

This booklet belongs to:

# LES QUENNEVAIS SCHOOL

TRANSITION

# STUDENT NOTE BOOK

OUR ISLAND HOME



Learning to be your best - through excellence and enjoyment



# TAKE NOTE!

Hi Year 6. This booklet will help you make notes and answer questions for some of your transition lessons where you need to write things down or provide evidence. There are planning sheets, vocabulary lists and useful documents which will help you when you are working on your transition lessons.

Our teachers have given you an awful lot to think about here. We would love you to look at each subject if you have time at school or at home. If you don't, then perhaps pick the subjects you most enjoy and one or two that you think will challenge you. On the school's website: [www.lesquennevais.sch.je](http://www.lesquennevais.sch.je), go to the 'TRANSITION 2020' area and you will find a link to all the lessons. There are 12 different subjects for you to look at and many of those subjects have several lessons which will allow you to produce some really interesting work.

Once you have completed your lessons, you will need to take one or more of the lesson experiences to expand on and create a piece of work which you will bring with you in September. Have a look at the **Summer Task booklet** for ideas and look at the exhibition video for examples of previous students' work.

The lessons will be available to you throughout the rest of the Summer term and the holidays so there's plenty of time to get stuck in and learn about our island home through the different subject areas.

Please look after this note book. Make sure you have it with you when you are watching the on line lessons.



# ENGLISH

## JERSEY FOLKLORE STORIES LESSON 1

What is folklore?

Folklore refers to the traditional beliefs, customs, and stories of a community, passed through the generations by word of mouth. Folklore is something that is not normally taught in schools. Many examples of Jersey folklore tell mysterious stories of the unexplained.

### Example of Jersey Folklore: The Black Dog of Bouley Bay

The story emerged many years ago when the people of Trinity spoke of a huge, black dog with eyes the size of saucers. It was said to roam around the cliff paths round Bouley Bay, dragging its heavy chain behind it.

*On nights when the black dog roamed the hills of Bouley Bay people would lock themselves in their houses, bar the shutters and bolt their doors. Those who had glimpsed the black dog gave varying reports of what it looked like. Some said it was the size of a bull, smooth furred with ears flat like a hound and huge eyes as yellow as gold. Others swore that the black dog was similar to a great black wolf, the size of a bear, with eyes that glowed as red as the flames of hell.* (Erren Michaels)

The sound of the chain rattling, dragging and scraping over the rocks would frighten people so much that they would stop dead in their tracks, frozen with fear. The dog would quickly catch up with them. Then it would begin circling its victims at ever increasing speed in order to terrify them. Closer and closer it would come...

Luckily, no bodily harm was ever done to the victims but they were usually found cowering in a state of shock against a hedge, or hiding behind a tree after their encounter with the Black Dog. Local people became so scared that even if someone simply mentioned that the dog had been heard nearby, people went scurrying off back to their homes, shutting themselves securely inside.

*Many insisted that a sighting of the legendary black dog heralded a coming storm or the death of a loved one, while some said that he led lost travellers to safety. Others warned that the black dog chased unwary folk to their deaths from the cliffs, or that he savaged people viciously. Some people swore that the black dog would protect the vulnerable from harm.* (Erren Michaels)

Was the black dog real? Or was there another explanation to this tale? Some say that there were smugglers operating at Bouley Bay, men who were illegally landing stores of brandy and tobacco. It is said that these smugglers were happy to spread the story of a terrifying supernatural dog in order to keep people inside and out of the way. This would let the smugglers continue with their illegal activities undisturbed.



## LESSON 2: PLANNING YOUR STORY

<i>Title of the story:</i>	The Return of the Black Dog
<i>Main Character:</i>	Jessica
<i>Other Characters:</i>	Ben (Jessica's Brother) The Black Dog
<i>Setting:</i> (where the story takes place)	The woods near Bouley Bay
<i>Conflict:</i> (main problem your character has to overcome)	Jessica meets the black dog and is terrified.
<i>Four Separate Incidents that will happen in your story:</i>  Remember, you can tell your story in order OR use where flashbacks or flashforwards	<ul style="list-style-type: none"><li>• Jessica goes out for a walk after school.</li><li>• She encounters the dog – it scares her.</li><li>• She runs home and tells her brother about it.</li><li>• That night there is a massive storm and Jessica learns about the legend of the dog.</li></ul>
<i>Mode of narration:</i>  First person (I) Third person (he, she, it)	Third person

<i>Title of the story:</i>	
<i>Main Character:</i>	
<i>Other Characters:</i>	
<i>Setting:</i> (where the story takes place)	
<i>Conflict:</i> (main problem your character has to overcome)	
<i>Four Separate Incidents that will happen in your story:</i>  Remember, you can tell your story in order OR use where flashbacks or flashforwards	
<i>Mode of narration:</i>  First person (I) Third person (he, she, it)	

# VOCABULARY AND SENTENCES

# LESSON 3

These two tasks will help you to get used to the vocabulary and sentences we would like you to try and use in your folklore story:

## VOCABULARY TASK

Look at the image above.

