

## Year 6

### Learning Grid for week beginning: 4.5.20

All of our activities have been designed to try to avoid the need for printing of any kind, although of course you can print if you want to. Remember, you should always check with an adult before using the internet and remember to tell an adult if you see something that makes you feel uncomfortable. There's further guidance from the NSPCC [here](#).

Maths		English		Science	Physical	Social
Arithmetic	Further tasks	Reading	Writing (including spelling, punctuation & grammar)			
<p>Keep building your accuracy and fluency in mathematics by answering a set of these questions each day.</p> <p>Remember, you can copy the equations on to some scrap paper before you answer each one as arithmetic is not always mental maths.</p> <p>The focuses for this week are:</p> <p>Arithmetic 1 – Short and long multiplication. When using long multiplication, don't forget the place holder!</p> <p>Arithmetic 2 – Long division. Use the long division rap to help you remember the steps that are needed to answer these! There are no remainders.</p> <p>Arithmetic 3 – Finding fractions of whole numbers. Some of these might include a decimal answer.</p> <p>Arithmetic 4 + 5 – Percentages. Make links to fractions and decimals to help you answer these. If you're stuck, find 1% (divide by 100) and then multiply to find your answer.</p>	<p>Have a go at the algebraic challenge question that Mrs Pavlova has created for you. This question requires you to work very systematically, using trial and error! Good luck!</p> <p>Go to the White Rose Maths website – <a href="#">click here</a>. Go to Year 6.</p> <p>Click on 'Summer Term – Week 2 (w/c 27 April)'</p> <p>Watch the video for Lesson 2 then complete 'Get the Activity,'. You could write your answers on some scrap paper or in your Home Learning book if you have it.</p> <p>Watch the video for Lesson 3 then complete the questions in 'Get the Activity'.</p> <p>Watch the video for Lesson 4 then complete the questions in 'Get the Activity'. or in your Home Learning book if you have it.</p> <p>You will also be set Mathletics, so be sure to log in and complete those too!</p>	<p>Aim to read for 25 minutes every day, with an adult when you can.</p> <p>Remember you can still take quizzes and Mrs Richley is sending Word Millionaire certificates to your home address if you earn it! Try to meet your points target for the term!</p> <p>Check whether there's a quiz for your book – <a href="#">click here</a>.</p> <p>Link to do Accelerated Reader quizzes from home: <a href="https://ukhosted56.renlearn.co.uk/1894764/">https://ukhosted56.renlearn.co.uk/1894764/</a></p> <p>Using the book that you are reading, find the meaning of five words that you are unsure of. Afterwards, use these words in sentences of your own.</p> <p>On Friday 8th May visit <a href="http://bbc.co.uk/bitesize/dailylessons">bbc.co.uk/bitesize/dailylessons</a> and complete the reading lesson 'Tell Me No Lies' by Malorie Blackman.</p>	<p>Spelling: Words with a soft c. Log on to Spelling Shed to practise your spellings. You could contact your friends and create live games together. There are some fantastic scores on the board. One Gorilla has over 7 million points! Well done! There are also some spelling activities attached if you would like to complete these too.</p> <p>This week we have a bit of a focus on poetry.</p> <p>Session 1: complete activities 1-5 to get you warmed up.</p> <p>Session 2: Using yesterday's learning complete activities 6 &amp; 7.</p> <p>Session 3: Use the ideas to edit and re-draft your poems.</p> <p>Session 4: Creative writing based on a setting from a book you have read or we have read in class or by turning one of your poems into a setting description. The choice is yours!</p> <p>Remember, we would love to see your writing so ask an adult to take a photo of it and share it on the school's Facebook page.</p>	<p>Revision: Evolution and Inheritance.</p> <p><a href="#">Click here</a> to complete the online revision lesson.</p> <p>This term we will be learning about the circulatory system. To get you started, you will use the 'pattern seeking' enquiry type; this could link nicely with your physical activities.</p> <p>Afterwards, watch <a href="#">the video</a> to help you learn more about the heart. <i>Warning: there is a dissection of a heart on the video.</i></p>	<p>Have a go at some of the athletics task cards we have attached to stay active. Try to increase the amount you achieve on each activity each time you do it.</p> <p>You could challenge a family member to beat your score and even create some of your own workouts.</p> <p>Continue with the Travel to Tokyo workouts that were on last week's board.</p> <div style="text-align: center;">  </div>	<p>By the time you leave primary school, it is crucial to have gained some key life skills. This week, try and do <b>at least</b> one of the following per day:</p> <ul style="list-style-type: none"> <li>• Learn how to make a cup of tea</li> <li>• Make your bed</li> <li>• Lay the table for dinner</li> <li>• Wash up/load the dishwasher</li> <li>• Help to cook dinner</li> <li>• Hoover</li> </ul>



