

Corby Business Academy
Year 6 to Year 7
Subject Transitional Projects

English Transition Task: Creative Reading and Writing

TASK ONE

Step 1: Read the following paragraph.

Step 2: Underline any words that are used to describe (adverbs and adjectives). One has been done for you.

Step 3: Identify different language techniques, sentence types and narrative styles. What can you find?

He lay solemnly in the bed, unmoving. His skin was beautifully patchworked with earthy browns, yellows, greens and plumbs, merging seamlessly together to hide all shades of peach. Sporadically criss-crossed on his arms, legs and one cheek were bright gashes of red, like chillies scattered across his skin, making the patchwork magnificent in colour and texture. Taped on his torso was a white gauze pad, covering the more impressive purples, which surrounded a large area of raw skin pulled taut by neat blue stitching. He was not motionless through choice, but necessity.

CHALLENGE: How does this paragraph make you feel? What image does it create in your mind? Use the table below to help you complete this task.

INFORMATION: When words create an image in our minds, this is called **IMAGERY**.

<u>Feature / word</u>	<u>Why has it been used? What image does it create?</u>
EXAMPLE: Solemnly	<i>Adverb. It has been used to describe how he lay in bed. It creates the image of him sleeping peacefully and undisturbed.</i>

TASK TWO

Setting includes the place (where) and the time (when).

It is important to clearly describe your setting at the beginning of a piece of creative writing so that your reader knows where they are!

You are going to describe the setting of the image below:



Think about:

- What time of day do you think it is?
- What time of year? How do you know?
- What is the climate or temperature like?
- Is it windy or still? How might this affect the setting?

Use the planning page to help you!

Planning page

Use this page to plan your ideas, vocabulary and devices before you start writing:

Bigger picture:

(For example, the sky, the trees, the bridge, the water)

Finer details:

(For example, ripples on the water, a small bird)

Sound:

(For example, the wind through the leaves, birds or wildlife, other 'signs of life' such as people talking)

Feeling:

(For example, physical textures such as the dry leaves or smooth water)

Choose a few ideas to write about in detail rather than trying to write about lots of different ideas, as this can be overwhelming for your reader. Remember that we are trying to give them a clear and detailed 'written picture' of where they are.

Maths Transition Task: Puzzles

Can you work out what my favourite numbers by completing this puzzle?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Guess my number!

The number is a multiple of 3

ATM

Guess my number!

The digital sum is 6

ATM

Guess my number!

Find the number between 1 and 99

ATM

Guess my number!

It is more than 5 squared

ATM

Guess my number!

One of the digits is a 2

ATM

Guess my number!

It is less than 55

ATM

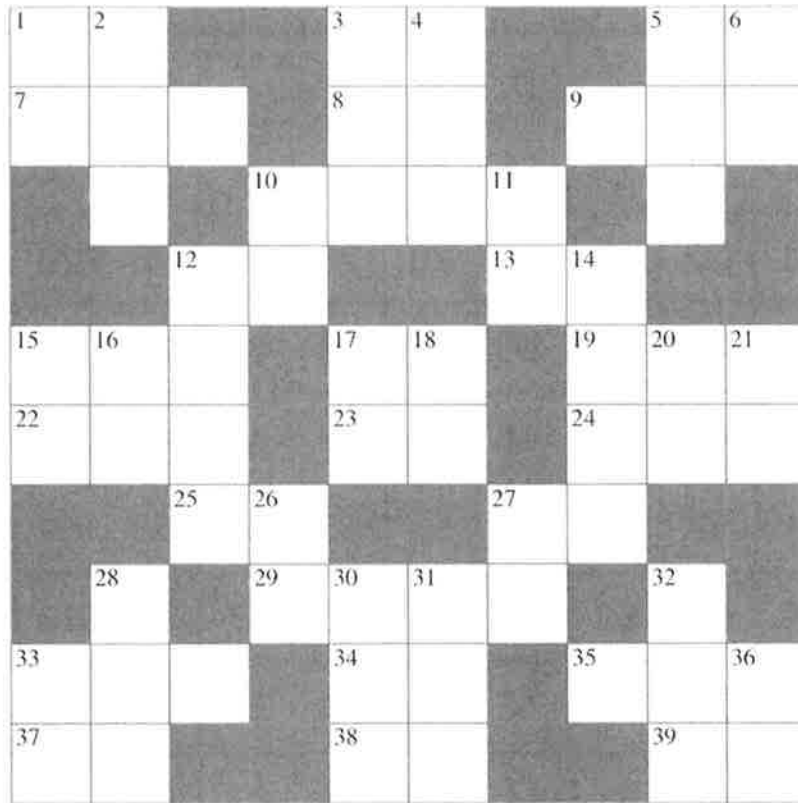
Guess my number!