See if you can write a sentence related to the image containing each of the words:



WORD	EXAMPLE	YOUR SENTENCE <small>related to the image</small>
<b>Uncanny</b> Something that is strange and mysterious in a disturbing way.	<i>An uncanny light filtered through the trees.</i>	
<b>Ominous</b> Something that gives you the feeling that something bad is going to happen.	<i>Ominous dark clouds slowly gathered in the summer sky.</i>	
<b>Enigmatic</b> Something that seems mysterious or puzzling.	<i>The man had an enigmatic smile.</i>	
<b>Incredulous</b> When someone is unable, or unwilling to believe something.	<i>The crowd gave an incredulous gasp during the trick.</i>	
<b>Interminable</b> Something that seems to be never ending.	<i>I was trapped in an interminable conversation.</i>	



## SENTENCES TASK

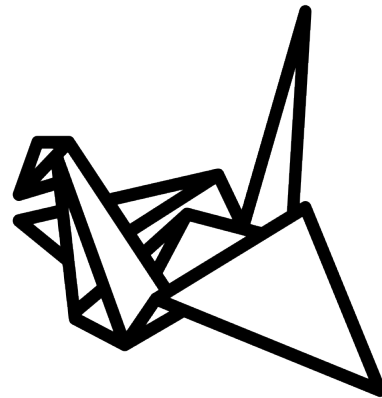
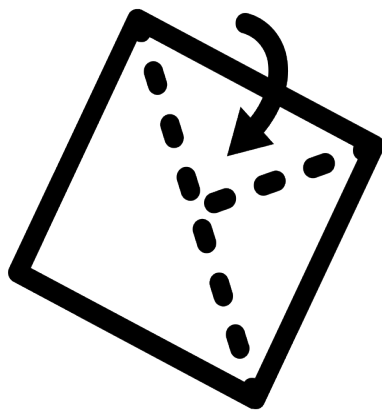
Look at the second image of the dog and see if you can write a sentence about it using the sentences in the boxes.



SENTENCE TYPE	EXAMPLE	YOUR VERSION
Three word sentence.	<i>It was terrifying.</i>	
Sentence containing a present participle phrase.	<i>The dog walked towards me, bearing its fangs.</i>	
The, the, the, all sentence.	<i>The red eyes, the sharp teeth, the low growl, all of this made the dog truly terrifying.</i>	

NOW you have completed this task you are ready to write your Jersey folklore story. Good luck. We are looking forward to receiving and reading it.

# MATHS



To get mathematically creative, you are going to need a pair of scissors, lots of sheets of square paper (14cm is perfect) a small plastic ruler, some card- such as a cereal box and a pencil and paper.

**STICK SOME OF YOUR CREATIONS HERE:**



# SCIENCE

## SCAVENGER HUNT!

Use the space for each day to stick in pictures, draw and write down some notes about the things you have been asked to find.

**DAY 1:** I need to find .....



**DAY 2:** I need to find .....

**DAY 3:** I need to find .....

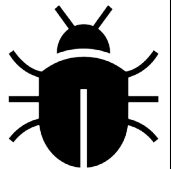
**DAY 4:** I need to find .....



**DAY 5:** I need to find .....



**DAY 6:** I need to find .....



**DAY 7:** I need to find .....



# DRAMA

You can choose the story below to tell in a spooky and atmospheric way, or you can choose your own ghost story set in Jersey. It's up to you! Look at the questions and use them to add spooky details and make the story really come to life!

Can you describe Hubert using some adjectives?  
What kind of person was he?  
Sensitive? Romantic? Intelligent?  
What did he look like?

What does the rock at Rocqueberg look like?  
Why is it called the 'Witches rock' with a devil's hoofprint?

How did Hubert feel when he danced with them?  
How did they make him promise to come back?

What was the weather like that night? Dark and stormy, moonlit with scurrying clouds, an eclipse?  
How did Madeleine feel when she saw Hubert?

Once, a young man called Hubert was engaged to a girl called Madeleine. He used to go for long walks during the evenings, and one evening he walked towards Rocqueberg Point.

He fell asleep next to the rock, but when he woke up the rock had gone - and was replaced by a magic wood, with beautiful girls dancing round the trees.

Hubert danced with them, and as he left he promised he would return the following night. When he got home, he told Madeleine about the strange events, and she warned him not to go the next night, but Hubert decided to go anyway.

Madeleine told the parish priest about her suspicions, and the priest told her to take a crucifix and follow Hubert. When Madeleine reached Rocqueberg, she saw Hubert, merrily dancing. But there were no beautiful girls - just ugly old witches. Madeleine held the crucifix high above her head and ran towards the witches - who vanished, shrieking, whilst Hubert collapsed, unconscious.

What was Madeleine like?  
Why did Hubert love her and want to marry her so badly?  
How long had they known each other for, and how had they met?

What do the beautiful girls look like and how are they dancing?  
What did Hubert think and feel when he woke up and saw this?

What was Madeleine's reaction when she heard Hubert's story?  
Why did she warn him not to go?

What did the witches really look like? Describe their skin - covered in warts? What about their hair and teeth? What about their evil eyes?  
How did Madeleine run? What words did she shriek at the old women?

How will you end your story? Did Hubert survive? Did he wake up?