# Arithmetic 1

a)  $511 \times 9 =$

b)  $670 \times 57 =$

c)  $181 \times 4 =$

d)  $474 \times 75 =$

e)  $273 \times 8 =$

f)  $920 \times 29 =$

g)  $505 \times 3 =$

h)  $826 \times 80 =$

i)  $314 \times 3 =$

j)  $571 \times 20 =$

k)  $379 \times 2 =$

l)  $526 \times 19 =$

m)  $353 \times 5 =$

n)  $395 \times 75 =$

o)  $706 \times 2 =$



# Arithmetic 2

a)  $1089 \div 11$

b)  $960 \div 16$

c)  $1292 \div 17$

d)  $1250 \div 25$

e)  $1377 \div 27$

f)  $2052 \div 27$

g)  $4277 \div 47$

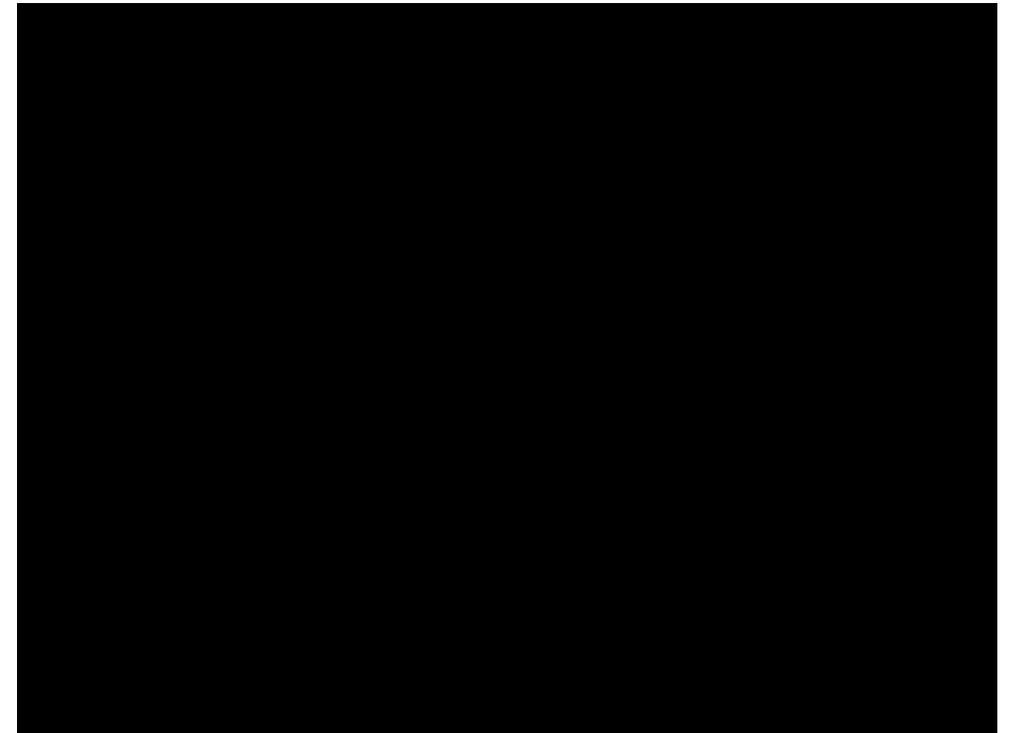
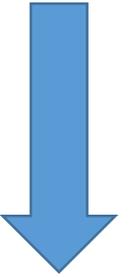
h)  $1335 \div 15$

i)  $2117 \div 29$

j)  $2880 \div 36$

k)  $5626 \div 58$

l)  $3293 \div 37$





# Arithmetic 3

These are trying to trip you up by using the multiplication symbol (x) as well as using the word 'of'. They are interchangeable, which means that you do the same thing for both! It's important to draw bar models here to show how the original number is being split. An example is given below.

a)  $\frac{1}{4}$  of 14 =

b)  $\frac{3}{4}$  of 22 =

c)  $\frac{2}{7}$  of 28 =

d)  $\frac{3}{4}$  of 180 =

e)  $\frac{1}{6}$  of 180 =

f)  $\frac{7}{15}$  of 90 =

g)  $\frac{3}{12} \times 84 =$

h)  $\frac{3}{5} \times 250 =$

i)  $\frac{2}{8}$  of 56 =

j)  $\frac{1}{4}$  of 2000 =

k)  $\frac{3}{4}$  of 3000 =

l)  $\frac{2}{7}$  of 63 =

m)  $\frac{3}{4}$  of 2300 =

n)  $\frac{1}{5}$  of 1900 =

Handwritten work for problem n) showing a bar model and a multiplication calculation.

At the top, the problem is written as  $\frac{2}{7} \times$  of 154.

A bar model is drawn with a total length of 154, divided into 7 equal parts. An arrow points to the bar with the text "7 parts". Below the bar, it says "This is what I'm trying to find."

Below the bar model, a multiplication calculation is shown:  $22 \times 7 = 154$ .

Below the calculation, another bar model is drawn with a total length of 154, divided into 7 equal parts, each containing the number 22. A bracket under the bar indicates the total value is 44.

At the bottom, the final answer is written as  $\frac{2}{7}$  of 154 = 44.



# Arithmetic 4

- a.  $1\%$  of 6500 =
- b.  $1\% \times 860 =$
- c.  $10\%$  of 440 =
- d.  $15\% \times 1900 =$
- e. Increase 7800 by  $10\%$
- f.  $7\% \times 902 =$
- g.  $9\%$  of 385 =
- h. Increase 6300 by  $50\%$
- i. Increase 8,800 by  $25\%$
- j.  $25\%$  of 1,460 =
- k.  $11\%$  of 2410 =
- l.  $12\% \times 5005 =$
- m. Decrease 4080 by  $10\%$
- n.  $20\%$  of 4500 =
- o. Decrease 8442 by  $50\% =$



# Arithmetic 5

- a. 1% of 3700 =
- b. 1% x 970 =
- c. 10% of 330 =
- d. 15% x 1800 =
- e. Increase 5400 by 10%
- f. 7% x 902 =
- g. 9% of 275 =
- h. Increase 5400 by 50%
- i. Increase 9,900 by 25%
- j. 25% of 1,370 =
- k. 11% of 1620 =
- l. 12% x 7007 =
- m. Decrease 3060 by 10%
- n. 20% of 3500 =
- o. Decrease 9742 by 50%



# Arithmetic Answers



Remember to use these only once you have completed the questions for yourself – a good idea might be to get an adult to help you check your answers and to help with anywhere you went wrong!

## Arithmetic 1

- |          |                    |
|----------|--------------------|
| a) 4599  | i) 942             |
| b) 38190 | j) 11420           |
| c) 724   | k) 758             |
| d) 35550 | l) 9994            |
| e) 2184  | m) 1765            |
| f) 26680 | n) $29 \times 625$ |
| g) 1515  | o) 1412            |
| h) 66080 |                    |

## Arithmetic 2

- |       |       |
|-------|-------|
| a) 99 | i) 73 |
| b) 60 | j) 80 |
| c) 76 | k) 97 |
| d) 50 | l) 89 |
| e) 51 |       |
| f) 76 |       |
| g) 91 |       |
| h) 89 |       |

## Arithmetic 3

- |         |         |
|---------|---------|
| a) 3.5  | i) 14   |
| b) 16.5 | j) 500  |
| c) 8    | k) 2250 |
| d) 135  | l) 18   |
| e) 30   | m) 1725 |
| f) 42   | n) 380  |
| g) 21   |         |
| h) 150  |         |

