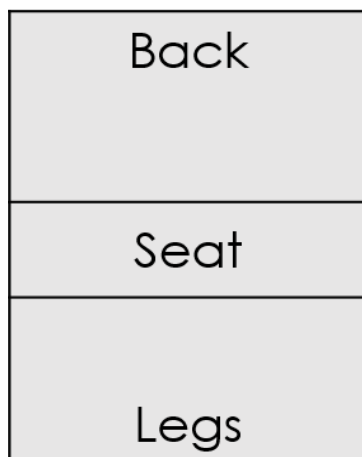
Draw your idea in the 3 parts
shown above.
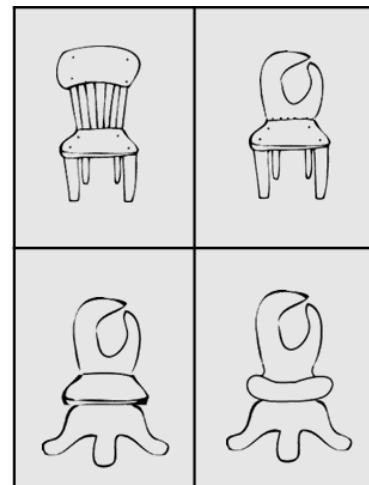
4 ideas completed.

Summer Reading Challenge

Welcome to the Caroline Chisholm School Summer Reading Challenge!

We are so excited to meet you and hope you love reading as much as we do! To prepare for next year, and to have a great summer, see how many of these 10 books (pictured on the following page) you can read over the summer. Then to show off your achievement, complete the sheet and bring it to your first English lesson in September. Get reading!

- You can choose *any* of the tasks you would like to complete over the Summer holiday.

- Fill out each worksheet and cross off the Bingo square.

- If you complete 5 tasks in a row you will get a certificate and win a prize!

SUMMER READING CHALLENGE

Boy, Everywhere — A. M. Dassu

A GLASSHOUSE OF STARS — SHIRLEY MARR

HIGH RISE MYSTERY — SHARNA JACKSON

GHOST — JASON REYNOLDS

A Pocketful of Stars — AISHA BUSHBY

WHEN STARS ARE SCATTERED — VICTORIA JAMIESON and OMAR MOHAMED

CAN YOU SEE ME?

PROUD of me — SARAH HAGGER-HOLT

Being Miss Nobody — TAMSIN WINTER

AMARI AND THE NIGHT BROTHERS — B. B. ALSTON
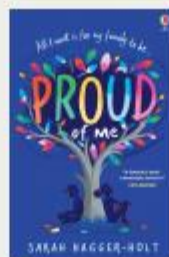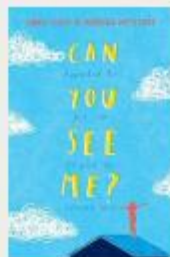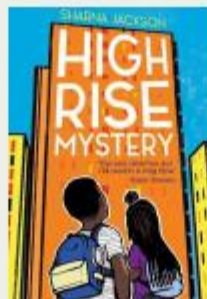
I'M GOING INTO YEAR 7!

A NEW CHAPTER

Reading Bingo worksheet

Bingo Task:

Title:
_____
_____
_____

Summarise the book/ poem/ article in your own words.	**What questions did you want to be answered whilst you were reading?**	**What was your favourite part?**
_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____
If you were the author, what changes would you make?	**Would you recommend this to others?** **(Circle your answer)** Yes No **Why?**	**Overall, how would you rate it?** (**1**= **Terrible!** and **10**= **Amazing!**) **/10**

READING **BINGO**

1. A newspaper article about an important or current news story.	**2.** A persuasive leaflet or article.	**3.** A detective story.	**4.** A story by an author you have never read before.	**5.** A biography or autobiography of someone you find inspirational.
6. A book by your favourite author.	**7.** A story set in the future.	**8.** A non-fiction book about a subject you don't know much about.	**9.** A book which is the sequel to an earlier book.	**10.** A picture book.
11. A story involving animals.	**12.** A comic.	**13.** A book by a Children's Laureate.	**14.** A book about science.	**15.** A myth or legend.
16. A book which has been made into a film.	**17.** A poem.	**18.** A book you loved when you were younger.	**19.** A story set in the past.	**20.** A fairy tale.
21. A book recommended by a friend.	**22.** A funny book.	**23.** An adventure story.	**24.** A non-fiction book about something you are interested in.	**25.** A book that someone in your family liked when they were a child.