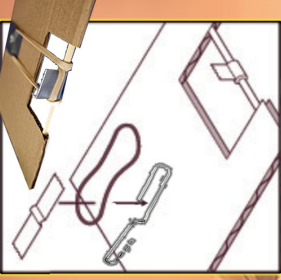
# DESIGN TECHNOLOGY

## SAND WARS

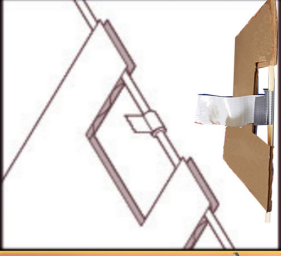
### MATERIALS:

- CARDBOARD
- SKEWERS
- TAPE
- PAPERCLIP
- ELASTIC BAND
- COMPACT DISCS OR BOTTLE LIDS

### PAPERCLIP HOOK



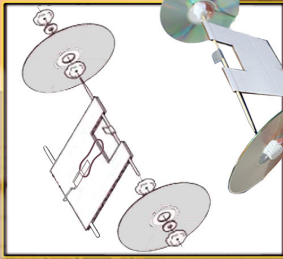
### SLIDE IN SKEWERS TAPE 'CATCH'



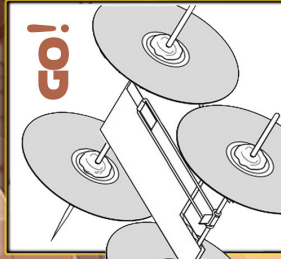
### CUT CARD SLOT



### ADD WHEELS



### ROLL ELASTIC



**GO!**

$$\Delta E = \frac{1}{2} k_r \theta^2$$

POWER SOURCE

AXLE

TRACTION

WHEELS

BODY



IT'S THE FASTEST VEHICLE ON JERSEY

WHY DOESN'T IT GET STUCK IN THE SAND?

BOOM!

**pt** ELASTIC CHALLENGE



**LIGHT  
SIDE**

**ARE YOU  
OR**

**DARK  
SIDE**



**ELASTIC  
CHALLENGE**

# SAND WARS



## **BRIEF:**

Think about the problem you need to solve. Then develop a design for your rubber band racer. Draw your design in the box below:

You have been given the challenge to design a rubber band racer out of everyday items. The rubber band racer needs to be able to travel across the sand using the power of an elastic band. The racer that can travel the farthest distance is the winner.

## **PLANNING:**

You'll need to determine what materials you want to use. List the parts you have chosen to use below and then label where they are on your drawings.

## **DESIGN:**

## **CONSTRUCTION:**

Build your rubber band car. During construction you may decide you need additional materials or that your design needs to change. This is ok – just make a new sketch and revise your materials list.



## **PHOTO:**

Take a photo of your Elastic Racer and glue it onto the box to the right:

## **DEVELOPMENT:**



# SAND WARS



LIGHT SIDE

ARE YOU DARK SIDE OR



DARK SIDE



PLASTIC CHALLENGE



**TESTING:** Calculate your car's speed (distance travelled per unit of time)

Record your results from testing your elastic racer:

Weight (g)	Turns of the elastic (DD)	Distance Travelled (m)	Time Travelled (s)	Speed (m/s)
Test 1				
Test 2				
Test 3				

$$\text{Speed} = \frac{\text{distance travelled}}{\text{time taken}}$$

$$\text{Speed} = \frac{1.2 \text{ metres}}{20 \text{ seconds}} = 0.06 \text{ metres per second}$$

Distance travelled is measured in metres (m)  
Time taken is measured in seconds (s)  
Speed is measured in metres per second (m/s)

$$\text{Calculate the acceleration} \quad \text{Acceleration} = \frac{1.2 \text{ m/s}}{20 \text{ seconds}} = 0.003 \text{ m/s}^2$$

$$\text{Acceleration} = \frac{\text{Speed (m/s)}}{\text{Time (s)}}$$

Weigh your vehicle (g) to get the mass

$$\text{Force} = \text{mass} \times \text{acceleration}$$



## EVALUATION

Evaluate your results - Use this worksheet to evaluate your results for your Rubber Band Racer. Did you succeed in creating a rubber band car that travelled across the sand? If so, how far did it travel? If not, why did it fail?

Did you negotiate any material trades with other teams? How did that process work for you? What is the average speed your car achieved?

Did you decide to revise your original design or use additional materials while in the construction phase? Why?

If you could have had access to other materials or items, what would you have requested? Why?

Do you think that engineers have to adapt their original plans during the construction of systems or products? Why might they?

If you had to do it all over again, how would your planned design change? Why?

Do you think you would have been able to complete this project easier if you were working with others?

$$\text{Weight of the Racer} = 100\text{g}$$

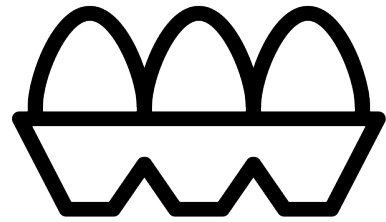
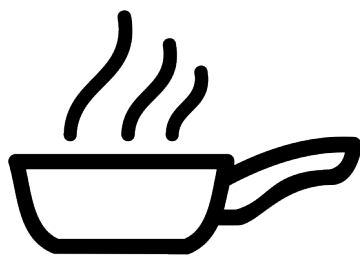
$$\text{Mass of the Racer} = 100\text{g}$$

$$\text{Acceleration} = 0.003\text{M/s}^2$$

$$100 \times 0.003 = F = 0.0003 \text{ Newtons}$$

MAY THE MASS TIMES ACCELERATION BE WITH YOU

# FOOD



## HOW TO MAKE MINI FRITTATAS.

Use the video to help you write up the recipe.