## Arithmetic 4

- |          |           |
|----------|-----------|
|          | h) 9450   |
|          | i) 11,000 |
| a) 65    | j) 365    |
| b) 8.6   | k) 265.1  |
| c) 44    | l) 600.6  |
| d) 285   | m) 3672   |
| e) 8580  | n) 900    |
| f) 63.14 | o) 4221   |
| g) 34.65 |           |

## Arithmetic 5

- |          |           |
|----------|-----------|
|          | h) 8100   |
| a) 37    | i) 12375  |
| b) 9.7   | j) 342.5  |
| c) 33    | k) 178.2  |
| d) 270   | l) 840.84 |
| e) 5940  | m) 2754   |
| f) 63.14 | n) 700    |
| g) 24.75 | o) 4871   |

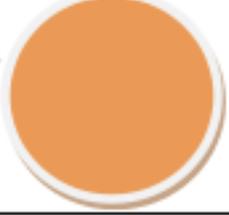
# Further Tasks:

## Mrs Pavlova's challenge question!

Each shape stands for a number.

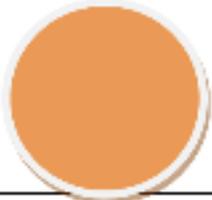
The numbers shown are the totals of the line of four numbers in the row or column.

Find the remaining totals.

				
				25
				20
				
			26	

# Further Tasks:

## Answer

8 	6 	8 	5 	27
6 	5 	6 	8 	25
5 	5 	5 	5 	20
8 	6 	6 	8 	28
27	22	25	26	



= 5 (20 divided by 4 = 5)



= 8 (26 - 10 = 16; 16 divided by 2 = 8)



= 6 (25 - 13 = 12; 12 divided by 2 = 6)



# The City of Silence

Year 6 Creative Writing Workbook

by James Walker



## Introduction - Creative Writing and Wordplay

One special thing I love about teaching writing is that it allows children to be really creative. When we write, we often create ideas, combinations, poems or stories that have never been created before. There is no 'right' or 'wrong' answer and every activity is a chance to produce something fresh. Sometimes children can lose the love of wordplay as they get older so I hope this workbook will remind you how much fun playing with language can be.

In this workbook, we shall be getting our creative juices flowing starting with the game **The City of Silence** and then we'll use the ideas that come out of it to do a variety of activities: writing short poems, trying some descriptive writing, giving feedback to writers, being a teacher, doing some artwork and finally publishing or performing our work.

# Activity 1: Make a list of place

★ Here we want as many different type of places as possible – the more the better. For example: wood, city, shed, street, station, maze, cellar ...



★ Top Tip: generic places are what we are looking for here, not the actual names of particular places: we want city not London, planet not Jupiter.

## Sorting your ideas



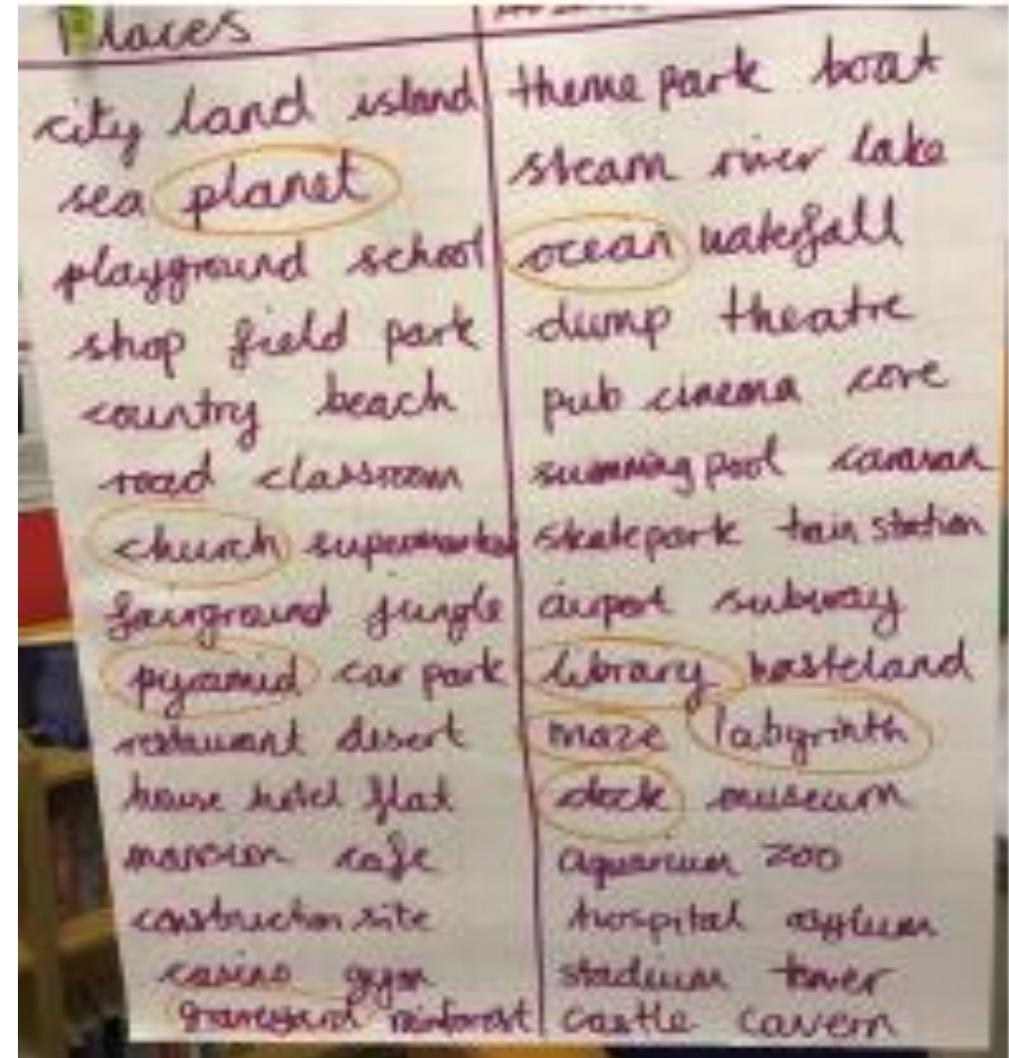
One way to sort your places is to put them into categories. This often helps you to think of more ideas as one idea can lead to another and so on.