It is not a square number

ATM

Cross Number

Use the questions below to complete the cross number



ACROSS

DOWN

- | | |
|---|---|
| <p>1. The number of spots on a standard dice (2)</p> <p>3. The largest two-digit multiple of 13 (2)</p> <p>5. One more than 8 ACROSS (2)</p> <p>7. One quarter of the square of 6 DOWN (3)</p> <p>8. $2 \times 2 \times 2 \times 2 \times 2$ (2)</p> <p>9. A cube number (3)</p> <p>10. $15 \text{ ACROSS} + 3 \text{ DOWN} + 6 \text{ DOWN} + 21 \text{ DOWN} + 36 \text{ DOWN}$ (4)</p> <p>12. $39 \text{ ACROSS} - 33 \text{ DOWN}$ (2)</p> <p>13. Twice (1 ACROSS + 1 DOWN) (2)</p> <p>15. $1 \text{ DOWN} \times 38 \text{ ACROSS}$ (3)</p> <p>17. $36 \text{ DOWN} - 8 \text{ ACROSS}$ (2)</p> <p>19. A square number (3)</p> <p>22. The smallest three-digit square number with all its digits different (3)</p> <p>23. $1 \text{ ACROSS} + 6 \text{ DOWN}$ (2)</p> <p>24. A multiple of 4 DOWN (3)</p> <p>25. $27 \text{ ACROSS} + 37 \text{ ACROSS}$ (2)</p> <p>27. $39 \text{ ACROSS} + 1 \text{ DOWN}$ (2)</p> <p>29. $200 \times 12 \text{ ACROSS} + 27 \text{ DOWN}$ (4)</p> <p>33. 10 times 2 dozen (3)</p> <p>34. A square of a square number (2)</p> <p>35. $5 \times 1 \text{ ACROSS} +$ one-seventh of 12 ACROSS (3)</p> <p>37. A half of 8 ACROSS (2)</p> <p>38. A cube number (2)</p> <p>39. One less than 6 DOWN (2)</p> | <p>1. A prime number (2)</p> <p>2. The sum of the first ten prime numbers (3)</p> <p>3. The number of hours in 39 days (3)</p> <p>4. $2 \times 2 \times 2 \times 2 \times 2 \times 2 \times 2$ (3)</p> <p>5. $22 \text{ ACROSS} + 28 \text{ DOWN}$ (3)</p> <p>6. The number of minutes in three-fifths of an hour (2)</p> <p>10. A multiple of 7 (2)</p> <p>11. $3 \times 37 \text{ ACROSS}$ (2)</p> <p>12. $(22 \text{ ACROSS} - 6 \text{ DOWN}) \times 9$ (4)</p> <p>14. A number all of whose digits are the same (4)</p> <p>15. A prime number (2)</p> <p>16. $27 \text{ ACROSS} - 8 \text{ ACROSS}$ (2)</p> <p>17. A multiple of 9 (2)</p> <p>18. A prime number (2)</p> <p>20. A square number (2)</p> <p>21. The square of a square number (2)</p> <p>26. $3 \times 12 \text{ ACROSS}$ (2)</p> <p>27. Two-thirds of 36 DOWN (2)</p> <p>28. $22 \text{ ACROSS} - 1 \text{ DOWN}$ (3)</p> <p>30. $1 \text{ ACROSS} \times 26 \text{ DOWN}$ (3)</p> <p>31. $25 \text{ ACROSS} + 4 \text{ DOWN} + 5 \text{ DOWN}$ (3)</p> <p>32. $17 \text{ DOWN} + 27 \text{ ACROSS}$ (3)</p> <p>33. The sum of the digits of 1 DOWN, 17 ACROSS and 17 DOWN (2)</p> <p>36. One and a half times 27 DOWN (2)</p> |
|---|---|

Science Transition Task: Chromatography

How can you separate substances for identification?

You will need

- A glass of water
- Different coloured felt tip pens
- White paper kitchen towel
- Scissors



1



Cut a thin strip of white paper towelling using your scissors.

2



With one of the felt tips pens, draw a line across the paper towelling strip roughly 1cm from the bottom of the paper.



Carefully place the paper strip into the water so that only the edge of the paper touches the surface of the water. Water will rapidly rise up through the paper due to capillary action.



Once the water reaches the ink line, lift the paper strip off the surface of the water. You'll notice that the ink rises upwards as the water comes up through the ink line. If you look closely, you might see some colours coming out of the line that you didn't see before!



The longer you run the chromatography experiment, the more the colours spread out across the paper.



Try different felt tip pens for your chromatography investigation! Purple, orange and black inks tend to have hidden colours within them ... which other colour inks also have hidden colours?

Questions

1) For each colour felt tip, what colours were they made up of?

2) What happens during chromatography?

3) Why did we use felt tips instead of permanent markers?

4) Why did we only dip the ends of the kitchen roll in the water rather than the whole coloured section under the water?

5) **Think like a scientist:-**

Can you think of any examples and situations that would use chromatography?

Geography Transition Task: Design a Postcard

We're all going on a holiday

Your challenge is to research a country you have visited before or a country you wish to visit one day.

<u>Country Name:</u>	
<u>Capital city:</u>	
<u>Population:</u>	<u>Continent:</u>
<u>Bordering Countries:</u>	<u>Bordering Seas or Oceans:</u>
<u>Main geographical features (rivers, lakes, mountains, valleys, etc):</u>	<u>Languages Spoken:</u>
<u>Major Religions:</u>	
<u>Draw your country's flag below:</u>	

Now we would like for you to design and write a postcard from your chosen country.