## INGREDIENTS

## EQUIPMENT NEEDED

## SAFETY TIPS

## METHOD

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



# GEOGRAPHY

USE THE BACK OF THE BOOK FOR MAKING NOTES WHEN WATCHING THE VIDEO LESSONS



## Lesson 1

What impacts do plastic have on our oceans? Find three impacts.

- .....
- .....
- .....

**CHALLENGE** Are there any types of animals that are more affected by plastic than others? Create a thirty second video.



## Lesson 2

How does plastic end up in our oceans? Find three ways.

- .....
- .....
- .....

**TASK** Draw a poster showing how plastic enters the ocean, or draw a comic strip (3 or 4 boxes) showing the different methods as to how plastic enters our oceans.

**CHALLENGE** Do rich or poor countries pollute the oceans more with plastic – create a thirty second video

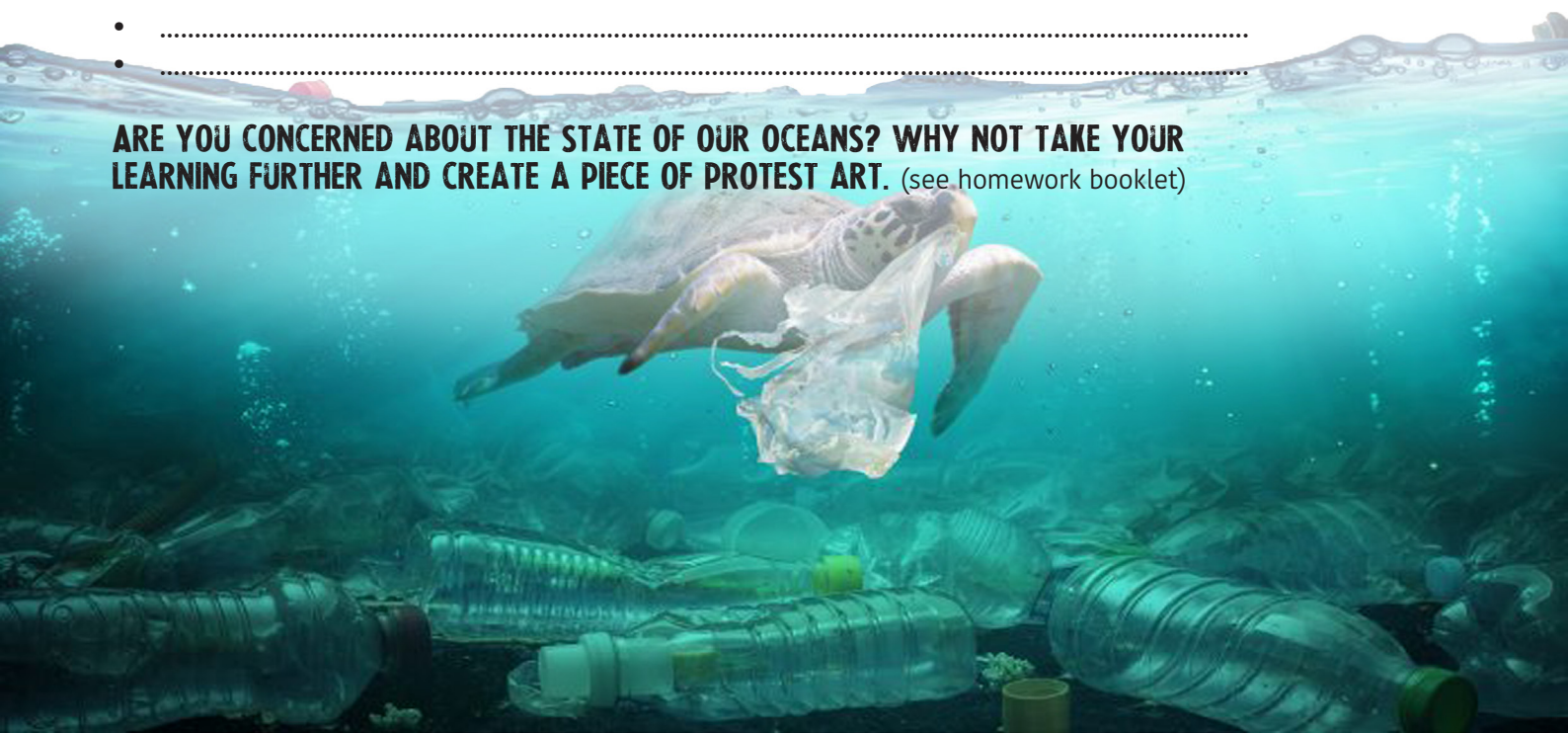


## Lesson 3

How can we reduce plastic in our oceans? Find three ways.

- .....
- .....
- .....

**ARE YOU CONCERNED ABOUT THE STATE OF OUR OCEANS? WHY NOT TAKE YOUR LEARNING FURTHER AND CREATE A PIECE OF PROTEST ART.** (see homework booklet)



# HISTORY

## NATIONAL OR INTERNATIONAL HISTORY

### LOCAL HISTORY AT THE TIME

#### FEATURES OF HISTORICAL SITE



England and France were fighting the '100 Years War', and due to its position between the two countries, Jersey was a frontline.