Water	Where people live	Buildings	Outer space
lake	town	shed	moon
river	house	supermarket	planet

★ Now over to you to make your lists of places. Can you get more than 50?



Here is the list I made with my class: please feel free to magpie!



## Activity 2: Make a list of abstract nouns



Before we make our list for the game, you might need to brush up on the four types of nouns:

- **Concrete nouns:** the general names for people, places and things that you can see/touch/taste/smell etc. e.g. *ball, table, grass, pony, child*
- **Proper nouns:** special names starting with capital letters e.g. *Sarah, Dr Foster, Spain*
- **Collective nouns:** a word for a group of animals, people or things e.g. *gang, swarm, crowd, pair*
- **Abstract nouns:** something that exists but you cannot see/touch e.g. *love, dream, fear, hope*

For our game, we want lots and lots of **abstract** nouns. Here are some top tips for your list:

**Happy feelings:** *hope, love, joy, friendship, happiness,*

**Sad feelings:** *regret, pain, doom, sadness, dread*

**Fantasy:** *curse, premonition, vision, dream, nightmare,*

**Attitude words ending in -tion/-sion:** *determination, ambition, trepidation, passion, confusion*

Question? Is the word **happy** an abstract noun? Let's try it out in a sentence:

The man felt very **happy** as it was his birthday.

Here the word **happy** is describing the man. We call those words **adjectives**.

We can change happy to an abstract noun by adding a suffix:

happy – happiness. The church filled with **happiness** on their wedding day.



Now over to you to make your list of abstract nouns. If you're stuck, magpie from the ones above or ask your family if they can think of any.

## Activity 3: Making your first combinations!

Now comes the fun part! Choose one word from each list and put them together to make an interesting combination. Here's how it works:

Places		Abstract Nouns	Combinations
church	+	love	The church of love
village	+	dreams	The village of dreams
station	+	pain	The station of pain
tunnel	+	hope	The tunnel of hope
river	+	anxiety	The river of anxiety

Each place can be paired up with any of the abstract nouns so the possibilities are endless! At this stage, try not to worry about whether they are 'good' or not just generate lots and lots of ideas so we have plenty to choose from later.



- ★ Now make as many combinations as you can!
- ★ Top Tip: You could choose ONE setting and then combine it with 5-10 abstract nouns and see which one surprises, entertains or interests you most.

*The school of doom*  
*The school of laughter*  
*The school of determination*  
*The school of hope*  
*The school of fun*  
*The school of dreams*  
*The school of pride*  
*The school of friendship*  
*The school of possibilities*

You could try to use some alliteration! This means that both your place and your abstract noun need to start with the same sound.



### Examples:

- The cave of curiosity
- A star of sorrow
- The temple of terror

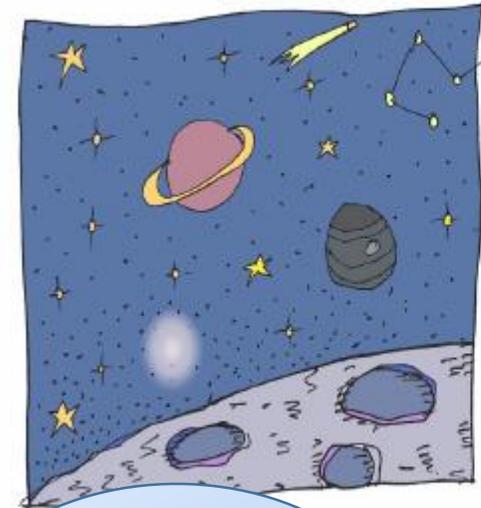


# Activity 5: Judging your ideas



Now you have generated your list, you can start judging which ideas stand out. Reading your ideas out loud can help here to listen to the effect on the ear. Which ones might surprise your reader? Which ones have you never heard before? Which ones immediately conjure up an image in your mind's eye?

Let's have a go at writing a simple poem now from your favourite 10 or so ideas. They could be around a theme (e.g. space, happiness, darkness) or just the combinations that really caught your eye. Why not add some illustrations around your list poem ideas on the previous page?

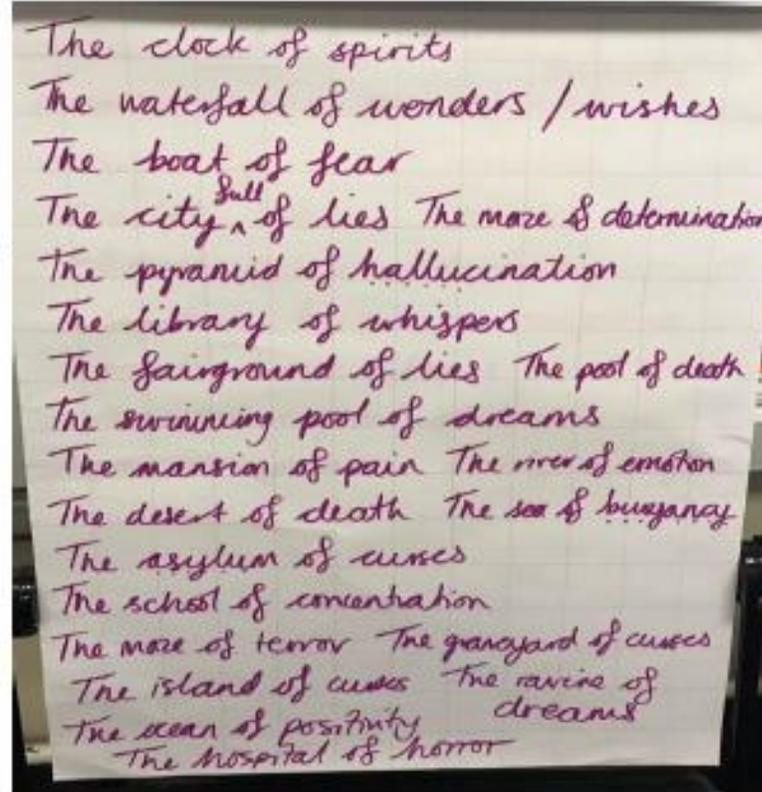


## Space

The planet of doom  
The star of freedom  
The black hole of light  
The moon of isolation  
The galaxy of hope  
The universe of infinity  
The sun of nightmares  
The solar system of confusion

★ Now pick your top 10 combinations and keep them somewhere special

★ **BONUS!** Here is a photo of a list I made with my class. If you had to choose 5 to steal/magpie, which ones would you go for?