In your postcard design you could add: drawings, different words associated with your country and or even stick pictures of different landforms onto your postcard.

Writing your postcard: We would like you to imagine you have visited your chosen country and write down your experience of being there. For example: What was the weather like? What activities did you do? E.g. went to the beach or water park. Did you dislike anything on your holiday? What was the best part of your holiday?

Then... If you can send your postcard to the Geography department at Corby Business Academy so that we can add it to our year 7 summer holiday map.

Address for the postcard:

**Geography Department
Corby Business Academy
Academy Way
Gretton Road
Corby,
Northamptonshire
NN17 5EB**

You will find examples and the postcard template for you to complete on the next page.

Postcard examples...

Geography department
Corby Business Academy
Academy Way
Gretton Road
Corby,
Northamptonshire
NN17 5EB

Perth is wonderful, not too hot and quite cool at night. Perfect roads.

I often see kangaroos just gazing at me as I pass by. I have also spotted a number of koalas.

The markets are superb, everything here is bigger and better especially the vegetables and fruits.

You would love the shopping malls they are brilliant! I have almost used up all my dollars.

Swimming in the sea is lovely—there are so many tiny fish swimming around your feet.

Pods of dolphins come in so close to the shore that you can actually stroke them.

The beaches here seem to go on for ever as far as the eye can see and the sand is white. It is strange though, I haven't seen any sea shells!

I am not looking forward to the plane journey home—we will need to fly to Malaysia and spend a few days there. Luckily the hotel is first class and very luxurious.

Geography department
Corby Business Academy
Academy Way
Gretton Road
Corby,
Northamptonshire
NN17 5EB



Here I am in Geneva, Switzerland.

The lake is absolutely spectacular and so big—I believe it is the largest natural freshwater lake in Eastern Europe.

I have been on a few train trips and cable rides since I have been here and I can tell you that I am beginning to get over my fear of heights!

The scenery is breathtaking as you get closer to the alps.

Tomorrow, I am actually going to walk on a Glacier!

I am travelling to a place called Bettmeralp.

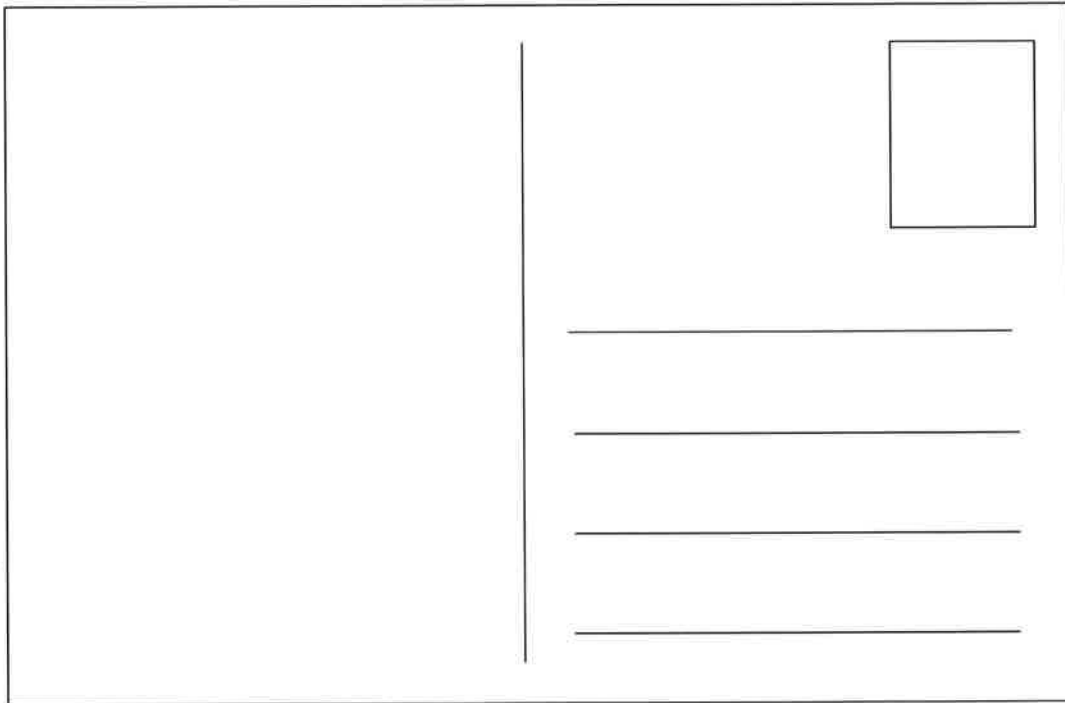
Wish me luck!

Can't wait to see you ...