Geography

The UK Project

The UK is our home therefore we should know lots about it. Your transition project is to create a map of the UK showing landmarks and other important features.

There are THREE sets of tasks for you to have a go at:

3 Extra Hot = How well do you know our country?
2 Mild = Some key landscapes
1 Lemon & Herb = The basics of the UK

Task 1: The basics

Instructions:

- Draw or print a <u>BLANK</u> map of the UK. The larger the better!
- Add a compass point to the map
- Look at the following questions or clues and see how many points you can add to your map. Use Google Earth, an Atlas.

Can you find and mark on:

1) Label the 4 countries of the UK (England, Wales, Scotland, Northern Ireland)

2) Label the capital cities of each country.

3) The tallest Mountains or hills in the UK (Ben Nevis, Snowdon, Scarfell Pike & Slieve Donnard)

4) Which mountain is the highest? Add a 1st next to it.

5) Can you find these three National Parks and shade them on in Green: Lake District, Dartmoor & The Norfolk Broads.

6) Can you find the Irish Sea, the North Sea, the Sea of the Hebrides. Mark them on and colour it blue.

7) Mark on the cities: Sheffield, Glasgow, Liverpool, Nottingham, Norwich, York, Newcastle, Londonderry, Bangor & Swansea.

United Kingdom of Great Britain and Northern Ireland

N
W E
S
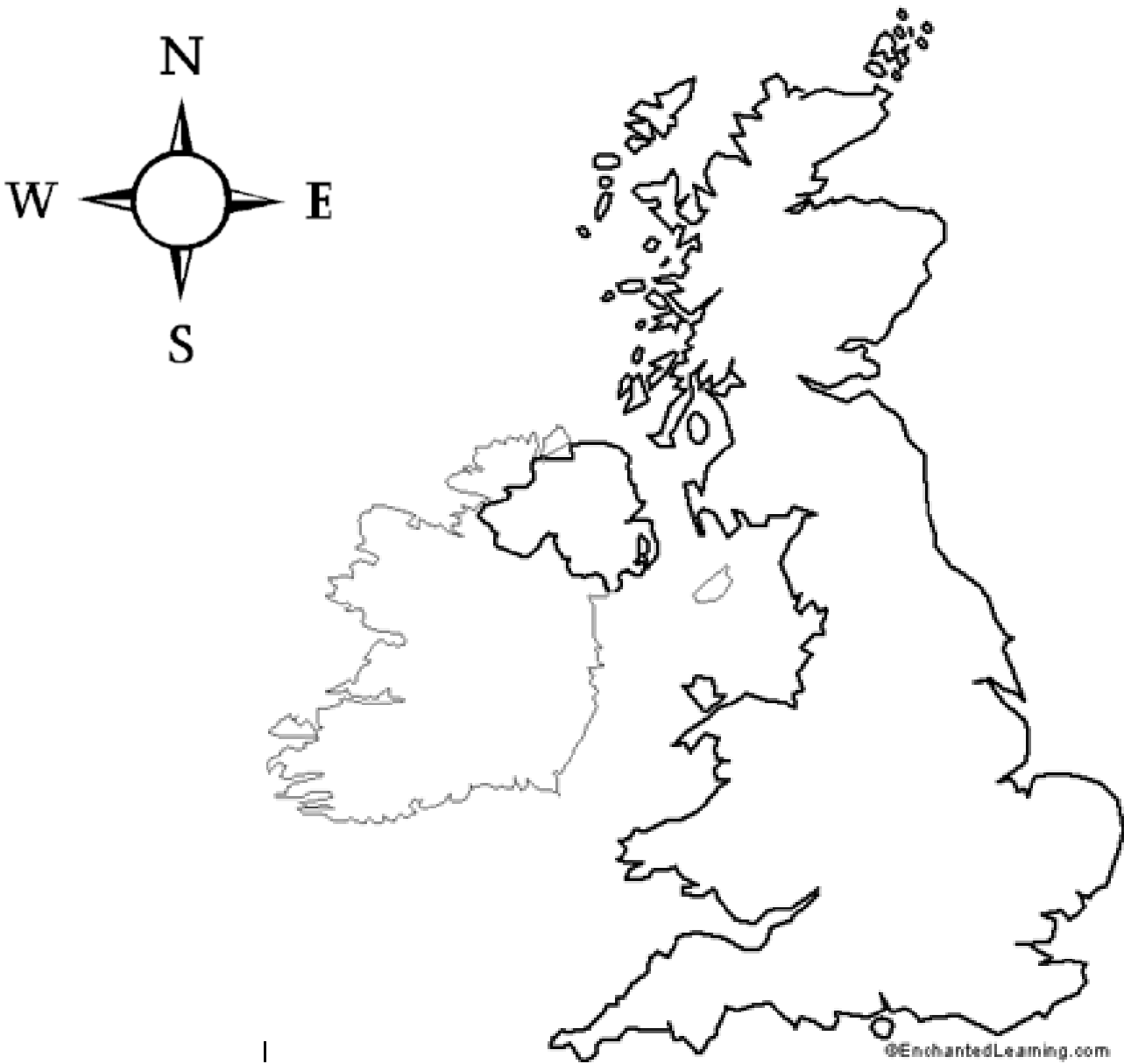
@EnchantedLearning.com

Task 2: Key landscapes

Use an atlas or online maps to find the landmarks/features below. Around the outside of your map cut out or copy & paste the landmarks below and add an arrow to where they can be found on you map. **Can you include an interesting fact about each one?**

1. Stone Henge
2. Hadrians Wall, Northumberland
3. Angel of the North
4. White Cliffs of Dover
5. Settle-Carlise Railway, Yorkshire
6. Tower Bridge
7. Roman Baths, Bath
8. Cheddar Gorge
9. Lindisfarne Castle, Northumberland
10. Caernarfon Castle, Gwynedd
11. Llyn Idwal, Wales
12. Exmoor National Park, Devon
13. Giants Causeway

Task 3: How well do you know the UK?