Jersey was frequently attacked by the French, so this was a site with fantastic natural defences

Surrounded on 3 sides by 60 metre high cliffs

There was no well, so people could not stay long at Grosnez without fresh water

French attacks would tend not to last long, as they were aware that English forces would try to liberate Jersey

Jersey was hugely valuable to the English, due to its strategic position near the enemy French coast, and that it was a safe harbour for their ships in the channel.

Much of the castle was broken up and removed by locals in the mid 16<sup>th</sup> century

Much of the granite was used by the Seigneur of St Ouen to build up St Ouen's Manor

By the mid 16<sup>th</sup> century, French raids on Jersey had ceased. England's main enemy at this time was the Spanish.

This is an example of how you could use the template attached to the website to organise your research. When Mr Brennan talks about Grosnez Castle, see how he presents this research in his video talk.

You need to consider these 3 areas. The features, local history at the time and what might have been happening in the world when the site was in use.

If you want to develop this further into a more in depth project including models, your own video presentations, posters or booklets, this framework will give you a great place to start.



# MFL (MODERN FOREIGN LANGUAGES)

*Jersey*

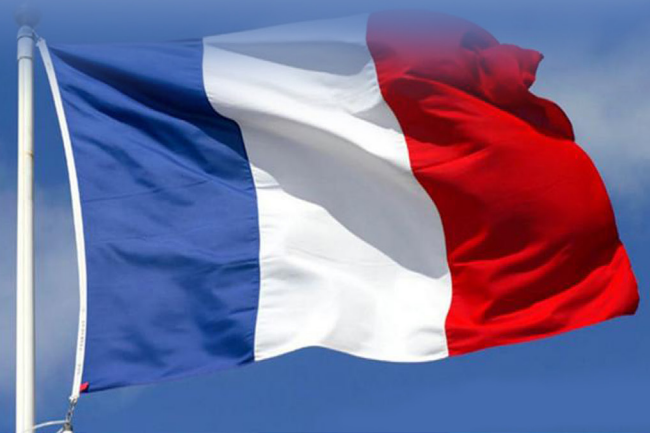
*J'habite sur une île magnifique  
Où l'air a des senteurs de fleurs et de mer  
Ici tout est paisible et charmant  
Voici Saint Brélade, toujours majestueuse  
Avec ses plages sablonneuses  
On peut voir le phare de Corbière  
Et les côtes sauvages  
C'est un coin de paradis  
Quand il fait beau  
Je fais du surf  
Quand je suis fatigué  
Je me repose sur la plage  
Quand j'ai faim  
Je mange des merelles*

*Qu'il est bon de vivre ici  
sur ce paradis en été !*

*Jersey*

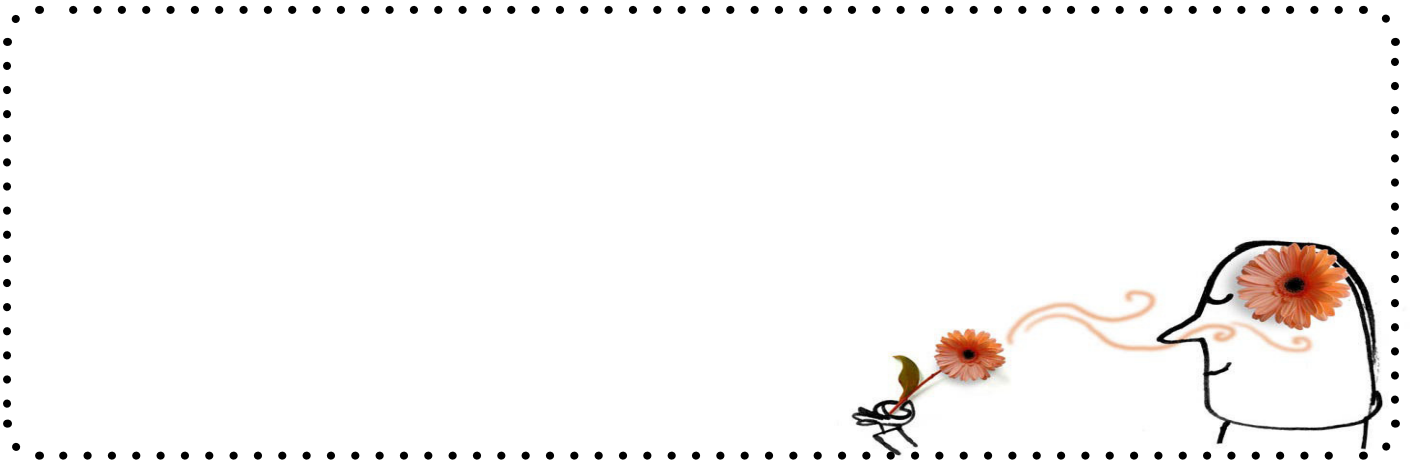
*I live on a magnificent island  
Where the air has a smell of flower and sea  
Here all is peaceful and charming  
This is St Brélade, always majestic  
With its sandy beaches  
You can see Corbière lighthouse  
And the wild coast  
It's a piece of paradise  
When the weather is nice  
I go surfing  
When I am tired  
I rest on the beach  
When I am hungry  
I eat Jersey Wonders*

*How good it feels to live here  
in summer in this paradise!*



# DESCRIBING JERSEY IN THE SUMMER

- List 5 smells associated with Jersey in the Summer.