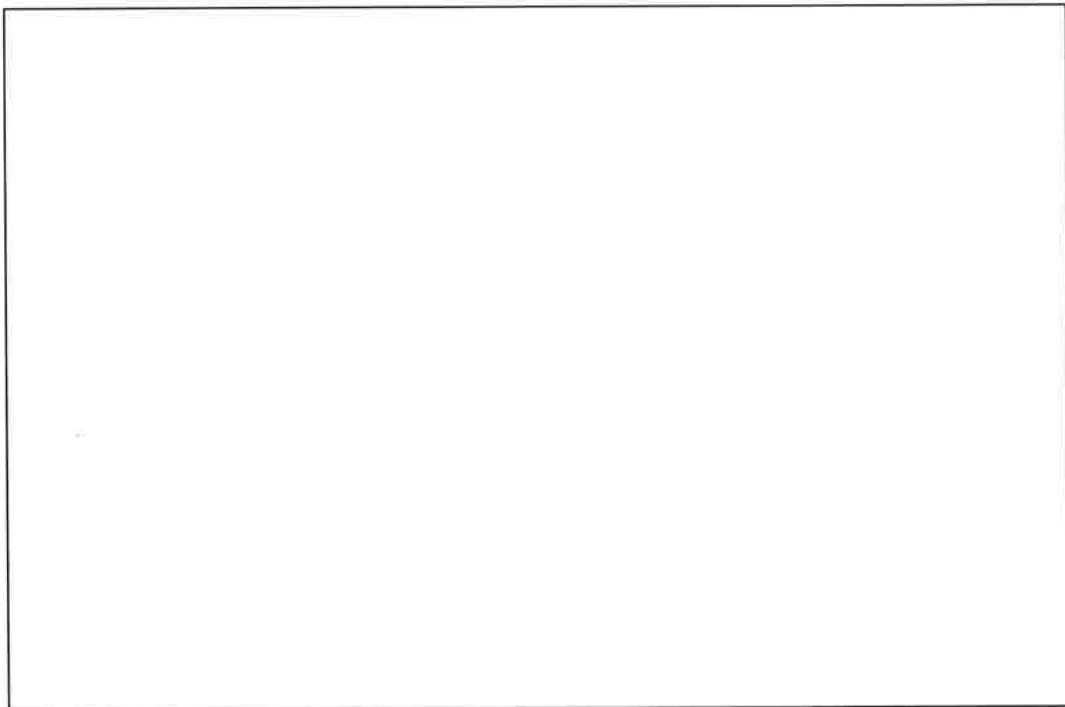
Philomena



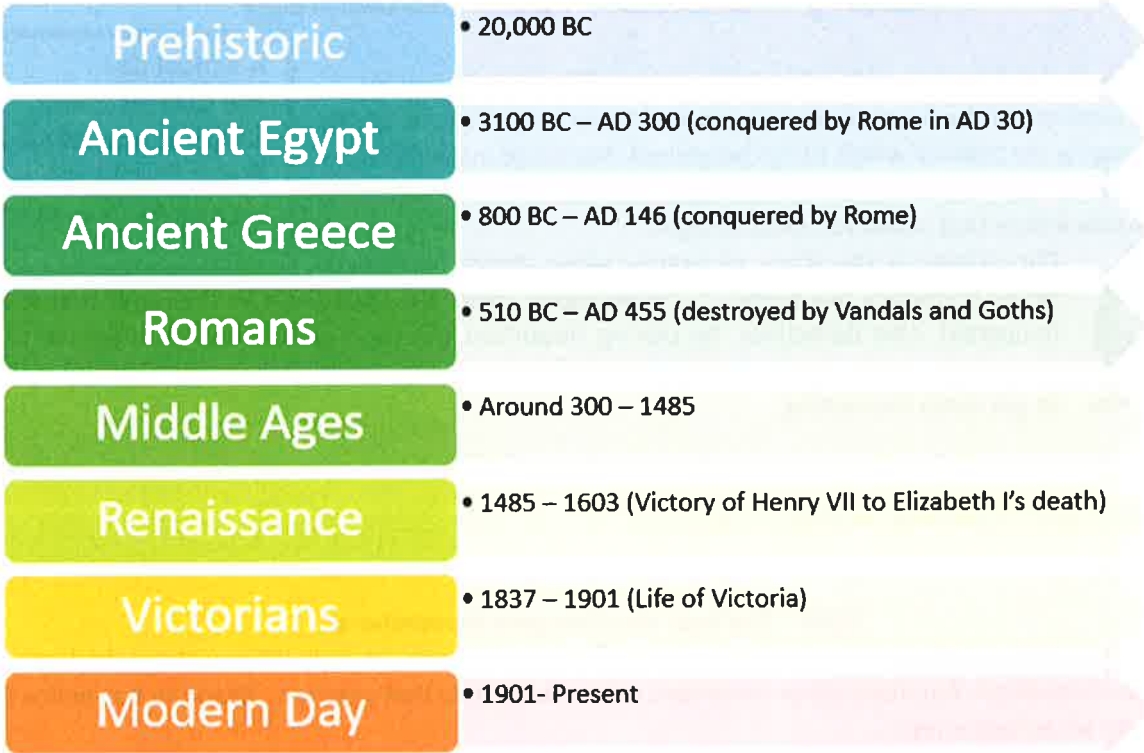
Back



Front



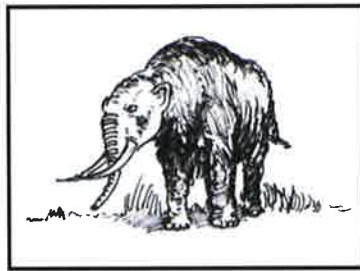
Cut out the postcard template



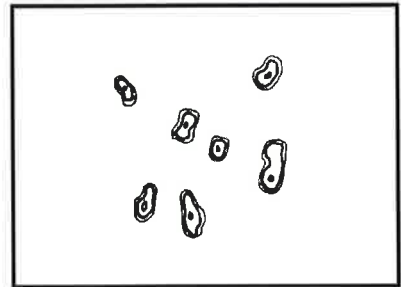
3. History started long before 1066, can you put the pictures telling the story of earth in the correct order



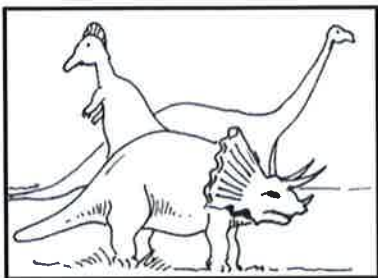
A



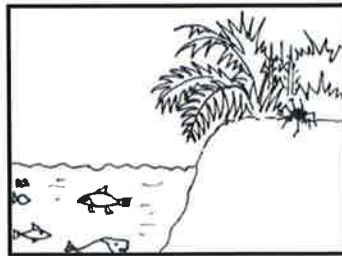
B



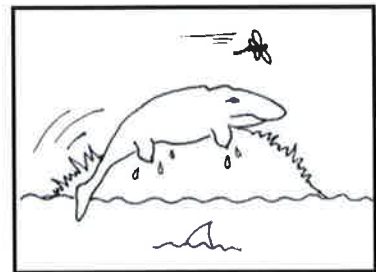
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D



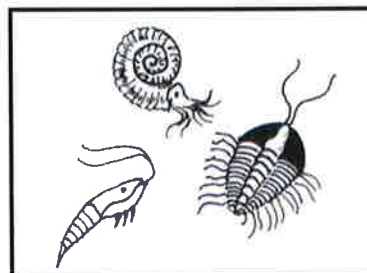
E



F



G



H

1

2

3

4

5

6

7

8

Time

Historians need to know about time and the order in which things happened. When we put events into the order in which they happened it is called putting them into **chronological order**.

There are many different words that we use to describe the past.

A **decade** is ten years

A **century** is a hundred years

A **millennium** is a thousand years