Research the answers to these questions. Write the facts around your map and draw arrows to places where you can.

1. How many people live here?

2. What is the longest river in the UK?

3. Where are the busiest docks in the UK?

4. What is the longest road in the UK?

5. Where is the biggest lake in Northern Ireland?

6. What products are England and Scotland famous for making (draw a picture of it if you can).

7. What is the average temperature in Wales?

8. How much rainfall does Scotland get in a year?

9. Where is the most mountainous part of our country?

10. How many people live in Belfast?

11. Do most people live in Cities or in the Countryside?

Be creative and make your map colourful and eye catching.

It would be great to display some of your maps in your new Geography classroom!

History

CAN YOU WORK OUT WHAT HAPPENED TO TOLLUND MAN?

Lesson Objectives:

- To identify and consider what evidence was found with Tollund Man.
- Assess how Tollund Man died using supporting evidence.

A BODY IS FOUND

A body was found in a peat bog on Tollund Fen in Denmark in May 1950.

Two men were digging peat for burning. As they worked, they suddenly saw in the peat layer a face so fresh they thought they had come across a recent murder.

WHAT NEXT?

They called the police. The men carefully removed the peat from the body till more of him could be seen. The man lay on his left side as if he was asleep.

He wore no clothes, except for a pointed skin cap and a hide belt. His hair was cut short. Round the neck was a rope noose and an iron neck ring. It was drawn tight around his neck and throat.

The body they found became known as the Tollund Man.
Your task will be to investigate what happened to him.

TASK 1

You will be shown 8 pieces of evidence (on the next few pages).

You need to record what information it gives you and what it suggests about Tollund man's death.

Evidence	What information does it give you?	Does it suggest Murder, Accident, Suicide or Sacrifice?
1		
2		
3		
4		
5		
6		
7		
8		
Your Conclusion – How did he die?		