Change the nouns and adjectives to begin writing your own poem.

*Jersey*

*J'habite sur une île **magnifique***

*Où l'air a des senteurs de **fleurs** et de **mer***

*Ici tout est **paisible** et **charmant***

*Voici **St Brelade**, toujours **majestueuse***

.....

.....

.....

.....

.....

.....

.....

.....



Miel



Pommes de terre



Fudge



Pommes



Glaces



Coquillages



Fraises



Grillades



Paille

# DESCRIBING WHAT YOU CAN SEE IN YOUR PARISH

- Watch the Virtual Reality image of St Aubin's Harbour.
- Note down 5 things you can see in French using the vocabulary booklet.

Example: Le Port

.....

1. ....

2. ....

3. ....

4. ....

5. ....

.....

- Adapt the poem to make it your own using places in the Parish of your choice.

*On peut voir le phare de Corbière  
Et les côtes sauvages  
C'est un coin de paradis*

.....

.....

.....

.....

.....

.....

.....



# TALKING ABOUT WHAT YOU DO IN THE SUMMER

*Quand il fait beau*

*Je fais du surf*

*Quand je suis fatigué*

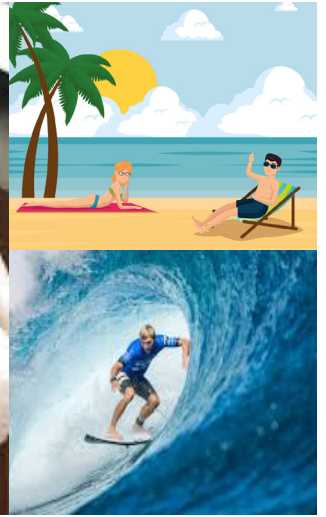
*Je me repose sur la plage*

*Quand j'ai faim*

*Je mange des merveilles*

*Qu'il est bon de vivre ici*

*Sur ce paradis en été !*



- Using the phrases that you learned, adapt the poem to make it your own.

.....

.....

.....

.....

.....

.....

.....



**NOW YOU CAN CREATE YOUR OWN POEM. THINK ABOUT HOW YOU MIGHT PRESENT AND DECORATE YOUR WRITING.**



# MUSIC



There are two main activities in this lesson that could be attempted in one go, or in different sessions. Both activities involve following the video on the school website.

**Part 1** is a listening activity. Watch the first part of the video and answer the questions on the sheet in your pack.

**Part 2** involves learning a little more about sea shanties, watching some clips, and then having a go at writing some lyrics yourselves.

## PART 1

1. Which of the 3 pictures best represents the structure of the music at the start? Put a tick next to your answer. Think about how many people are singing each line.

A 

B 

C 

2. Does this music have a steady pulse/beat. Could you clap or march to it? Circle your answer.

Yes

No

3. If I tell you that this was originally a work song, what kind of work could this kind of song be used to accompany?

4. Who or what is 'Timmy'? (This is kind of a trick question!)

## PART 2

# WRITE YOUR OWN SEA SHANTY!

Use this guide to help you write your own sea shanty in the style of 'Haul Away Joe'.

You will need a one line refrain that is repeated after each line. Similar to:

**“HEY HAUL AWAY, WE’LL HAUL AWAY JOE”**

Words you might want to include in your refrain (remember, it’s a work song):

**HEAVE, HEAVE HO, PULL, PUSH, TOGETHER**

Next you will need your 2 line verse. The second line should rhyme with the first and both lines should be the same length. For example:

**“WHEN I WAS A LITTLE BOY SO MY MOTHER TOLD ME”**

Refrain

**“IF I DIDN’T KISS THE GIRLS MY LIPS WOULD GO ALL MOULDY”**

Refrain

A sea shanty doesn’t have to be about anything specific, but sailors often sang about home, and the people and places they missed whilst at sea. Imagine you are a sailor, away for years and really missing Jersey and it’s beaches. An example might be something like this:

**“TAKE ME BACK TO BEAUPORT BEACH, THAT BEACH IT IS SO STONEY”  
HEAVE THE ROPE, HEAVE HO!**

**“TAKE ME BACK TO BEAUPORT BEACH, COS’ OUT HERE I’M SO LONELY”  
HEAVE THE ROPE, HEAVE HO!**

Ere, Jethro, that sounds  
a lot better than that  
Stormzy fellow.



Empty dotted-line box for writing.

Refrain

Empty dotted-line box for writing.

Verse 1

Empty dotted-line box for writing.

Verse 2

Empty dotted-line box for writing.

Verse 3

Empty dotted-line box for writing.