In this country we count years from the time of the birth of Jesus Christ. This is our year zero. The year AD 2000 means 2000 years since the birth of Jesus.

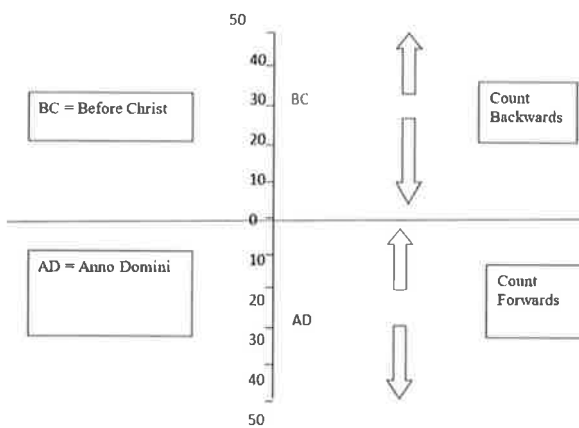
Years after his birth are called years AD.

AD stands for the Latin words "Anno Domini" which means "in the year of Our Lord".

Years before the birth of Jesus are called years BC.

BC stands for "Before Christ".

If we are looking at years before Jesus' birth, the years are counted backwards from the year of Jesus' birth. It works just like minus numbers in maths!



In Israel, Jews date Year 1 as being the date when Adam was created by God, so when it was 1313 BC our time, it was already 2048 in Hebrew (Jewish) years!

In Arab countries, whose religion is Islam, their calendar does not start with the baby Jesus either, but begins in the year when prophet Mohammed went to Medina. So their year 1 is our year 622AD!

China has the oldest calendar in the world and most people in China are not Christians, so

they started dating their years thousands of years before Jesus was born. In our 2020, it will be 4718 in China!