TOLLUND FEN, DENMARK

Evidence 1
The Scene of Crime

THE BODY AS IT WAS FOUND.

Evidence 2
The Victim

CLOSE UP OF THE HEAD

Evidence 3
The Victim

SIDE VIEW OF THE HEAD

Evidence 4
The Murder Weapon?

THE ROPE

Evidence 5
The Murder Weapon?

CAP AND BELT

Evidence 6
The Victims personal effects

SCIENTIFIC REPORT

Age : The heart and organs were healthy. The wisdom teeth had grown. These appear in people around 20 years of age.

Stomach: The man had eaten soup at least 12 hours before he died. The soup was made up of seeds that were connected only with the Spring

Date Of D: When they dug the grave some plants were trapped under the body. They were about 2000 years old.

Questions to help you think deeply:
- Explain why this information suggests that the man did not die of old age or disease?
- What do you think killed the Tollund Man?
- How long ago do you think the body was buried and what is your evidence?

HISTORICAL CONTEXT

FACT 1
The German tribes hang traitors from trees and drown cowards in fens under piles of sticks.

FACT 2
Iron Age people buried neck rings with their dead as an offering to the Spring Goddess.

FACT 3
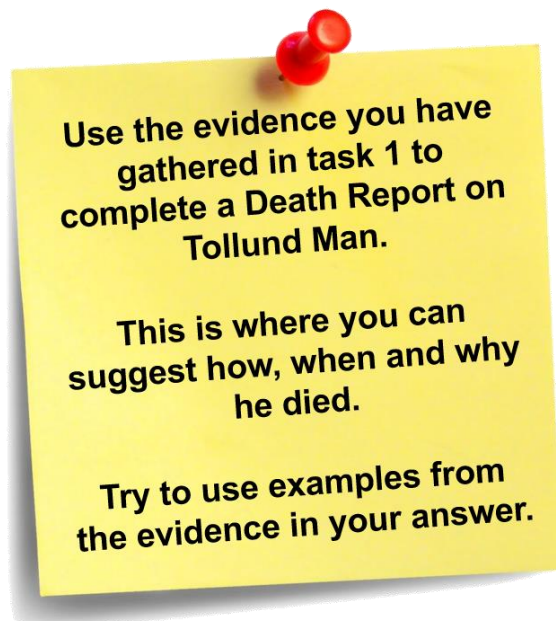The German tribes worship the Goddess of Spring. Every Spring a cart carries a statue of the Goddess in a procession. Afterwards the cart and statue are washed by slaves, and then the slaves are sacrificed.

An Earth Goddess of Spring Statue found in a Bog

German tribes once lived in Denmark. The dead body was a German.

What different reasons do these facts give for why the Tollund Man was killed?

TASK 2

Use the evidence you have gathered in task 1 to complete a Death Report on Tollund Man.

This is where you can suggest how, when and why he died.

Try to use examples from the evidence in your answer.

You might like to use the following sentences to help you:

"I think... happened because of what it says in Source..."

"In my opinion I feel he was murdered. I think this because..."

"Whilst we can't be certain, Source... makes me think he was..."

Death Report - Tollund Man

FACTFILE

When was the body discovered?

_____

Who discovered the body?

_____

Where was the body discovered?

_____

How old is the body?

_____

Stomach contents:

_____

The body or items found.

Items found with the body:

_____

Write a description of how the person died using the evidence to help explain.

Report completed by: _____   *Date:* _____

Maths

Maths in the world around me

Your challenge is to create a poster on the theme of "Maths in the world around me". Here are some ideas to get you started.

On a map, mark the bearings of landmarks from school.

Calculate how much it would cost to redecorate a room. Think about the area of the walls and how much paint or wallpaper you need.

Create a scale drawing of a landmark.

Your house

Landmarks

Calculate approximately how many bricks in Buckingham Palace or another landmark of your choice.

Draw a plan, front and side elevation, and a net of your house or other building.

Create a symmetrical pattern from things you find in the natural world.

Nature

Cereal box

Investigate a box of cereal and draw is net.

Calculate approximately how many pieces there are in a box.