Remember, with the help of your parent or guardian, you can share some of your creations on our school Facebook page.

★ Now have a go writing your own simple list poem

We would love to see them.



## Activity 6



Below is a poem written by Pie Corbett using *The City of Silence* game called *The Cave of Curiosity*. It is a great example of a poem using a repetitive pattern; this time he starts each verse with the phrase: *in the cave of curiosity*. We are going to look closely at this poem and write some responses.

★ Start by reading the poem out loud a few times. You can also listen to a reading of the poem here <https://soundcloud.com/talkforwriting/city>

### The Cave of Curiosity

In the cave of curiosity, I created  
an angry ant ambling along,  
a terrified tarantula tickling a tornado  
and a curious computer calling cautiously to the King.

In the cave of curiosity, I created  
the sound of silence closing its lips,  
a hummingbird's wings flickering,  
as the sea silently scrapes the pebbles and ten tired lorries trundle by.

In the cave of curiosity, I created  
the touch of smooth stones from the summer beach,  
the stickiness of honey on a fingertip  
and the heat from a teaspoon as it stirs my morning tea.

In the cave of curiosity, I created  
the coldness of frost as it freckles the windowpane,  
the sharpness of a saw as it crunches through wood  
and the sadness of a tear as it trickles down a cheek.

In the cave of curiosity, I captured  
the moon's cold gleam imprisoned in a box,  
the joy of a merry-go-round as it spins like a feral ferris wheel  
and the force of a rainbow as it dazzles the sky with a smile that stuns.

© Pie Corbett

★ Now let's look at the poem closely and try to respond to what we have read.

1) Which is your favourite word, line or verse? And why?

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2) Which line would you like to change? What would you change it to?

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3) Which part of the poem did you find scariest, saddest or most unusual?

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4) Find a part of the poem that uses alliteration really effectively.

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5) Write Pie a short piece of feedback about his poem. It could follow this structure: 1. Give some praise 2. Offer some advice 3. Ask a question



★ Now have a go at responding to Pie's poem.

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## Activity 7 Extending our ideas to write our own

Now let's be a bit more adventurous! Go back to your list of combinations and I am going to show you 3 different ways of extending them:

### a. Adding in more detail

Here we want to describe more about either the place or the abstract noun and we will do this by adding in **well-chosen adjectives**.

Example: The city of silence

The city of silence ... The *forgotten* city of silence

The city of silence ... The city of *frozen* silence

The city of silence ... The *forgotten* city of *frozen* silence

★ Top Tip: sometimes using too many adjectives can cause your writing to be overwritten: The huge, gigantic, massive, ugly city of silence.



So, add some effective adjectives and make sure that the adjective you choose actually adds something to the writing.  
Pie tells us, "Every word should earn its place."

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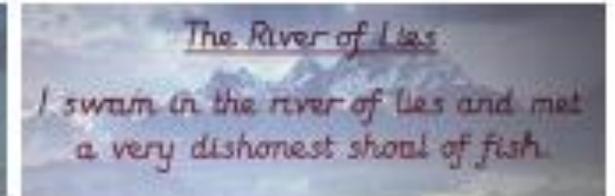
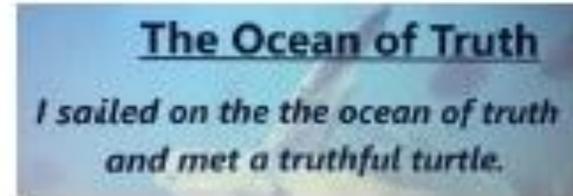
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## Activity 8: Editing and re-drafting

### b. Add in a character

This could be you or someone else and you'll need a verb telling the reader what they are doing in your place.



Example: The forest of nightmares

- I got lost in the forest of nightmares.
- She went into in the forest of nightmares and never came back.
- Blake wandered into the forest of nightmares by mistake.
- Someone whispered in my ear stories about the forest of nightmares.



Try adding a character into a new idea like the example here or add it into your favourite descriptive ideas from a) above.

## Activity 8: Editing and re-drafting



### c. What it is like in your place

Here we are telling the reader what might be in your place, what could happen if you went there or how it got its name!

Example: The castle of curses

The castle of curses is home to all evil in the kingdom.  
The castle of curses looms over the city forever watching.  
Once you enter the castle of curses, you can never escape.

★ Now try adding all the ideas together and creating some powerful verses. Here's one example – as you can see, I've been influenced by the lock down.

*I walked softly into the forgotten city of silence, staring at empty streets, abandoned shops and scary emptiness.*



★ Top tip: Remember poems don't have to rhyme – and they're often more powerful if they don't!

If you haven't heard of this term before, juxtaposition means having two opposite or contrasting ideas next to each other. This can surprise the reader as they might not be expecting it or have never heard it before.

The title of our game – *The City of Silence* – is actually an example of juxtaposition because a city is not normally silent but full of noise. Here are some other examples to help you think of your own.

The sun of darkness  
The dungeon of love  
The black hole of light  
The cave of dreams  
The waterfall of pain



Now have a go at coming up with some ideas that use juxtaposition.

## Activity 9: : Writing a descriptive paragraph

One activity you could try now is to write a narrative or descriptive paragraph based around one of your favourite combinations. Try to describe the setting and how the character reacts to what they see. Remember to keep re-reading your writing to see if it works and if it needs a tweak here or there with the spelling or punctuation.



**You could ask an adult to take a picture of your writing and share it on our Facebook page!**



You could set your descriptive paragraph in one of the settings from the books that we have studied. This way, you will have a strong background knowledge on what you are trying to help us to visualise.



# Spelling

Stage: 6

Spelling Rules: Words with a 'soft c' spelt /ce/.

List: 17



## Spellings

prejudice

nuisance

hindrance

sacrifice

cemetery

certificate

celebrate

necessary

deceased

December

### Introduction

Today we will look at words that have a 'soft c' /s/ sound that is spelled 'ce'. Can children think of any words with a /s/ sound that uses 'ce'? The sound can be found at the beginning, in the middle or at the end of the word.