Task:

1. Explain why in some countries it is not the same year as in Britain.

2. Match the boxes

1) 1 year

2) 10 years

3) 100 years

4) 1,000 years

5) Before Christ

6) After Christ

a) AD (Anno Domini)

b) decade

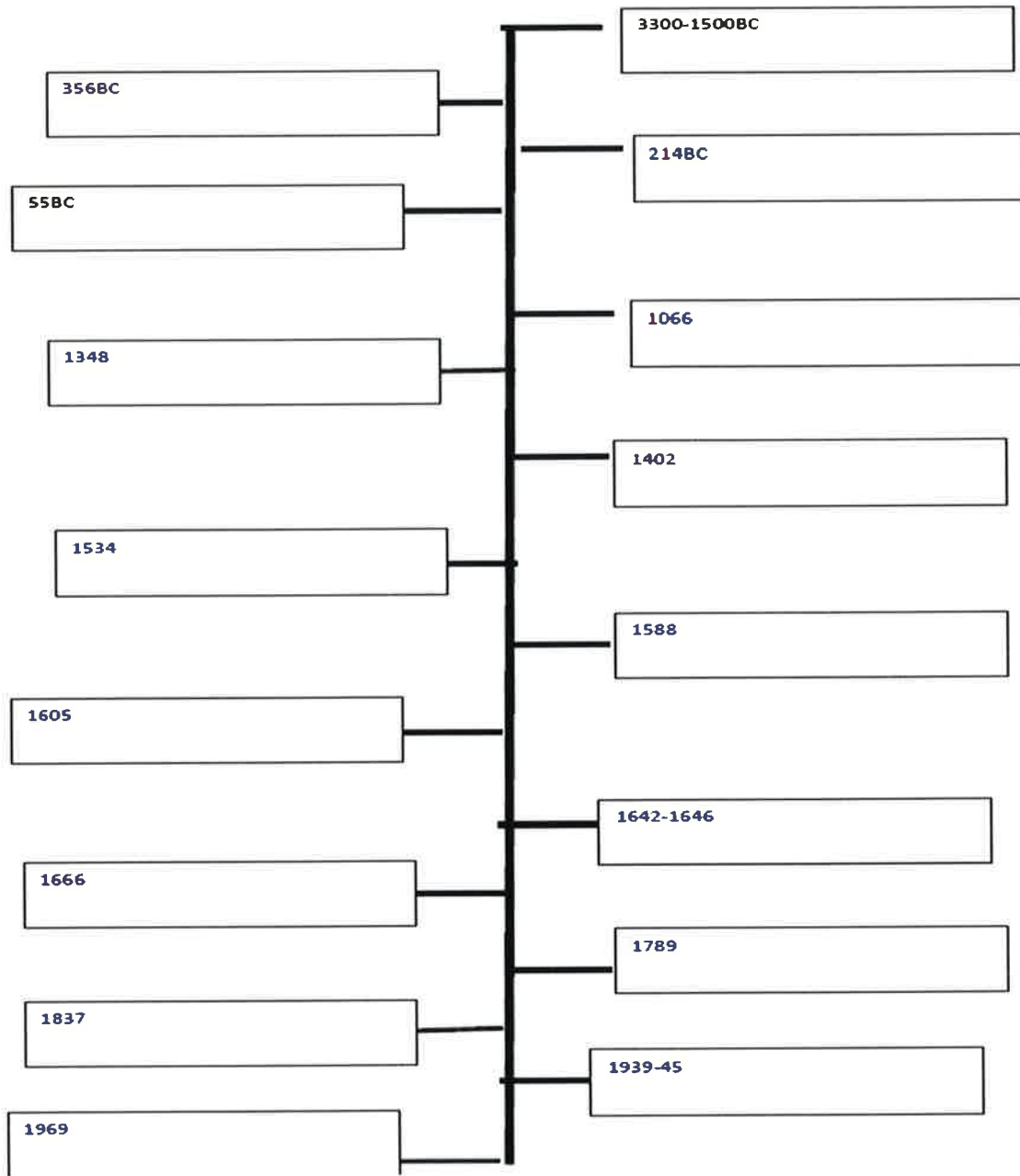
c) days, weeks, months

d) millennium

e) BC

f) century

3. Research the events below and place them in the correct order on the timeline.

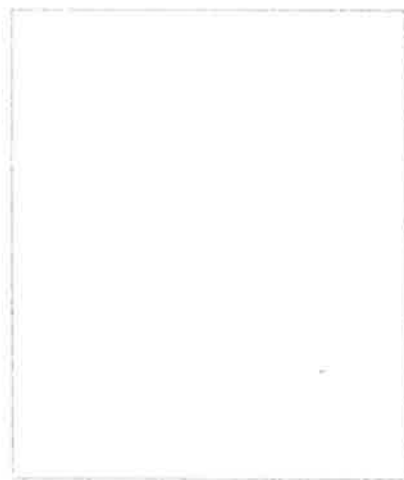
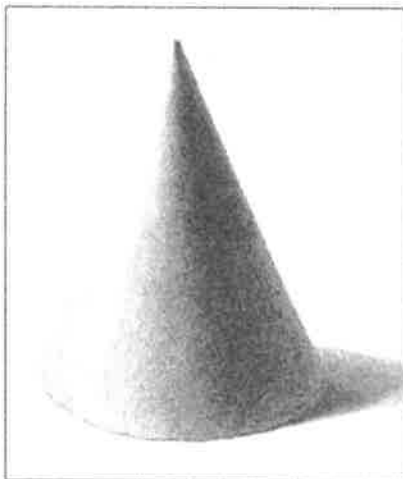
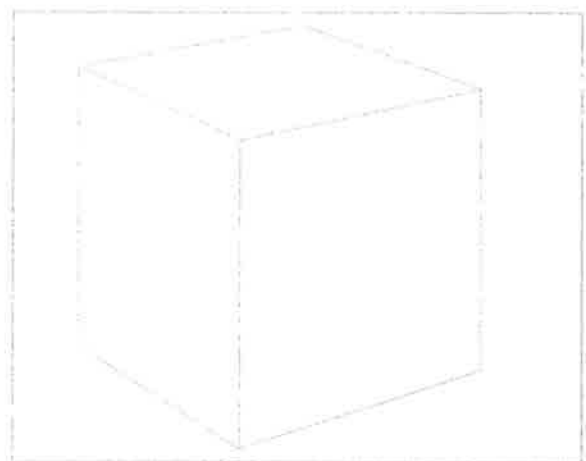
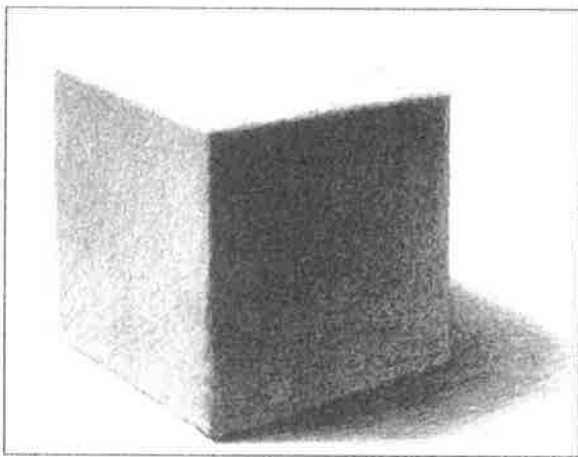
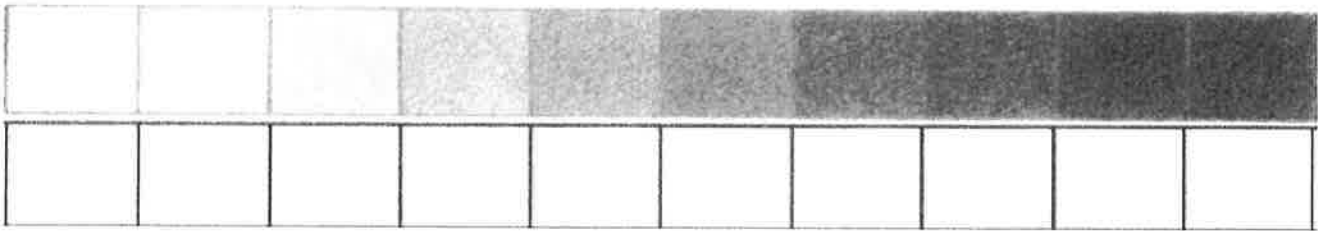


4. Do you think these things are the most important events of the last 5000 years?

Art Transition Task – Formal Elements of Art

Our KS3 course at Corby Business Academy is all about the **Formal Element of Art** -line, tone, colour, pattern, texture, shape, form and space. The main focus throughout your first term of Art will be drawing and shading. Your task over the summer is to practice recording Line, Shape and Tone (light and dark) before you start in year 7.