Investigate Fibonacci sequences in plants.

Modern Foreign Languages - ¡Hola! Salut! Hallo!

When you come up to CCS next year, you will all be learning Spanish as well as either French or German. So, in preparation, please complete these tasks to learn a bit about Spain. You may use the Internet, ask your family and friends or look in a book to find the information you need to complete the tasks.

You will also be either learning a little bit of the language or, just for those who have already been learning Spanish, showing us what you can already do. We are looking forward to meeting you.

<u>Spain - España</u>

What is the **capital city** of Spain?

....

What is the **population** of Spain?

....

How do you say "**Hello!**" and "**Goodbye!**" in Spanish?

....

Can you name at least two famous landmarks in Spain?
....
....

Can you name at least two foods which are popular in Spain?
....
....
....

Can you find out anything about any Spanish traditions or festivals? (Name. When it is. What happens.)
....
....
....
....

Colour in the **flag** of Spain in the correct colours.

Can you name at least two famous Spanish people?
....
....

Can you name at least two sports or activities which are popular in Spain?
....
....
....

Can you find any other interesting facts?
....
....
....
....

Look at this map of Europe. Some of the countries near to Spain are missing. Can you label them from the list?
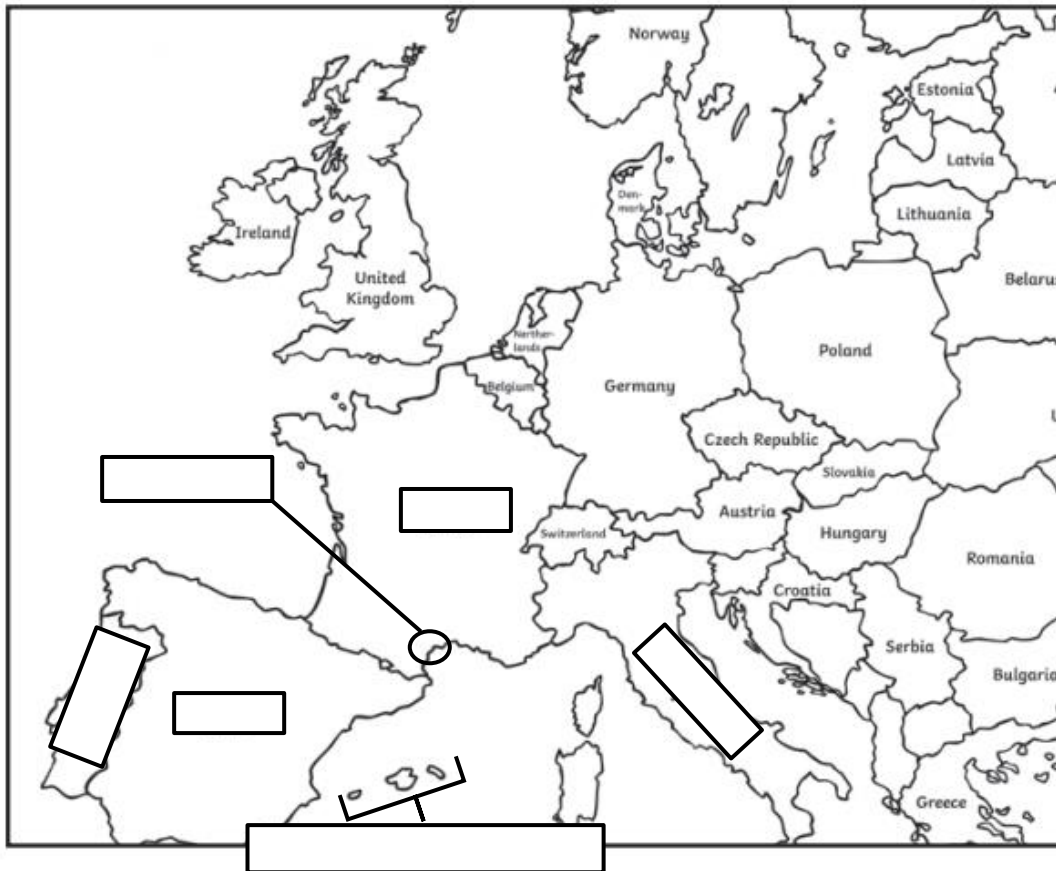
Andorra

France

Italy

Portugal

Spain

Ibiza

Majorca and Menorca

Challenge: What are the other two islands called at the bottom of the picture in the centre?