### Main Teaching Activity

Get the children to look at the images and see if they can guess the 'ce' word based on each one.

You can click the mouse to add the clue for each image.

### Independent Activity

Using the spelling list words get children to work in pairs to try and find two new words that they can make from each word. For example:

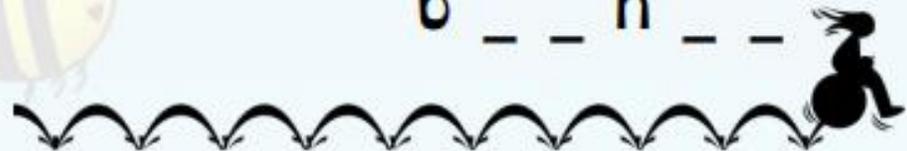
sacrifice – fries – ice  
celebrate – brace – rat

What are these?

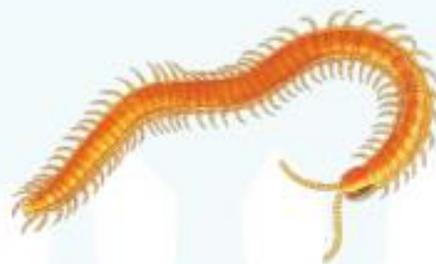


Spelling Shed

b \_ \_ n \_ \_



\_ \_ n t \_ \_ \_ d \_



p \_ i n \_ \_ s \_

\_ \_ l \_ \_ y



f \_ \_ \_



p \_ \_ \_ \_ \_



\_ \_ m \_ t \_ \_ \_



\_ \_ r e \_ \_

Answers:

What are these?

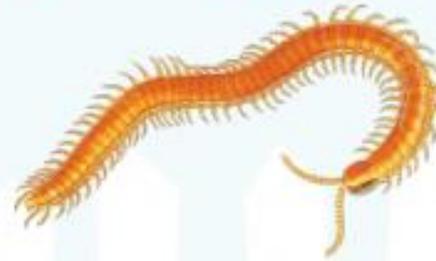


Spelling Shed

b o u n c e



c e n t i p e d e



p r i n c e s s

c e l e r y



f a c e



p a r c e l



c e m e t e r y



c e r e a l



Stage: 6

Spelling Rules: Words with a 'soft c' spelt /ce/.

List: 17

Name:



Spelling Shed

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
prejudice					
nuisance					
hindrance					
sacrifice					
cemetery					
certificate					
celebrate					
necessary					
deceased					
December					



# Physical

You could select a few of these activities to do each day.  
You could even challenge a family member to beat your score?

## Shuttle Runs

Equipment = 2 markers

Set the cones up like the picture below making sure there is a gap of 8 paces between the cones. |

Run from one cone to the next cone  
and back again. This counts as one lap!

Count how many laps you do.



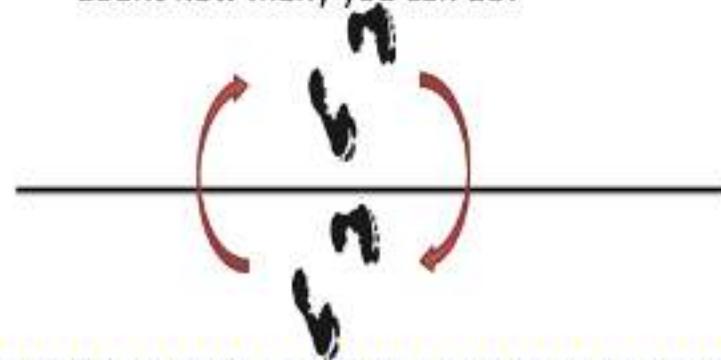
## Speed Bounce

Equipment = a skipping rope or a rolled up towel

Place skipping rope on the floor

Jump across the skipping rope line and back again.

Count how many you can do!



# Spotty Dogs

## No equipment

Move arms and legs in opposite directions to each other.

Count how many you complete!

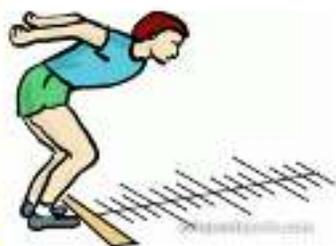


# Long Jump

Soft surface only – grass. Remember to bend your knees.  
Stand with your toes against the line. Jump as far as you can.

You can have 3 attempts at the jump.

See how far you can jump.



# Lunges

## No equipment

Stand with your feet together. Step forward with one leg while you bend your other leg. Make sure your back stays straight.

Move back up to standing and repeat this using opposite legs.

Count how many you can do.



# Hurdles

Equipment-4 hurdles (pillows/soft toys), 2 cones.

Starting from a cone, place hurdles in a line with 3 paces between them. Place the last cone 3 paces from the last hurdle.

Start at the cone and run towards the hurdles. You must jump over each hurdle. When you reach the final cone you have completed one run.

Count how many runs you can do.



# Step ups

Equipment – a bench/step/stairs

Place the bench in front of you.

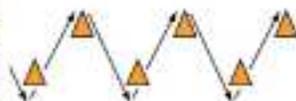
Starting with both feet on the ground. Step up onto the bench and then back down again (one foot at a time). This is one step up.



Repeat this action.

Count how many step ups you can do.

# Zig Zag runs



Equipment- 6 cones (any markers will do)

Place the cones as the picture shows.

You must zig zag between the cones until you reach the end. Then run back and complete the zig zags again.

Count how many runs you complete.

# High Jump

Equipment-chalk

Stand against the wall/fence with the chalk.

Make a jump as high as you can. When you get to the highest point, make a mark on the wall/fence.



Make one up of your own.

# Science

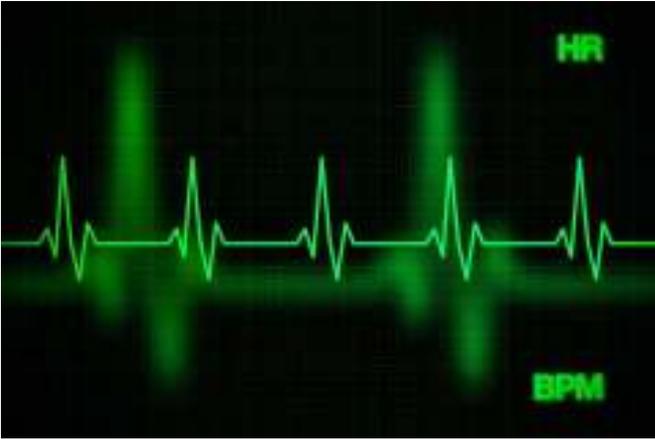
Why do we have a pulse?