Task 1: Below is a tonal grid. Use a pencil to recreate the tonal grid going from white to black. Start very gently so you have a 'whisper' of pencil, and gradually increase the pressure of your pencil within each square.



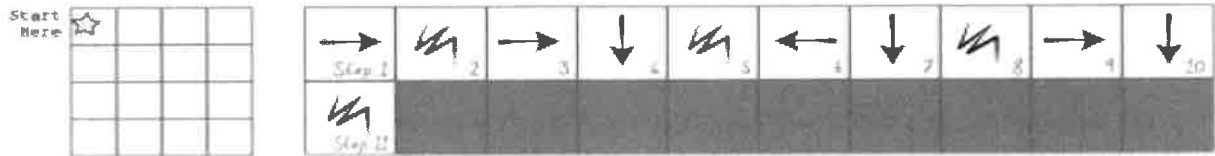
Task 2: Draw the cube and cone shapes in the boxes using a pencil. Make sure you record the basic shape first in pencil using soft light lines, then slowly add your tone (the light and dark) using light and heavy pressure. *TIP- use the side of your pencil to get a soft shade and a sharp pencil to create the shadows.*

Task 3: Complete the sentences

WWW: I feel that the best part of my drawings is

EBI: To improve my drawings I need to...

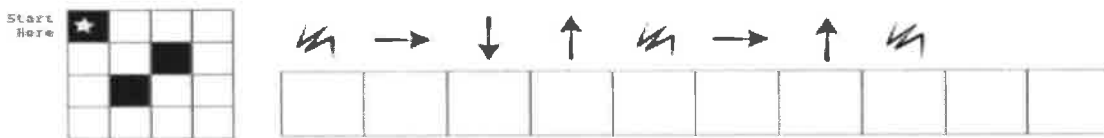
Now can you create an image from the algorithm provided?



Task 3

Can you debug an algorithm?