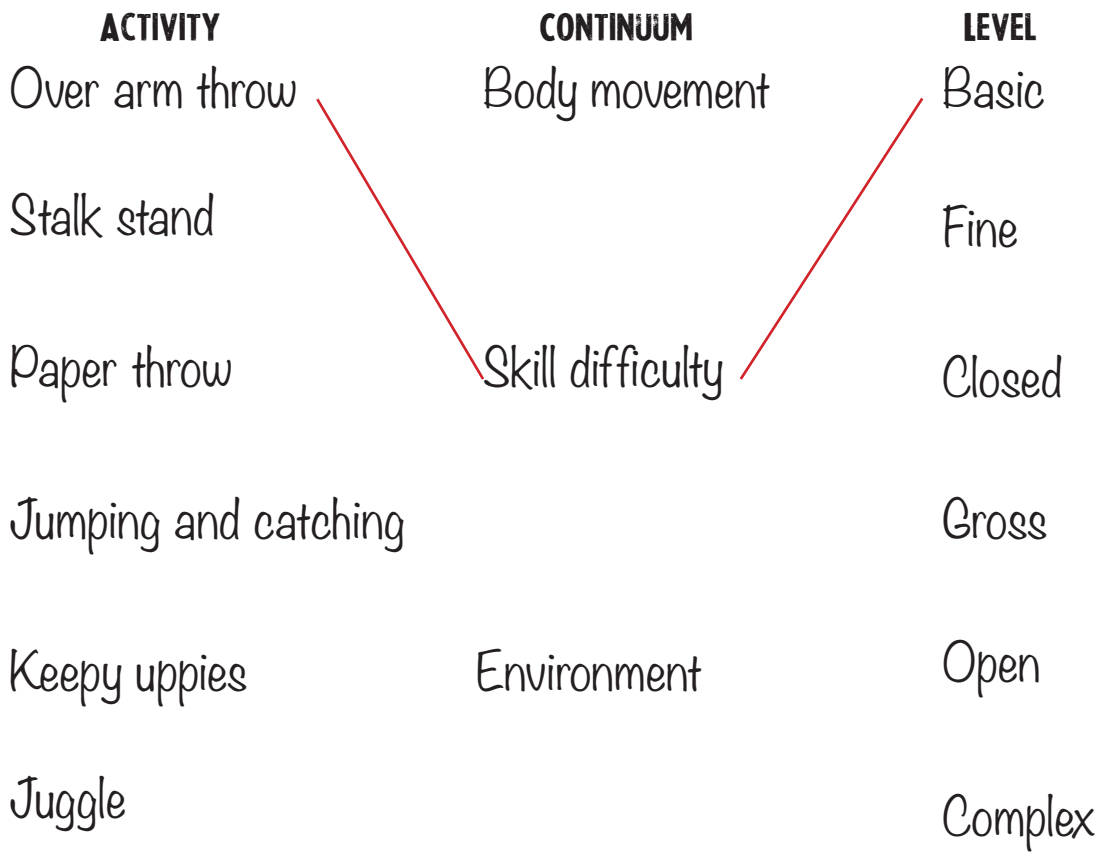
Verse 4



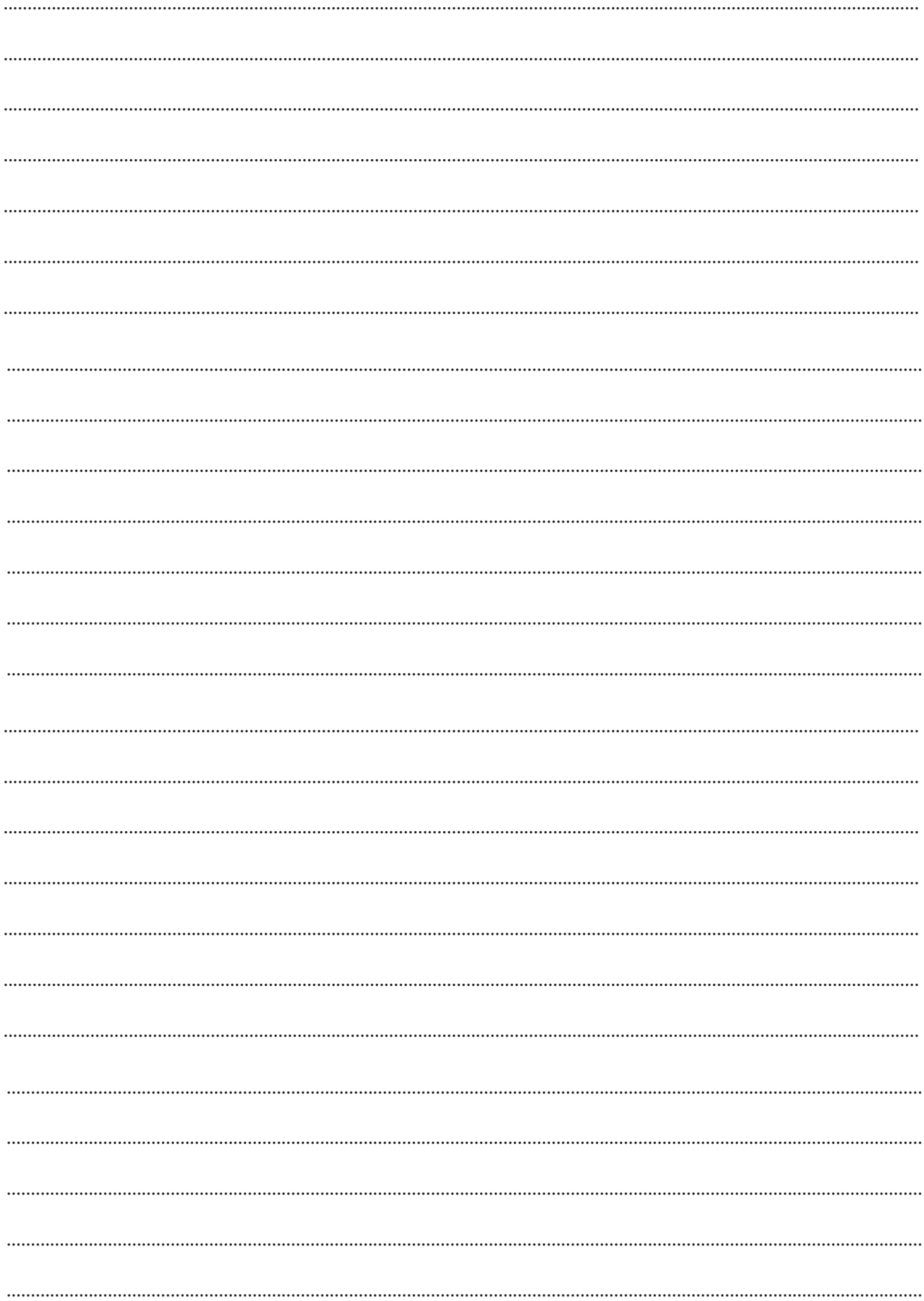
# PE (PHYSICAL EDUCATION)