What is a pulse?



We'll come back to these questions at the end!

# Science



## Pulse

In medicine, a pulse represents the tactile arterial palpation of the heartbeat by trained fingertips. The ...

## Heart rate

Heart rate is the speed of the heartbeat measured by the number of contractions of the heart per minute. ...

Age in years	Average maximum heart rate in beats per minute	Target heart rate range in beats per minute
40	180	90 to 150
45	175	88 to 148
50	170	85 to 145
55	165	83 to 143
60	160	80 to 140
65	155	78 to 137

**Pattern-seeking – Is there a relationship between the type of exercise that you do and the number of heart beats per minute?**

### Points to consider

I'm going to investigate how exercise affects my heart rate and if certain exercise types have more of an impact than others. I will perform this investigation by

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I will measure my heart rates by (ask your parents, guardian or older siblings how to find your pulse)

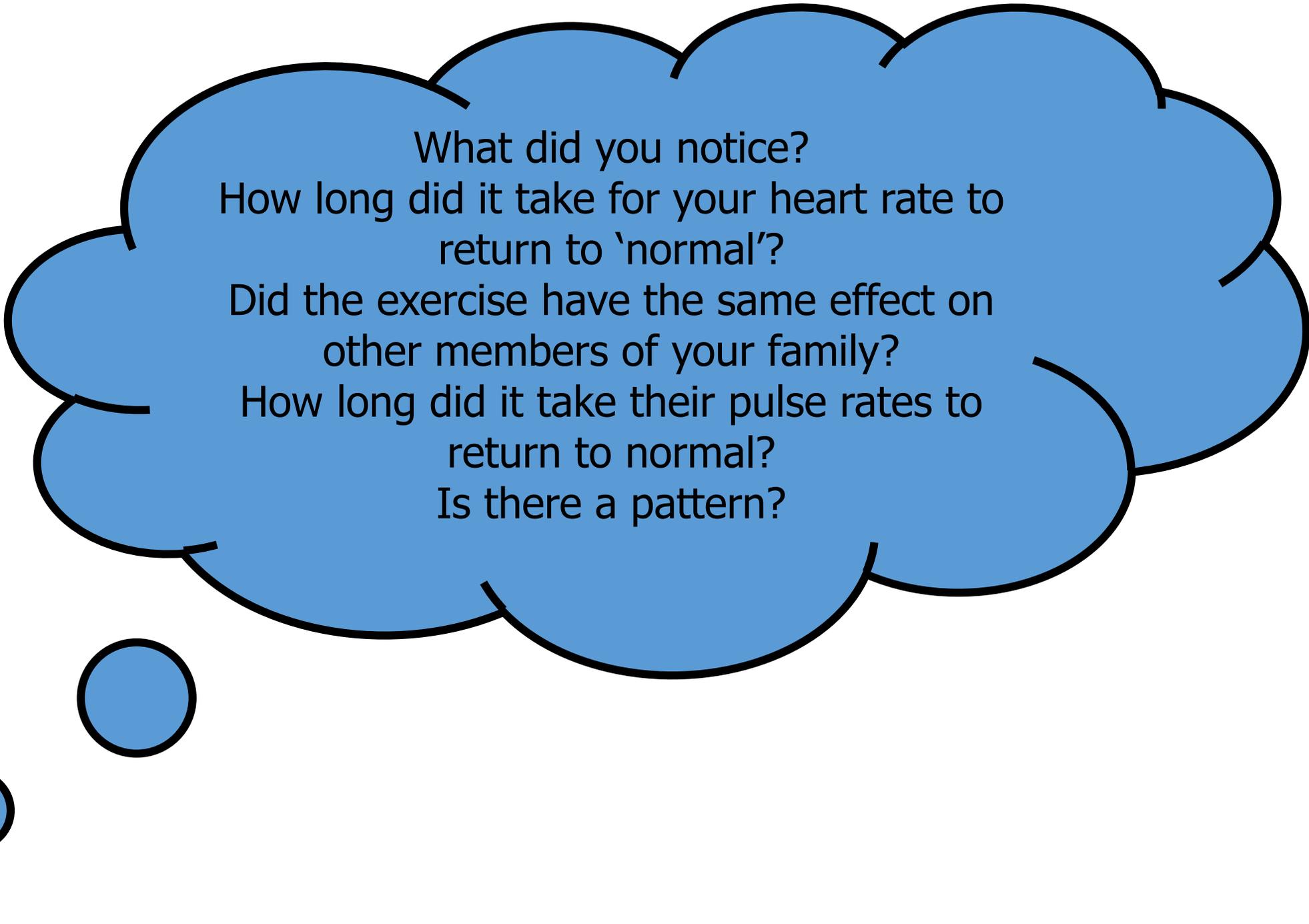
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I predict