For those who have **never learnt any Spanish** before, please do the following:

Please copy the following YouTube links into your browser and try to learn the numbers to 50 and the alphabet.

Numbers 1-50: https://www.youtube.com/watch?v=oUvyhStbFy8

The alphabet: https://www.youtube.com/watch?v=5MJbHmgaeDM

For those who have **already studied some Spanish**, time to show off what you can do.

Please can you write a paragraph about yourself including as many as the following as you can. (Don't worry too much about spelling at this point.)

- Hello
- Goodbye
- How are you
- My name is...
- I am ... years old

- Say who is in your family
- Describe your hair/eyes
- Describe your personality
- Say what you like/don't like

Extra challenge - what else can you remember?
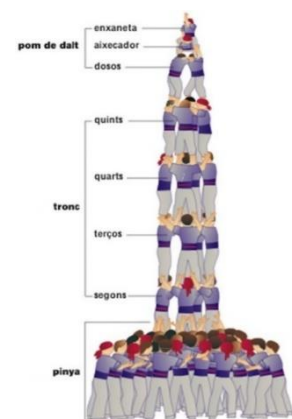
Performing Arts

For Performing Arts students can either write and perform a monologue (solo speech) or a song or a dance or a piece of Music that shows what they are looking forward to about coming to CCS.

Science Summer Project 2025

Science is all about looking at of the world around us and other worlds that might be out there. In science we learn about things by looking at them (observing), describing things and doing experiments to work out how things work and how we can improve them. In school we split the sciences into 3 types – biology (study of living things), chemistry (study of matter) and physics (matter and how it is affected by energy). All of these are very big areas and there are lots of sub-groups (e.g. immunology, forensics, geology, astronomy, sports science etc).

The CCS Science department challenge you to complete a project. The challenge is to choose a "something" you really like (e.g. football, computers, plants, dogs etc) and turn it into a project.

Task 1

Choose what you are going to use.

Task 2

Research your chosen topic (internet, books, asking people etc).

Task 3

Present your research. This could be making a physical model, a poster, a PowerPoint, video of you presenting or any other way you can think of to show us what you have done.

Task 4

Complete the skills summary sheet to show what you have learned.

Some inspiring ideas- posters, photos, mobiles, physical models, cakes, Lego, etc. **Be creative!**
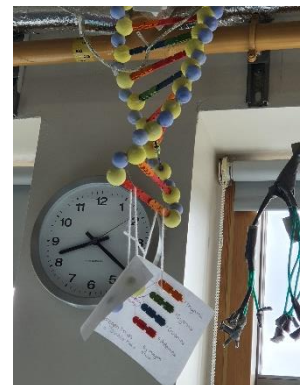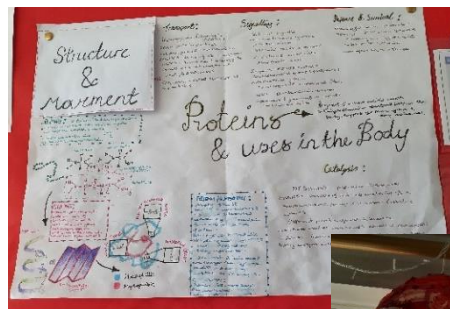
Science Project Skills Summary Sheet

HPL Target	Answer the following questions
REALISING	Give 2 examples of what you have learned.
LINKING META-THINKING	Thinking about your project – link this to something else (e.g. my project might be linked to football – can I link this to tennis?)
ANALYSING	How did you use research to help with this project?
EMPATHETIC CREATING	Give 1 problem you come across when doing your project and how did you overcome it?
AGILE	Did you try something new? If so, what was it?
HARD WORKING	What was the hardest part of this project? Why was this?
ENJOY	In summary - What have you enjoyed the most about this project?