Each of the sequences below has a mistake. Circle the mistake and then add the correct sequence into the boxes provided.



Learn more...

If you have access to YouTube and an adult gives you permission, watch this video:

<https://youtu.be/nKlu9yen5nc>

Welcome

1 Choose your tasks and decide how spicy you want it!



You must complete a minimum of...

- 1 Appetiser,
- 1 Peri-Peri Chicken AND
- 1 Burger, Pita, Wraps.

3 OR 2 Specials.

★ Whichever you choose, remember to check your Sides!

Appetisers

3 Tweets: in no more than 140 characters per tweet, explain music notation including the treble clef. Use hashtags for key words.

Mind Map: summarise key points about notation, make it detailed!

Dictionary Definition: make a glossary with definitions in your own words for 5-10 key words linked to notation.

Burgers, Pitas, Wraps

Factsheet: listen to a song of your choice and make a list of 10 facts, include the structure of the piece.

Debate: pick a style of music and explain the key features of the music..

Poster: make a poster explaining note and rest names and values. It must be good enough to display!

Sides

R Any regular side Spelling

I Any large side Punctuation

J Any jumbo side Grammar

Remember to check your;

- Spelling, punctuation and grammar.
- Vocabulary.

Music Department: Year 6 transition

on the Bone PERI-PERI Chicken off the Bone

Newspaper: write an article explaining what rhythm is and why music would not exist without it.

Video: create a video to show the purpose of songs, chants and music at sporting events (perform *appropriate* examples in your video.)

Comic Strip: create a comic strip showing who Beethoven is and why he is seen as one of the greatest composers ever.

Article: downloading music illegally is wrong, discuss. Explain your own views and consider those of others at home.

Specials

Starter Activity: Design an activity which links to rhythm. It should be engaging and fun and teach students a key learning point.

Film Trailer: Watch a film with the original sound track. Turn the sound down and try and put some alternative music to the clip. Write down the effect it has on the film.

Plan a Lesson: if you had to teach a lesson on a topic of your choice to year 6 students how would you do it? What would you include and how would you check that learning is taking place?

Assessment Challenge: Create a task which could be used to assess understanding in a topic you have covered in music at your primary school and complete it.

Try something new?

Can you come up with your own task or challenge someone at home to create one for you?

Complete your task and write a paragraph to justify which course it fits in (i.e. burger).

Choose either a French or a Spanish speaking country. You should complete at least 3 tasks. You should present your research as a PowerPoint presentation or a poster. Want support? Start by completing the Lemon & Herb tasks to warm up. Could you research one of these places: Algeria, Mauritius, Quebec, Haiti or Madagascar? Want more? Complete a combination of Extra Hot and Hot Tasks. Can you complete more than six research areas? What other French-speaking areas could you research?



Comparison of two education systems

Compare the education system in your country, region or city to the education system that you know. What are class sizes / buildings like? Is there a uniform? What subjects are taught? Do students have access to the same equipment and resources? Are charities involved in educational provision?

Education

Percentage of population educated

What percentage of the general population in your country, region or city are literate and/or numerate? How many children between the ages of 4 and 16 go to school? Are boys and girls educated equally?



Further education

Are there opportunities for students to continue their education after the age of 16 or 18? If so, which subjects / professions are popular? Do students tend to stay in the country once they have their qualification or work abroad? Why? What are the advantages / disadvantages of this?



Environmental Issues

Is your country, region or place in danger of pollution or resource depletion? Are there any programs in place to support conservation? Are there any natural resources? What do you think about the environmental situation?



Environmental Issues, Human Rights & Government

Human Rights

What are the living conditions like for most people in your country, region or place? Is gender equality evident? Do children have rights? What is your personal opinion on what you've discovered?

Government

Who governs your country, region or city? Were they democratically elected? How long have they been in power for? Do they seem popular from your research? Can your research sources be trusted completely? Why or why not?



Key historical events

What key events have occurred in your country, region or city's history? Have there been any key conflicts? Was it colonised by the French/Spanish? Who are the key figures in your country's history? Why?

History, culture & people



Diet, religion and recreation

What do people tend to eat in your country, region or city? Is there one major religion? What do local people and/or tourists typically enjoy doing to relax? Is there a local type of music or dance? Do the locals celebrate a particular festival?



Ethnic groups, gender roles and family relationships

What different ethnic groups make up the population in your country, region or city? Do families tend to conform to traditional gender roles and relationships?



Where is the country, region or city situated? What is the climate like?

What countries, regions or cities surround it? How do you get there? Is the climate temperate? How often does it rain? What is the average temperature across the year? If it is safe to visit, when would the best time to visit be if you were planning a trip?

Basic information, climate & geography

Population and Language

How many people live in your country? Is the population multi-cultural? Aside from French/Spanish, are any other languages spoken in your city, region or country? Are any native to the local population (e.g. Corsican in Corsica)?

Major cities and terrain.

What is the terrain like in your city, region or country? Are there beaches, desert, jungle, mountains? What major cities are there? If your country, region or city is safe to visit, which top five places would you recommend visiting and why?