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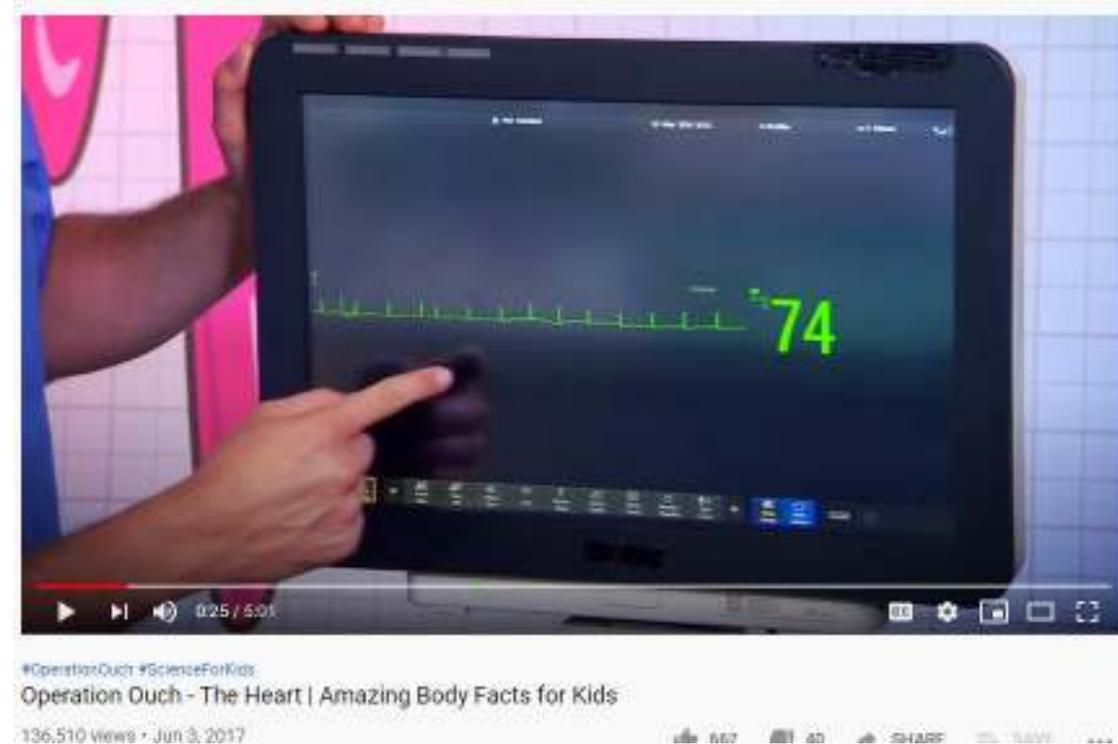
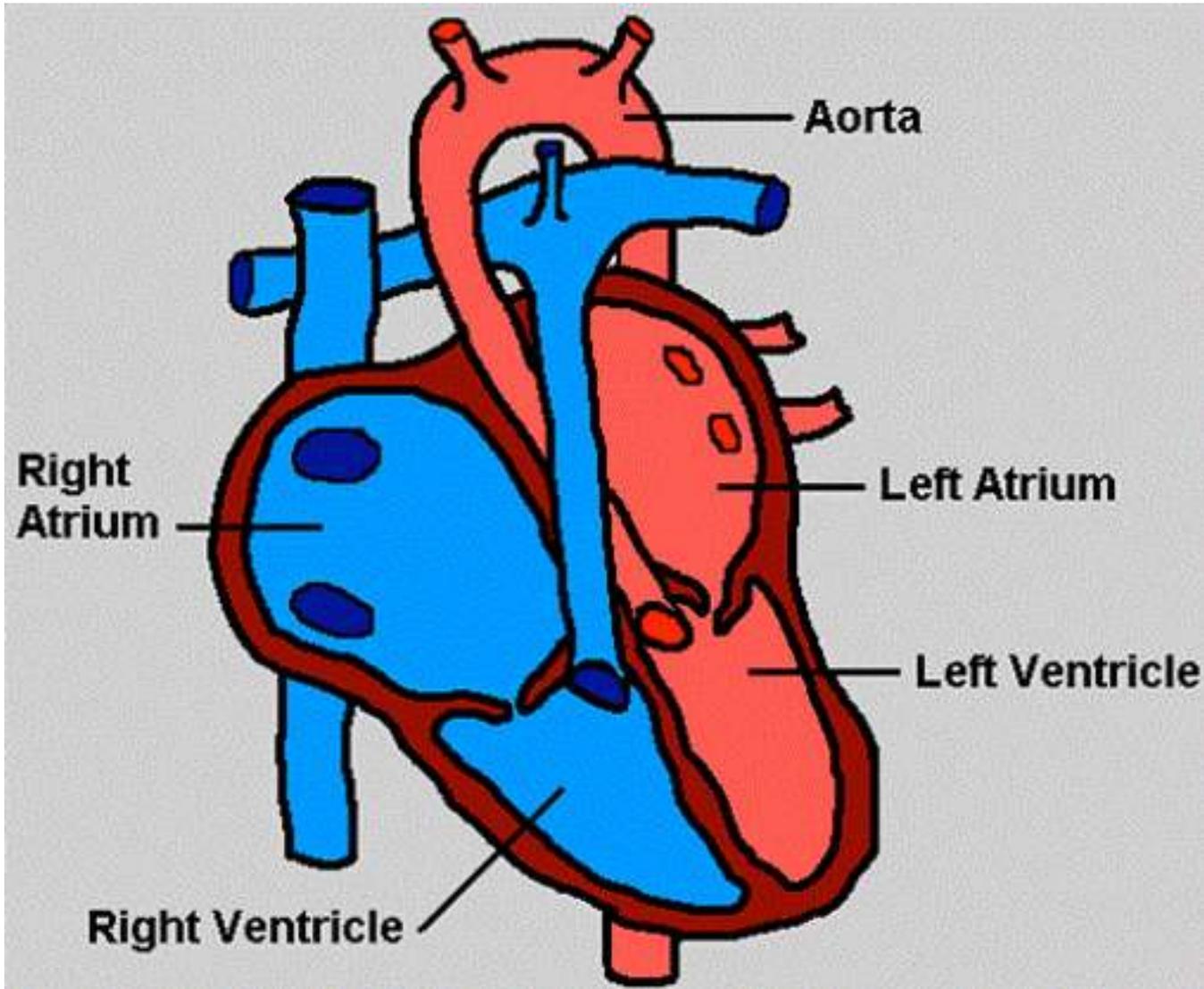
because

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What did you notice?  
How long did it take for your heart rate to  
return to 'normal'?  
Did the exercise have the same effect on  
other members of your family?  
How long did it take their pulse rates to  
return to normal?  
Is there a pattern?

[Click here](#) to watch a video all about our heart and how it works.



# Science

Why do we have a pulse?

What is a pulse?



Explain the answers to these questions in your own words!

## Answer

The heart **is** a muscle. It pushes blood through the arteries, causing them to expand and contract in response to the flow of blood. **You can** feel the expansions and contractions, your **pulse** or heartbeat, in many places throughout the body where an artery passes close to the skin.