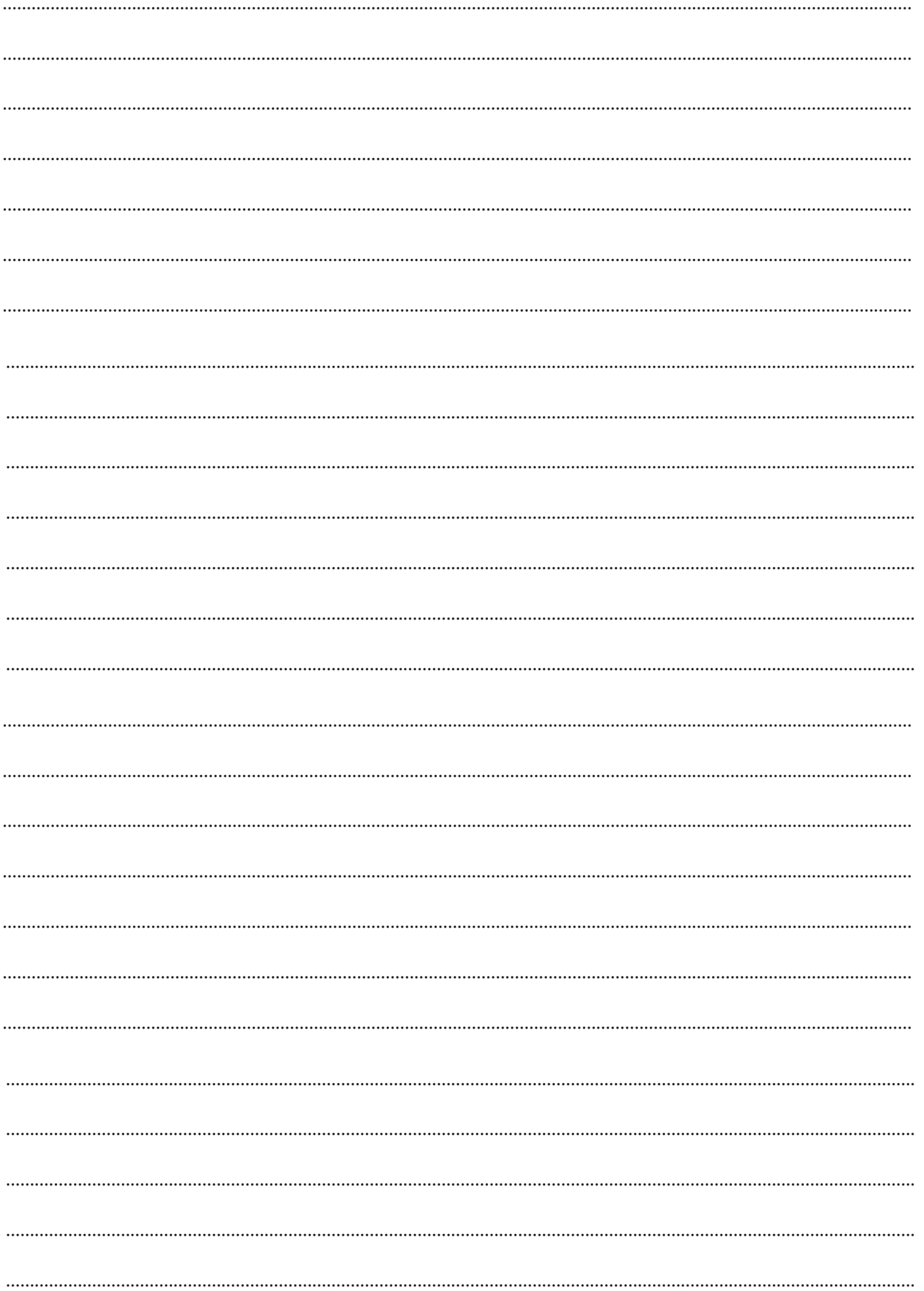


CAN YOU MATCH UP THE SKILLS SPORTS CONTINUUM QUESTIONS?









**WE CAN'T WAIT TO SEE YOU IN SEPTEMBER!**



Learning to be your best - through excellence and enjoyment